District P.A.S.S./DAC Joint Meeting
Future Forward

January 22, 2020

Welcome parents, staff members and community members!

“Maybe stories are just data with a soul.” ~ Brene Brown
Acknowledgements

School Board Member Representative – Ms. Kelly Bates

CCSD Executive Leadership Team and District Leadership Team Members

CCHS Administrative Team, CCSD & Cherry Creek Feeder Administrators, Building Leaders & Staff Members

CCSD Cultural Liaisons

Community Members & Parents
Happy School Board Appreciation Month!
Thank you for your leadership and unwavering commitment to Inclusive Excellence!

A Message from our Board of Education

Ms. Kelly Bates
Ms. Angela Garland
January Heritage Celebrations

- Makahiki Season – New Moon through Lunar New Year
- Lunar New Year – January 25, 2020
What is the purpose of District P.A.S.S.? What is the purpose of DAC?

District Partnerships for Academically Successful Students (P.A.S.S.)

District Accountability Committee (DAC)
PLACE
NAME
INTENTIONS

African Zulu Greeting - I see you. I am here.

Sawubona - I see you: "I see your personality. I see your humanity. I see your dignity and respect."

Ngikhona - I am here: “I feel I have been seen and understood and that my personal dignity has been recognized.”
Tonight’s Intentions

To share a summary of the celebrations and challenges surfaced during the data analysis phase of the district Unified Improvement Plan (UIP) process.

To provide input into the next phase of the district’s UIP development process.

To provide opportunities for stakeholders to engage in conversation about district direction and to give feedback that informs policy decisions (CCSD Future Forward).
District UIP Development - Process Review

- A Year of Listening
- Creation of Future Forward 2018-2019 School Year

- Data Analysis - Challenges & Celebrations

- Future Forward Implications
- UIP Workshops

- Data Analysis – Challenges & Celebrations

- Priority Performance Challenges Identified

- Sept. 2019 Joint DAC/P.A.S.S.

- Oct. 2019 School UIP Development

- Nov. 2019 Systemic Instructional Support Mtg.

- Jan. 2020
School Unified Improvement Plan

UIP Workshop
- Overview of UIP Components and Process
- Begin development of UIP

Data Dig
- Review Data through a Lens of Equity
  - Trends
  - Celebrations
  - Challenges

Priority Performance Challenges
- Prioritize Challenges
  - What challenges, if eliminated, would impact/sustain the entire school?

Root Cause
- Identify Root Cause - 5 or More Whys
  - What is the Root Cause(s) for the Priority Performance Challenge?
  - What are things that we can control?

Major Improvement Strategies and Action Steps
- What Major Improvement Strategies will eliminate the Root Cause(s)?
- What Action Steps need to be taken to implement the MIS?
  - What Action Steps need to be taken in the first 100 Days to implement the MIS?

Review and Revise
- Priority Improvement Plans due to CDE by January 15

UIP Completed
- March 15 through April 15
  - Directors and CDE

No later than December, you need to:
Share the process and gather feedback from your
- School Accountability and P.A.S.S. committees
- Guiding Coalition and/or leadership team
- School Staff
What surfaced during the data analysis process with our stakeholders?
Synthesis from September DAC/PASS Data Dig
Data Analysis: Shining Light on the Bright Spots and Uncovering Challenges

What celebrations and challenges surfaced in these data?
Celebrations

- The percentage of students meeting the College and Career Readiness benchmarks in ELA increased by 2 percentage points from 2017 to 2019 (56.1% to 58.1%)
- The percentage of American Indian students meeting the CCR benchmarks in Math increased by approximately 4 percentage points (34.7% to 38.5%) from 2017 to 2019
- More than half of the high school students met the CCR benchmark in both sections of the 2019 state tests (52.4%)
- At the Middle school level, the Median Growth Percentile (MGP) for Math was above the state average (MGP=51)
- Between 2017 and 2019, MGP on the CMAS ELA test for American Indian students increased from 48 to 54.
- Over that same timeframe MGPs for SPED students increased annually on the CMAS ELA (37 to 42) and Math assessments (42 to 44)
- American Indian and Asian students both exceeded the 50th percentile in growth for 2019 ELA state assessments with the MGP for American Indian increasing from 47 in 2017 to 54 in 2019
- At the high school level, approximately 72% met the CCR benchmarks for the Evidence-Based Reading & Writing (EBRW) sections of the PSAT/SAT state assessments
- High school students also demonstrated growth above the state average in both EBRW (MGP=53) and Math (MGP=56)
Challenges

• Across ALL student groups, the percentages of students meeting College and Career Readiness benchmarks on state assessments has not significantly changed, particularly in Math
  • Math performance has mostly remained the same 46.9% in 2017 to 47.1% in 2019
• Across all RACIAL/ETHNIC student groups, between 30% and 70% are NOT MEETING the CCR benchmarks in ELA and Math
  • The overall percentage of Black/Hispanic/Indigenous students meeting CCR Benchmarks in 2019 was 40% in ELA and 26.7% in Math. These percentages have not changed since 2017
  • Over that same timeframe, the percentage of White/Asian students meeting the CCR benchmarks increased from 64.9% to 68.1% in ELA and from 57.9% to 58.7% in Math
• On the CMAS assessments, less than 40% of Black or Hispanic students met the ELA and Math CCR benchmarks from 2017 to 2019. Math was more of a challenge where no more than a third of students met the benchmarks
• The percentage of FRL eligible students, SPED students, and English Learners meeting the CCR benchmarks on the CMAS ELA and Math tests was below 30% in 2019.
  • Less than 20% of SPED students met the CCR benchmarks in 2019
  • The percentage of EL students meeting ELA and Math benchmarks decreased between 2017 and 2019 (33.2% to 24.9% and 30.2% to 22.9%, respectively)
Challenges

• At the high school level, the percentage of students meeting EBRW benchmarks on the PSAT/SAT state assessments has declined from 2017 to 2019 EBRW (74.5% to 72.4%) and remained flat in Math (54.2% to 54.9%)

• Less than 60% of high school students met the Math benchmarks over that same time frame.

• By racial ethnic groups, less than 40% of Black or Hispanic students met the Math CCR benchmarks in grade 9 through 11 from 2017-2019

• There are disproportionate percentages of Black and Hispanic students identified in SPED and Gifted Programming across the district
  • Black students - 13% of SPED students, 5% of GT students, 12% of the overall CCSD population
  • Hispanic students - 25% of SPED students, 10% of GT students, 21% of the overall CCSD population

• There are disproportionate percentages of Black and Hispanic students identified in advanced courses across the district
  • Black students – represent 9.4% of students taking an advanced course, 12% of the overall CCSD population
  • Hispanic students – represent 16% of students taking an advanced course, 21% of the overall CCSD population
Visible, Hyper-Visible, Invisible

Consider the synthesis of challenges and celebrations:

• What’s coming up for you?
• How is your voice represented in the data synthesis?
• Are you visible, hyper-visible or invisible?
Dyad Partner Share

- Above the Line/Below the Line Reflection
- Whose voice is represented?
- Whose voice is not represented?
- What is the missing perspective?
From Dyads to Quads

1. Connect with another dyad partner
2. Share your thoughts
3. Record the missing perspectives
Reflecting on Our Data

We noticed
• Stagnation in our achievement and growth results
• Our data are flat

We need
• An increase in achievement and growth for all students - Increase by 3%
• An accelerated increase in achievement and growth for our historically underserved students to meet the state benchmarks – Increase by 7%

We concluded
• We must do something for all students in CCSD!
Priority Performance Challenges

Guiding Question: What challenges, if eliminated, would impact/sustain the entire system?

Stagnation
- Disproportionality achievement – racial disparity
- Disproportionality course enrollment
- SPED performance
Processing Time – Priority Performance Challenges

Table Discussion - Do you agree/disagree?
If . . .

✓ Disproportionate achievement
✓ Disproportionate course enrollment
✓ Disproportionate SPED achievement/growth

were eliminated, would the challenges surfaced in the data analysis be mitigated?
What is Instructional Excellence?

We will eliminate academic achievement disparities by providing ALL students with rigorous and relevant learning experiences so that they become leaders who create solutions that contribute to the betterment of our global society. We will focus on three key areas: performance, growth and engagement.
Table Discussion:

- The goals and strategies outlined in Future Forward to:
  1. Increase achievement
  2. Increase growth
  3. Increase engagement

- will address the challenges evident in these data

Add to your group's thinking:

- What are your thoughts/reactions to this premise? What is missing? Where are our blind spots?
# Future Forward – Next Steps

## The 5-year road map
- Creating alignment and ensuring sustainability

## Universal Instructional Framework
- Scope and Sequence Deliverable
- Professional Development Plan

## Multi-tiered System of Support
- General Education
- Special Education (SPED)
- Gifted & Talented (GT)
UNTIL WE MEET AGAIN . . .

Next District DAC Mtg. - Tuesday, February 4, 2020, 6-8pm at Canyon Creek Elementary School

Next District P.A.S.S. Mtg. – February 19, 2020, 6-8pm at Eaglecrest High School