

Unified Improvement Plan Summary

Based on the 2025-26 Unified Improvement Plan



Colorado schools and districts can improve student learning and system effectiveness by engaging in a cycle of continuous improvement. To support this purpose, the Education Accountability Act of 2009 requires each Colorado district and school to create an annual Unified Improvement Plan (UIP). The focus of a UIP is primarily on student achievement and growth on state assessments and student measures of success during and after high school like graduation rate and dropout rate. The purpose of this document is to provide a high-level summary of the Adams 12 UIP for parents and community members.

To access the full Unified Improvement Plan for Adams 12 or any district school, please view the [Performance Framework Reports and Improvement Plans](#).

HOW WE CREATE THE UIP:

1. Review data and identify important trends from the following sources: [State assessments](#) and [high school outcome measures](#) like graduation rate and dropout rate.
2. Determine important challenges to address (called student performance priorities).
3. Identify fundamental causes of the challenges (called root causes).
4. Design plans to address the challenges and causes (called major improvement strategies).

For a more in-depth explanation of each step of the UIP development process, please review the [UIP 101 video series](#).

SUMMARY OF POSITIVE DATA TRENDS FROM 2022 TO 2025:

The notable trend statements compare outcomes from the 2021-22 school year when students fully returned to in-person schooling post-pandemic to the 2024-25 school year. Full data for the district and all schools can be found at the [District and School Dashboard](#). These trends include increases in average test scores at all school levels, improvements in four-year graduation and dropout rates, and reduced disciplinary incidences.

Average student achievement score on State tests in Math

Level	2022	2023	2024	2025	Change
Elementary	732.8	734.3	736.3	736.5	3.7 ↑
Middle School	729.5	729.1	730.4	731.4	1.9 ↑
High School	485.2	484.0	486.1	486.6	1.4 ↑

Four-year Graduation Rate and Dropout Rate

Measure	2022	2023	2024	2025	Change
4-Year Grad Rate	82.8%	84.8%	85.2%	85.6%	2.8% ↑
Dropout Rate	2.5%	2.3%	2.0%	1.9%	-0.6% ↑

Disciplinary Incidence Data

	2022	2023	2024	2025	Change
In-school suspension	1839	2507	2109	1770	-69 ↑
Out of school suspension	4894	4761	4425	4135	-759 ↑

SUMMARY OF CHALLENGING DATA TRENDS FROM 2022 TO 2025:

While there have been positive trends, we have also seen declining growth in Literacy and Math as well as little improvement in survey data related to student self-confidence.

Average Student Growth on State Tests in Literacy and Math

Level	Literacy Average			Math Average.		
	2022	2025	Change	2022	2025	Change
Elementary	53.0	49.0	-4.0 ↓	57.0	49.0	-8.0 ↓
Middle	47.0	47.0	0.0	50.0	48.0	-2.0 ↓
High	50.0	47.0	-3.0 ↓	52.0	49.0	-3.0 ↓

Students Survey Self-Confidence Favorability Percentages

Grade levels	2023	2024	2025	Change
Grades 3-5	59%	61%	61%	2.0% ↑
Grades 6-12	48%	49%	48%	0.0%



SUMMARY OF STUDENT PERFORMANCE PRIORITIES ARISING FROM THE CHALLENGING DATA TRENDS:

- Overall growth for both Literacy and Math at all school levels fell slightly below the State expectations.
- Achievement on the State Literacy assessment in grades 3-8 has been flat over the last three years despite ongoing resource implementation and aligned professional learning.
- Student survey data about self-confidence has improved somewhat over the last 3 years but is below district expectations and goals.

SUMMARY OF ROOT CAUSES:

- The district has not provided clear support, resources, training and feedback to help all leaders and teachers use student data to plan and reflect upon daily instruction to meet rigorous learning standards. In particular, the district has not helped schools implement improvement processes and structures to promote strong daily instruction to enable students to grow at expected levels.
- The district has not provided clear support, resources, training and feedback to help all educators regularly engage students in instruction that is relevant, meaningful, and empowering.



MAJOR IMPROVEMENT STRATEGIES:

In Adams 12 Five Star Schools we intentionally plan, both individually and collaboratively:

- to engage in short improvement cycles to strengthen the consistency of rigorous and relevant grade level learning for all students.
- to engage all students in learning partnerships that foster a sense of academic and social belonging.

We commit to **ELEVATE** student success.

RELATIONSHIP OF MAJOR IMPROVEMENT ACTION STEPS TO THE ELEVATE PLAN:

ELEVATE, the strategic plan for Adams 12 Five Star Schools, was developed starting in 2028 through collaboration among more than 7,000 parents, students, staff and community members who came together across every school in the district through in-person collaboration and online surveys. The major improvement strategies and action steps of the Adams 12 UIP are aligned to the ELEVATE focus areas as outlined below. For more information about ELEVATE, please review the [Adams 12 Strategic Plan](#).



21ST CENTURY LEARNING: Students collaborate, think critically, problem-solve and are digitally literate to thrive in today's ever-changing world.

STRATEGY	ACTION STEP
Acquire educational resources to facilitate student learning	Purchase and implementation of the myPerspectives literacy resource across middle school English language arts classrooms.
Develop and monitor frequent, ongoing improvement cycles	Each school will develop and implement a performance management tool and implement multiple sprint cycles to improve student learning and academic and social belonging.
Implement collaborative lesson planning and teaching opportunities for teams of teachers	All members of the Learning Services team will engage in classroom observations that are aligned to a common definition of sound instruction. This data will be analyzed by Learning Services Leadership to deeply understand the state of instructional practice across the system and improve coherence for all schools.



WORLD-CLASS STAFF: *Staff is compensated, supported and trained to foster student success and family partnerships.*

STRATEGY	ACTION STEP
Provide training for staff to implement systemic improvement structures and processes	Training for all principals, instructional coaches, and Learning Services leaders on the development and use of a Progress Monitoring (PM) Tool and implementation of sprint cycles to improve classroom instruction at each school based on the particular needs of the school.
Train and support staff to meet district goals	Centralized Instructional Leadership Team (ILT) professional learning for administrators and teachers from schools at each level focused on improving instructional consistency and academic belonging.



SOCIAL-EMOTIONAL LEARNING: *Students are provided innovative social-emotional programming and practices across all schools.*

STRATEGY	ACTION STEP
Define the characteristics and expectations of positive, inclusive learning environments	Development of Positive Behavior Intervention and Supports framework for K-5 and K-8 schools to self-assess and determine next steps at the school level.
Provide training for school staff to support students	Professional learning for school leaders and Social Emotional Learning Specialists on the components of the Positive Behavior Intervention and Supports framework including implementation and monitoring.
Support school leaders to improve student attendance and behavior outcomes	Provide ongoing training sessions for school leaders who support behavior and attendance using case studies, problems of practice, or strategy sessions to increase understanding and likelihood of implementation of guidelines, practices, or procedures.

To access the full Unified Improvement Plan for Adams 12 or any district school, please view the [Performance Framework Reports and Improvement Plans.](#)

