

DAC Community Forum: Data Night Out!

October 7, 2026

Norm Alerta, Director of Assessment & Performance Analytics

Christina Ethier, Performance Analytics Manager

Dr. Ngoc Phan, Data Analyst



Agenda

- Introductions & Purpose (5 min)
- State & District Accountability (SPF & UIP) (15 min)
- Community Data Sources & Dashboards (10 min)
- SPT Priority Teams Data Overview (30 minutes total: two 15-minute rotations)
 - Literacy: Comprehensive Aligned Assessment System
 - Discipline: ISS/OSS/Expulsion Data
 - Health & Wellbeing: Panorama Sense of Belonging
 - Exceptional Student Services (ESS): Data Dashboards

The background features a central horizontal band of solid red color. Above and below this band are large, overlapping circles. The circles in the top-left and bottom-right corners are a dark teal color. The circles on the left and right sides, which overlap the red band, have a red-to-white gradient and are filled with a fine, diagonal hatching pattern.

Introductions & Purpose

Our Team:



Norm Alerta

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ASSESSMENT



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DAC Responsibilities for Unified Improvement Planning (UIP)

Fulfill the responsibilities of the DAC in the development of the District UIP:

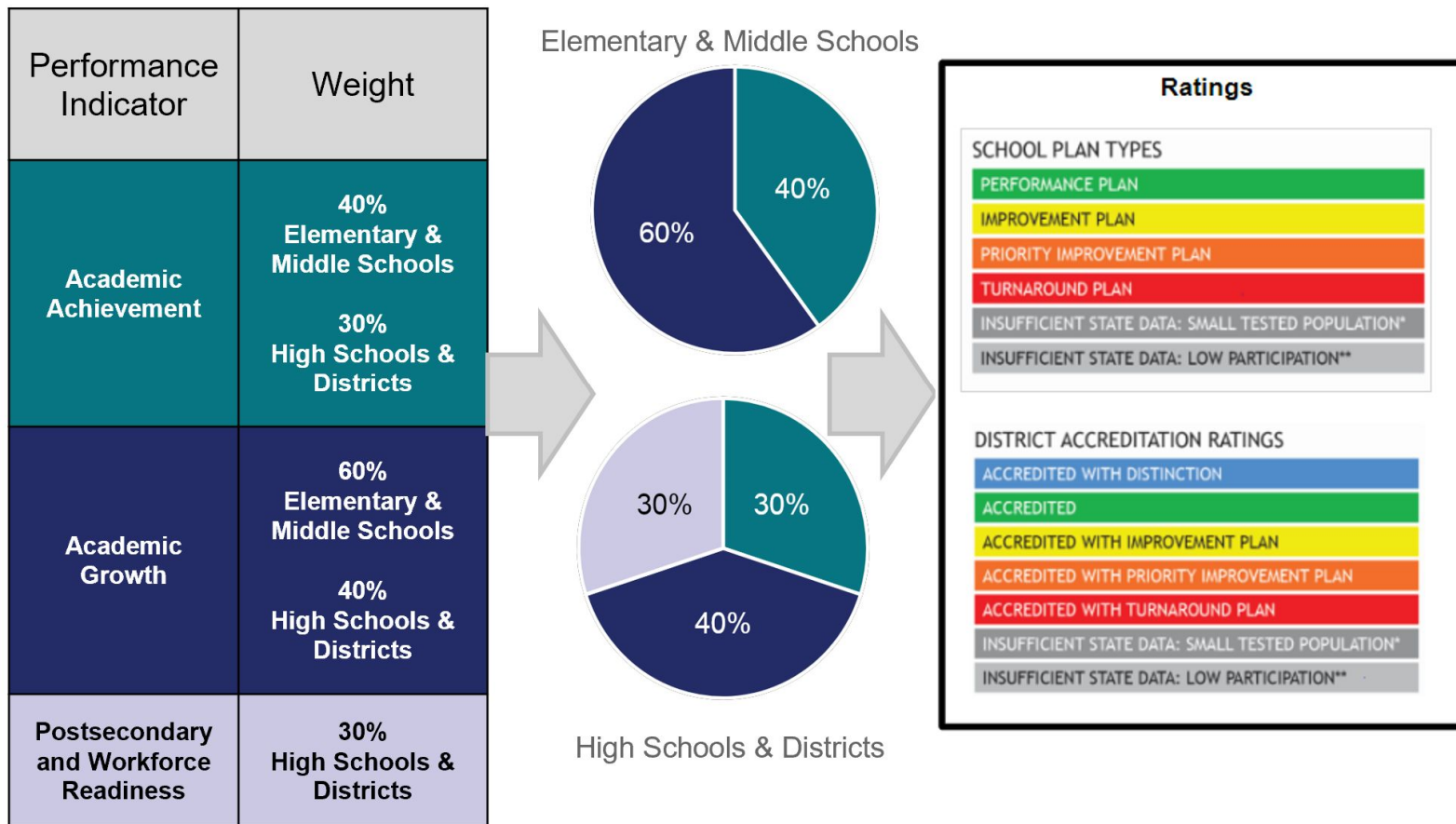
- Review district data to help identify student priority challenges
- Give input on root causes and strategies
- Ensure the plan reflects community voices
- Recommends to the school board whether the UIP adequately addresses the district's goals for improving student achievement and closing gaps

Summary: While the District writes and submits the UIP, the DAC plays an advisory role to review, ask clarifying questions, and share recommendations so the plan is representative of the perspectives from various stakeholders

The image features a central horizontal band of solid red color. Above and below this band are large, overlapping circles. The circles in the top-left and bottom-right corners are a dark teal color. The circles on the left and right sides, which overlap the red band, are filled with a fine, parallel line pattern in a light teal or greyish-blue color. The text "State Accountability" is centered within the red band in a white, bold, sans-serif font.

State Accountability

Construction of a Performance Framework



CCSD's District Performance Framework



2026 Preliminary District Performance Framework

0130: Cherry Creek 5

Grade Levels: EMH - (1 Year)

Accreditation Rating Official Rating based on SINGLE-YEAR DPF Report

Accredited

67.8/100
Points Earned



The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	62.3%	18.7/30	Approaching
Academic Growth	70.5%	28.2/40	Meets
Postsecondary & Workforce Readiness	69.7%	20.9/30	Meets

Assurances

	Rating
Participation	Meets 95% Participation
Finance	Meets Requirements
Safety	Meets Requirements

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	34,829	28,678	82.3%	5,832	99.1%	Meets 95% Participation
Math	34,827	28,737	82.5%	5,832	99.1%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:

Does Not Meet 95% Total Participation

Accreditation categories are based on the total percentage of points earned.

Accredited with Distinction: 74.0% - 100%

Accredited: 56.0% - 73.9%

Accredited with Improvement Plan: 44.0% - 55.9%

Accredited with Priority Improvement Plan: 34.0% - 43.9%

Accredited with Turnaround Plan: 0.0% - 33.9%

Insufficient State Data: No reportable achievement and growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	64.6%	25.8/40	Meets	68.1%	Accredited
	Academic Growth	70.5%	42.3/60	Meets		
Middle	Academic Achievement	63.2%	25.3/40	Meets	67.1%	Accredited
	Academic Growth	69.6%	41.8/60	Meets		
High	Academic Achievement	59.0%	17.7/30	Approaching	67.2%	Accredited
	Academic Growth	71.4%	28.6/40	Meets		
	Postsecondary & Workforce Readiness	69.7%	20.9/30	Meets		

Distinction	74.0% - 100%
Accredited	56.0% - 73.9%
Improvement	44.0% - 55.9%
Priority Improvement	34.0% - 43.9%
Turnaround	0.0% - 33.9%
Insufficient Data	No reportable achievement and growth data

Academic Achievement – Elementary

0130: Cherry Creek 5

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	9,507	90.3%	747.8	68	6.00/8	Meets
	Previously Identified for READ Plan	2,025	85.0%	707.1	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	3,464	87.8%	727.7	24	0.50/1	Approaching
	Minority Students	5,065	89.6%	738.1	47	0.50/1	Approaching
	Multilingual Learners	2,023	91.3%	719.1	8	0.25/1	Does Not Meet
	Students with Disabilities	1,460	73.9%	712.2	2	0.25/1	Does Not Meet
CMAS - Math	All Students	9,583	90.5%	744.9	72	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	3,490	87.8%	726.6	31	0.50/1	Approaching
	Minority Students	5,124	90.0%	736.3	54	0.75/1	Meets
	Multilingual Learners	2,098	92.5%	724.4	26	0.50/1	Approaching
	Students with Disabilities	1,478	74.5%	719.1	15	0.50/1	Approaching
CMAS - Science	All Students	3,189	87.7%	738.1	53	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,125	85.1%	721.2	20	0.50/1	Approaching
	Minority Students	1,656	87.4%	729.5	36	0.50/1	Approaching
	Multilingual Learners	663	89.6%	713.3	9	0.25/1	Does Not Meet
	Students with Disabilities	476	71.0%	709.7	5	0.25/1	Does Not Meet
TOTAL		*	*	*	*	23.25/36	Meets

Achievement

Rating	Points for "All Students"	Points for Each Disaggregated Group
Exceeds	8	1
Meets	6	0.75
Approaching	4	0.5
Does Not Meet	2	0.25

Academic Achievement – Middle

0130: Cherry Creek 5

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	8,424	75.6%	747.8	69	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	2,813	72.3%	726.8	21	0.50/1	Approaching
	Minority Students	4,624	76.5%	739.8	48	0.50/1	Approaching
	Multilingual Learners	1,334	81.1%	711.4	1	0.25/1	Does Not Meet
	Students with Disabilities	1,076	62.5%	711.8	2	0.25/1	Does Not Meet
CMAS - Math	All Students	8,521	75.8%	742.1	76	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	2,880	72.8%	722.5	27	0.50/1	Approaching
	Minority Students	4,710	76.9%	734.5	60	0.75/1	Meets
	Multilingual Learners	1,437	82.7%	713.8	9	0.25/1	Does Not Meet
	Students with Disabilities	1,078	62.5%	711.6	7	0.25/1	Does Not Meet
CMAS - Science	All Students	2,439	64.5%	739.6	65	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	853	63.7%	723.2	30	0.50/1	Approaching
	Minority Students	1,369	66.8%	732.7	49	0.50/1	Approaching
	Multilingual Learners	364	74.0%	705.9	6	0.25/1	Does Not Meet
	Students with Disabilities	287	53.5%	712.7	13	0.25/1	Does Not Meet
TOTAL		*	*	*	*	22.75/36	Meets

Achievement

Rating	Points for "All Students"	Points for Each Disaggregated Group
Exceeds	8	1
Meets	6	0.75
Approaching	4	0.5
Does Not Meet	2	0.25

Academic Achievement – High

0130: Cherry Creek 5

High School - (1 Year)

ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CO PSAT - Reading & Writing	All Students	6,447	80.9%	488.5	72	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,881	70.8%	438.0	31	0.50/1	Approaching
	Minority Students	3,400	76.9%	471.5	60	0.75/1	Meets
	Multilingual Learners	950	71.8%	400.2	7	0.25/1	Does Not Meet
	Students with Disabilities	620	61.2%	396.2	6	0.25/1	Does Not Meet
CO PSAT - Math	All Students	6,491	80.9%	469.8	79	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,912	70.9%	418.6	38	0.50/1	Approaching
	Minority Students	3,434	76.9%	454.3	70	0.75/1	Meets
	Multilingual Learners	994	72.0%	397.3	22	0.50/1	Approaching
	Students with Disabilities	620	61.2%	373.3	7	0.25/1	Does Not Meet
CMAS - Science	All Students	488	11.8%	730.9	38	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	191	14.3%	723.8	20	0.50/1	Approaching
	Minority Students	301	13.4%	727.0	27	0.50/1	Approaching
	Multilingual Learners	91	19.7%	711.5	2	0.25/1	Does Not Meet
	Students with Disabilities	57	10.8%	720.2	11	0.25/1	Does Not Meet
TOTAL		*	*	*	*	21.25/36	Approaching

Achievement

Rating	Points for "All Students"	Points for Each Disaggregated Group
Exceeds	8	1
Meets	6	0.75
Approaching	4	0.5
Does Not Meet	2	0.25

Academic Growth – Elementary

ACADEMIC GROWTH					
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	5,873	54.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	2,037	47.0	0.50/1	Approaching
	Minority Students	3,025	51.0	0.75/1	Meets
	Multilingual Learners	1,178	48.5	0.50/1	Approaching
	Students with Disabilities	848	42.0	0.50/1	Approaching
CMAS - Math	All Students	5,943	52.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	2,085	48.0	0.50/1	Approaching
	Minority Students	3,077	50.0	0.75/1	Meets
	Multilingual Learners	1,262	52.0	0.75/1	Meets
	Students with Disabilities	853	49.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	2,623	57.0	3.00/4	Meets
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	19.75/28	Meets

Growth			
Percentile	Rating	Points for "All Students"	Points for Each Disaggregated Group
65- 99	Exceeds	8	1
50- 64	Meets	6	0.75
35- 49	Approaching	4	0.5
0- 34	Does Not Meet	2	0.25

Academic Growth – Middle

ACADEMIC GROWTH					
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	7,616	53.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	2,478	48.0	0.50/1	Approaching
	Minority Students	4,155	53.0	0.75/1	Meets
	Multilingual Learners	1,203	45.0	0.50/1	Approaching
	Students with Disabilities	894	45.0	0.50/1	Approaching
CMAS - Math	All Students	7,717	54.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	2,554	49.0	0.50/1	Approaching
	Minority Students	4,231	53.0	0.75/1	Meets
	Multilingual Learners	1,299	49.0	0.50/1	Approaching
	Students with Disabilities	898	48.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	1,019	60.0	3.00/4	Meets
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	19.50/28	Meets

Growth			
Percentile	Rating	Points for "All Students"	Points for Each Disaggregated Group
65- 99	Exceeds	8	1
50- 64	Meets	6	0.75
35- 49	Approaching	4	0.5
0- 34	Does Not Meet	2	0.25

Academic Growth – High

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	5,852	54.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,610	47.0	0.50/1	Approaching
	Minority Students	3,057	52.0	0.75/1	Meets
	Multilingual Learners	738	47.0	0.50/1	Approaching
	Students with Disabilities	464	42.0	0.50/1	Approaching
CO PSAT/SAT - Math	All Students	8,075	57.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	2,294	52.0	0.75/1	Meets
	Minority Students	4,270	56.0	0.75/1	Meets
	Multilingual Learners	1,127	52.0	0.75/1	Meets
	Students with Disabilities	678	47.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	1,205	52.0	3.00/4	Meets
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	20.00/28	Meets

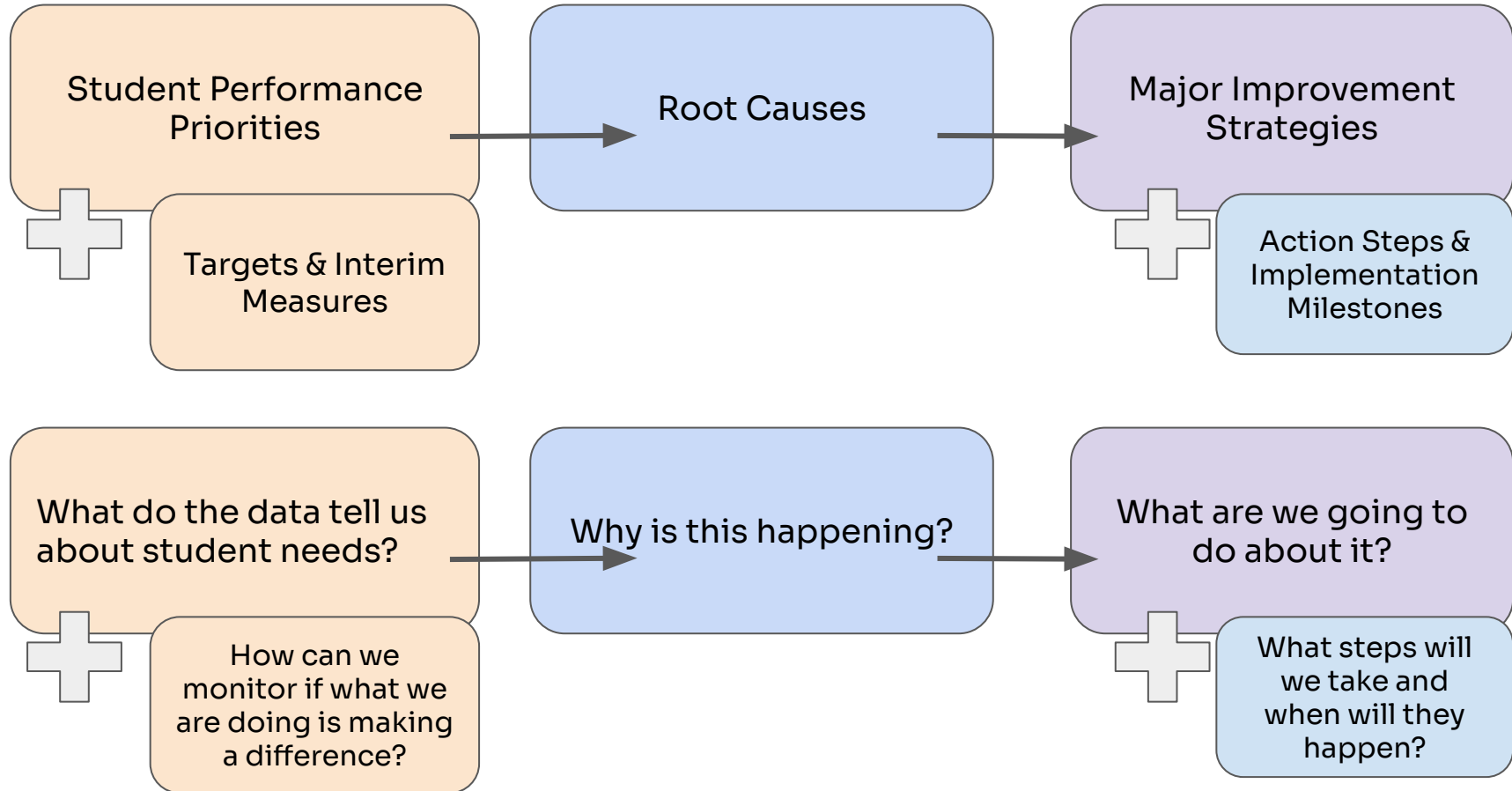
Growth			
Percentile	Rating	Points for "All Students"	Points for Each Disaggregated Group
65- 99	Exceeds	8	1
50- 64	Meets	6	0.75
35- 49	Approaching	4	0.5
0- 34	Does Not Meet	2	0.25

Postsecondary and Workforce Readiness

POSTSECONDARY AND WORKFORCE READINESS							
Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading & Writing	All Students	3,430	*	536.8	83.1%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	1,022	*	490.6	76.2%	0.50/1	Approaching
	Minority Students	1,828	*	515.2	80.8%	0.75/1	Meets
	Multilingual Learners	385	*	426.5	74.7%	0.25/1	Does Not Meet
	Students with Disabilities	301	*	446.3	59.1%	0.25/1	Does Not Meet
CO SAT - Math	All Students	3,465	*	508.5	83.2%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	1,042	*	463.7	76.5%	0.50/1	Approaching
	Minority Students	1,851	*	488.6	81.0%	0.75/1	Meets
	Multilingual Learners	420	*	424.2	75.4%	0.50/1	Approaching
	Students with Disabilities	302	*	414.3	59.1%	0.25/1	Does Not Meet
Dropout Rate	All Students	28,042	*	1.1%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	8,772	*	1.7%	*	1.50/2	Meets
	Minority Students	15,705	*	1.5%	*	1.50/2	Meets
	Multilingual Learners	4,004	*	2.9%	*	1.00/2	Approaching
	Students with Disabilities	3,507	*	0.8%	*	1.50/2	Meets
Matriculation Rate	All Students	4,394	*	66.0%	*	3.00/4	Meets
	2 Year	*	*	11.4%	*	0.00/0	-
	4 Year	*	*	50.1%	*	0.00/0	-
	CTE	*	*	6.0%	*	0.00/0	-
	Military	*	*	2.1%	*	0.00/0	-
	Postsecondary Program	*	*	3.9%	*	0.00/0	-
Graduation Rate	All Students	4,386	7yr	93.6%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,661	5yr	89.1%	*	1.50/2	Meets
	Minority Students	2,219	7yr	91.9%	*	1.50/2	Meets
	Multilingual Learners	449	7yr	89.3%	*	1.50/2	Meets
	Students with Disabilities	538	5yr	89.0%	*	1.50/2	Meets
TOTAL		*	*	*	*	36.25/52	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES					
Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	91.6%	93.5%	93.1%	93.6%	7yr
Free/Reduced-Price Lunch Eligible	85.4%	89.1%	88.5%	87.9%	5yr
Minority Students	88.7%	91.5%	91.4%	91.9%	7yr
Multilingual Learners	77.5%	84.7%	88.6%	89.3%	7yr
Students with Disabilities	86.4%	89.0%	86.0%	88.8%	5yr

What's in a 2026-27 UIP?



Alignment to Strategic Plan

CHERRY CREEK SCHOOL DISTRICT STRATEGIC PLAN

Strategic Objectives



Literacy



Health & Wellbeing



Disproportionality

Student Performance Priorities

**Reading Achievement for
K-12 Students**

**Racial Inequity in
Discipline Referrals**

**Inequitable Referral and
Identification Practices for
Exceptional Student Services**

**Student Sense of
Belonging**



CCSD UIP Alignment: SPP → Root Cause → MIS

Student Performance Priorities

Reading Achievement for
K-12 Students

Racial Inequity in
Discipline Referrals

Inequitable Referral and
Identification Practices for
Exceptional Student Services

Student Sense of
Belonging

Root Causes

Instructional Coherence and
Academic Systems

Collaborative Adult Learning
and Professional Capacity

Data-Driven Continuous
Improvement

Authentic Family and
Community Partnerships

Equity-Centered Culture and
Student Support Systems

Equitable Access and
Decision-Making Practices

Major Improvement Strategies

Standards-Aligned
Instructional Systems & MTSS

PLCs & Capacity Building

Continuous Improvement &
Data-Driven Decision Making

Family, Caregiver &
Community Partnerships

Equity-Centered Culture,
Behavior & Belonging
Grounded in Rigor

Action Steps by MIS: Reading Achievement for K-12 Students

Annual Goal: By the end of the 2026-2027 school year, CCSD will increase the percentage of K-12 students scoring proficient or higher in literacy from **59%** to **69%** as measured by State and nationally-normed assessments to include: Star, PSAT, SAT, and CMAS.

Root Causes

Instructional Coherence
and Academic Systems

Collaborative Adult
Learning and Professional
Capacity

Data-Driven Continuous
Improvement

Authentic Family and
Community Partnerships

Major Improvement Strategies & Action Steps

Standards-Aligned
Instructional Systems &
MTSS

PLCs & Capacity Building

Continuous Improvement &
Data-Driven Decision
Making

Equity-Centered Culture,
Behavior & Belonging
Grounded in Rigor

Ensure all students in grades 1-5
are taught the most essential
reading standards using a
consistent curriculum and
common assessments

Provide teacher teams with
instructional coaching to
support unit planning for
15-day learning cycles

TBD

TBD

Use 15-day learning cycles to
plan/adjust instruction,
monitor student progress,
and provide timely support so
all students master essential
grade-level reading
standards.

Action Steps by MIS: Racial Inequity in Discipline Referrals

Annual Goal: By the end of the 2026–2027 school year, as a district, we will reduce the disproportionality of *incidents resulting in exclusionary outcomes* as tracked in Incident Management (Tableau) for all students, with a specific focus on reducing disproportionate exclusionary discipline impacting Black male students from **9.5%** overrepresentation to **6.3%**.

Root Causes

Data-Driven Continuous Improvement

Equity-Centered Culture and Student Support Systems

Major Improvement Strategies & Action Steps

Continuous Improvement & Data-Driven Decision Making

Equity-Centered Culture, Behavior & Belonging Grounded in Rigor

Regularly review discipline data to identify patterns, monitor progress,

Train staff to accurately and consistently document discipline incidents using district platforms

Take advantage of existing PD opportunities to embed training for staff that promotes positive relationships, reduces bias, and helps staff respond to student behavior in supportive and equitable ways

Action Steps by MIS: Inequitable Referral and Identification Practices for Exceptional Student Services

Annual Goal: By the end of the 2026-2027 school year, district level representation by student groups within mild-moderate (LRE) and Gifted programming will be equitable and within the district identified goal range.

Root Causes

Instructional Coherence
and Academic Systems

Collaborative Adult
Learning and Professional
Capacity

Data-Driven Continuous
Improvement

Equitable Access and
Decision-Making Practices

Major Improvement Strategies & Action Steps

Standards-Aligned
Instructional Systems & MTSS

PLCs & Capacity Building

Continuous Improvement &
Data-Driven Decision Making

Equity-Centered Culture,
Behavior & Belonging Grounded
in Rigor

TBD

TBD

(SPED/GT) Regularly review ESS data using a data equity protocol to identify and question patterns, and monitor progress toward annual goal

(SPED) Monthly Special Education Leadership Team book study of Archaeology of Self to help create a more culturally responsive IEP process.

(SPED) Review Individualized Education Plans (IEPs) to ensure students with disabilities are receiving appropriate services and supports.

(SPED) Develop dashboard to monitor whether students are receiving the services and supports they need

(SPED) Provide tools and guidance to help school teams make objective decisions and ensure all students are considered fairly when reviewing data and making service recommendations.

Action Steps by MIS: Student Sense of Belonging

Annual Goal: By the end of the 2026–2027 school year, the percentage of students in grades 3–12 scoring favorably (strength or high strength) on the Sense of Belonging topic score, as measured by the Panorama SEL screener, will increase from **62.7%** to **65.0%**.

Root Causes

Authentic Family and
Community Partnerships

Data-Driven Continuous
Improvement

Equity-Centered Culture and
Student Support Systems

Major Improvement Strategies & Action Steps

Family, Caregiver & Community
Partnerships

Continuous Improvement &
Data-Driven Decision Making

Equity-Centered Culture,
Behavior & Belonging
Grounded in Rigor

Communicate with families about
the SEL Screener and how it helps
schools understand and support
student well-being and belonging

TBD

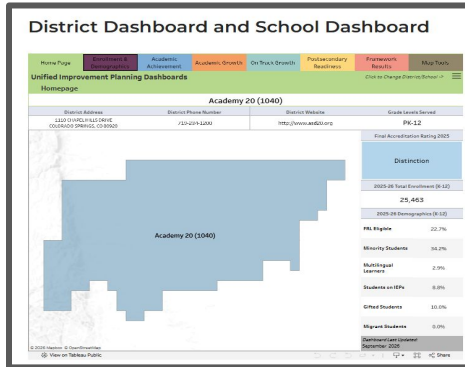
Use CDE Conditions of Belonging
resource to build staff knowledge
and skills around practices that
help students feel welcomed,
connected, included, and valued
at school.



Data Sources Available for Caregivers & Community Members

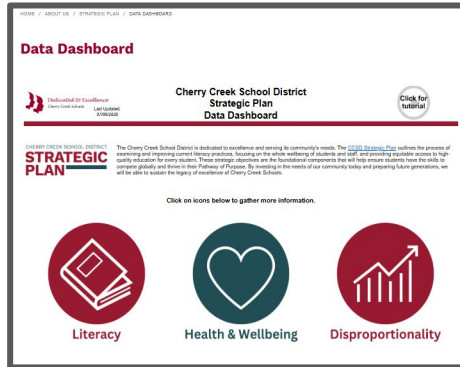
Data Sources

Colorado Department of Education's Data Dashboard



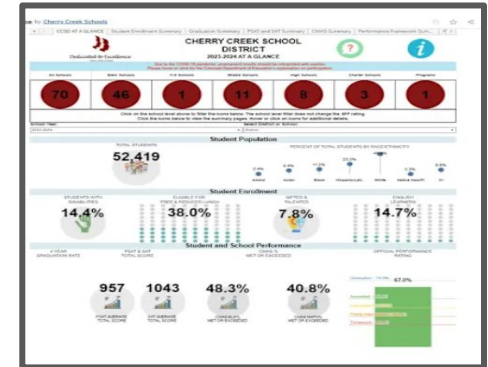
Statewide accountability, enrollment, achievement, and school comparisons

Strategic Plan Data Dashboard



District strategic plan metrics for literacy, health and wellbeing, discipline, and exceptional student services

Cherry Creek School District's Data Center



CCSD's enrollment, graduation, assessment results, and SPF/DPF from previous years.

The background features a central horizontal red band. Above and below this band are large, overlapping circles. The circles are filled with a dark teal color and have a fine, diagonal hatching pattern. The overall design is modern and minimalist.

Accountability Timeline

Next Steps

October 15 - Unified Improvement Plans due to CDE

- *Only schools with Improvement, Priority Improvement, Turnaround ratings*
 - *Share plans with SAC*

Mid-November - Performance Frameworks Finalized for non-R2R

Mid-December - CDE Decisions on R2R schools

CDE Performance Framework Data

<https://www.cde.state.co.us/district-school-dashboard>

January 9 - Priority Improvement schools present to the board of education



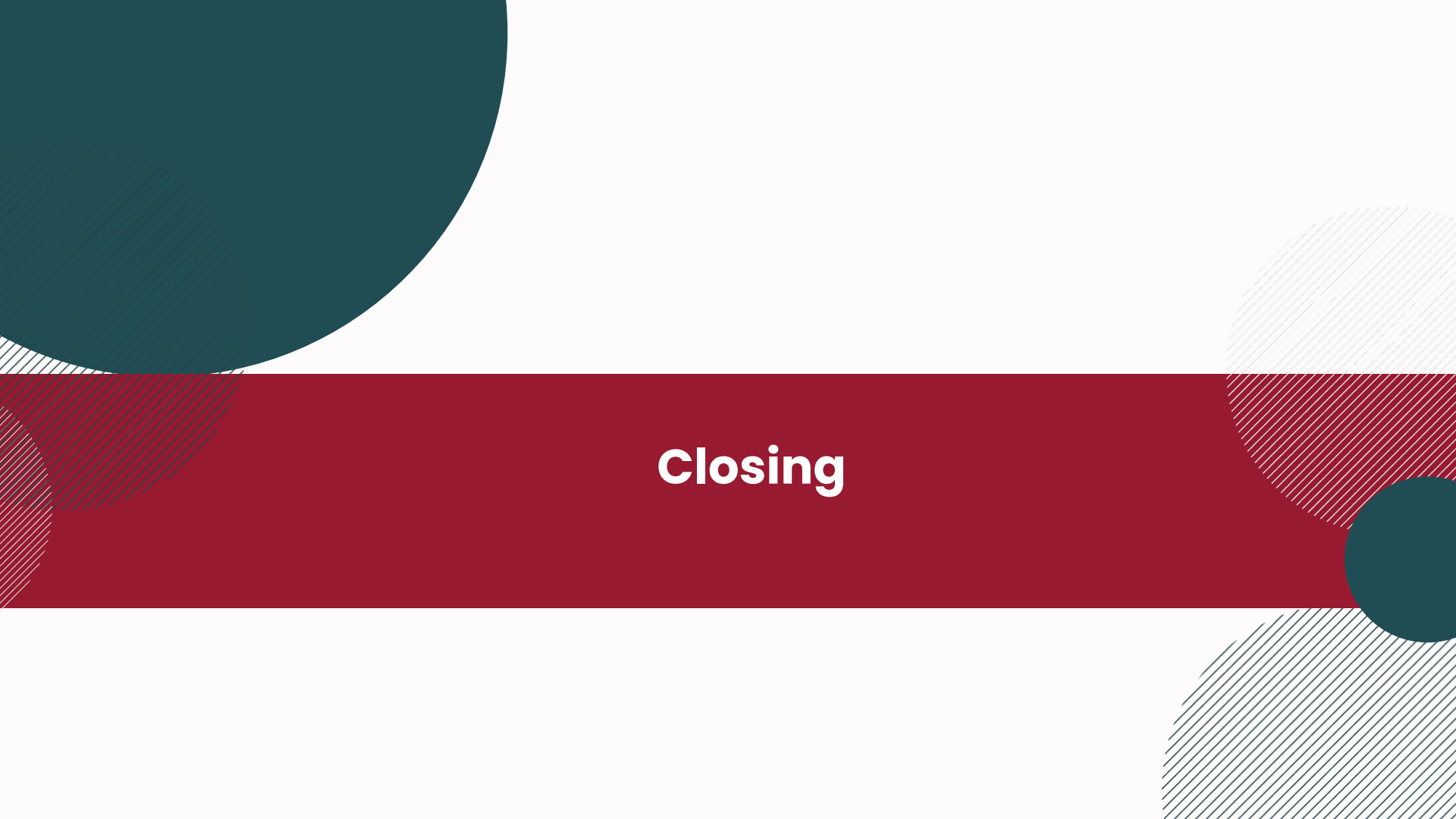
The background features a central horizontal band of solid red color. Above and below this band are large, overlapping circles. The circles in the top-left and bottom-right corners are a dark teal color. The circles on the left and right sides, which overlap the red band, are filled with a fine, parallel line pattern in a light teal or greyish-blue color. The text is centered within the red band.

Data for District's Strategic Priorities

15:00

CHILL
COUNTDOWN

TIMERS

The background features a central horizontal band of solid red color. Above and below this band are white areas. On the left side, a large dark teal circle overlaps the red band and extends into the white area above. On the right side, a smaller dark teal circle overlaps the red band and extends into the white area below. Additionally, there are two circular areas with diagonal hatching: one in the top-left white area and another in the bottom-right white area.

Closing