COLORADO
Department of Education

Colorado's Unified Improvement Plan for Districts

Douglas County Re 1 UIP 2023-24 | **District:** Douglas County Re 1 | **Org ID:** 0900 | **Framework:** Accredited | **Draft UIP**

Table of Contents

Executive Summary

Priority Performance Challenges
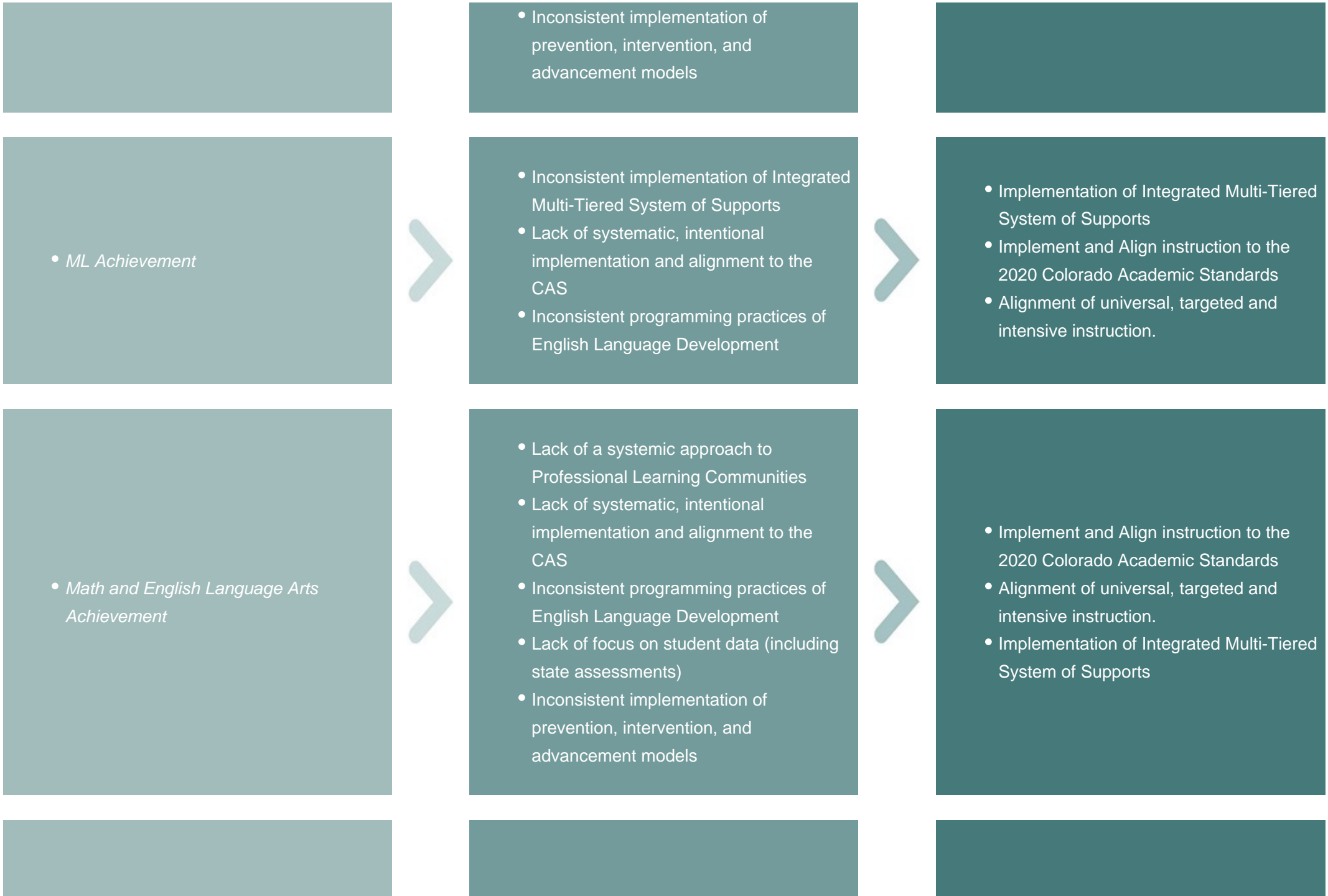
- *Math and English Language Arts Growth*

Root Cause

- Inconsistent implementation of Integrated Multi-Tiered System of Supports
- Lack of systematic, intentional implementation and alignment to the CAS
- Inconsistent programming practices of English Language Development
- Lack of focus on student data (including state assessments)

Major Improvement Strategies

- Implementation of Integrated Multi-Tiered System of Supports
- Implement and Align instruction to the 2020 Colorado Academic Standards
- Alignment of universal, targeted and intensive instruction.

- Inconsistent implementation of prevention, intervention, and advancement models

- *ML Achievement*

- Inconsistent implementation of Integrated Multi-Tiered System of Supports
- Lack of systematic, intentional implementation and alignment to the CAS
- Inconsistent programming practices of English Language Development

- Implementation of Integrated Multi-Tiered System of Supports
- Implement and Align instruction to the 2020 Colorado Academic Standards
- Alignment of universal, targeted and intensive instruction.

- *Math and English Language Arts Achievement*

- Lack of a systemic approach to Professional Learning Communities
- Lack of systematic, intentional implementation and alignment to the CAS
- Inconsistent programming practices of English Language Development
- Lack of focus on student data (including state assessments)
- Inconsistent implementation of prevention, intervention, and advancement models

- Implement and Align instruction to the 2020 Colorado Academic Standards
- Alignment of universal, targeted and intensive instruction.
- Implementation of Integrated Multi-Tiered System of Supports

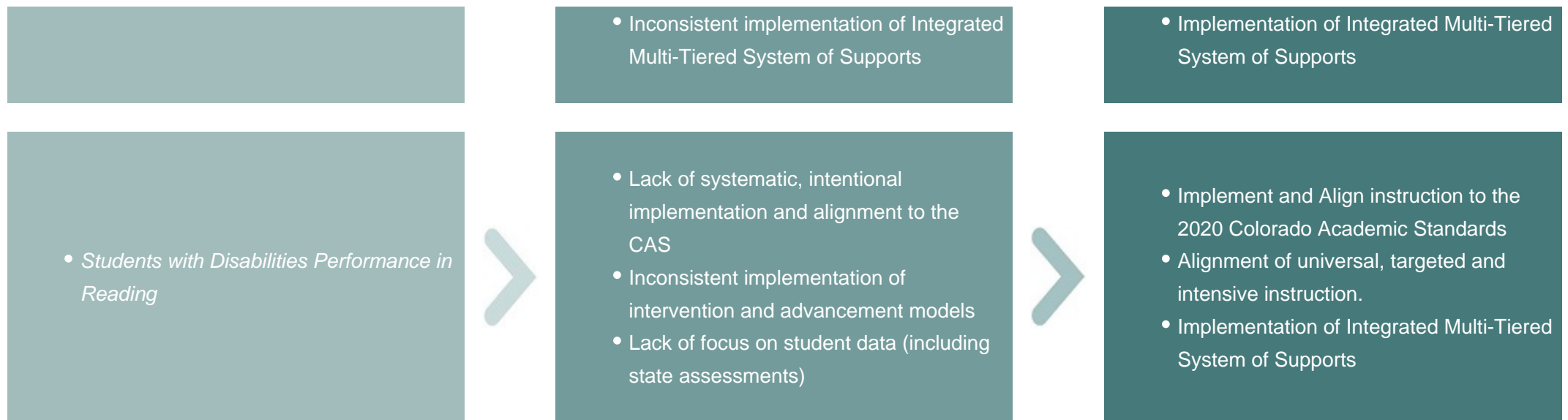|		
• *Gifted Achievement*	• Lack of systematic, intentional implementation and alignment to the CAS • Inconsistent implementation of prevention, intervention, and advancement models	• Implement and Align instruction to the 2020 Colorado Academic Standards
• *ML Graduation Rate*	• Inconsistent programming practices of English Language Development • Lack of systematic, intentional implementation and alignment to the CAS • Inconsistent implementation of Integrated Multi-Tiered System of Supports	• Alignment of universal, targeted and intensive instruction. • Implement and Align instruction to the 2020 Colorado Academic Standards • Implementation of Integrated Multi-Tiered System of Supports
• *High School Science*	• Lack of focus on student data (including state assessments)	• Implement and Align instruction to the 2020 Colorado Academic Standards • Implementation of Integrated Multi-Tiered System of Supports
• *ML On Track to English Proficency*	• Inconsistent programming practices of English Language Development • Lack of systematic, intentional implementation and alignment to the CAS	• Alignment of universal, targeted and intensive instruction. • Implement and Align instruction to the 2020 Colorado Academic Standards

	Inconsistent implementation of Integrated Multi-Tiered System of Supports	Implementation of Integrated Multi-Tiered System of Supports

Students with Disabilities Performance in Reading	• Lack of systematic, intentional implementation and alignment to the CAS • Inconsistent implementation of intervention and advancement models • Lack of focus on student data (including state assessments)	• Implement and Align instruction to the 2020 Colorado Academic Standards • Alignment of universal, targeted and intensive instruction. • Implementation of Integrated Multi-Tiered System of Supports

Access the District Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the district

District Contact Information

Name: Mathias Reynolds   **Title:** Learning Services Officer

Mailing Street: 620 Wilcox St.   **Mailing City / State/ Zip Code:** Castle Rock CO 80104

Phone:(303) 387-0137   **Email:** mathias.reynolds@dcsdk12.org

Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

The mission of the Douglas County School District (DCSD) is to provide an educational foundation that allows each student to reach his or her individual potential. DCSD strives to maximize the potential of every student to pursue his or her chosen endeavor in society, including but not limited to postsecondary education, career, or military service.

The core values of DCSD include: 1) Educational Excellence; 2) Human Diversity; 3) Individual Potential; 4) Lifelong Learning; 5) Productive Effort; 6) Shared Responsibility; 7) Ethical Behavior; and 8) Continuous Improvement. DCSD is committed to ensuring that every student has access to great teachers, excellent educational programming as well as safe and secure learning facilities so that every child has the best opportunity for a bright and successful future.

In 2018, the Douglas County School District Board of Education unanimously approved the following five goals (sometimes referred to as "end statements").

- Academic Excellence
- Outstanding Educators and Staff
- Safe, Positive Climate and Culture
- Collaborative Parent, Family, and Community Relations
- Financial Well-Being

The Douglas County School District is Accredited by the Colorado Department of Education.

2023 - 2024 Priorities
DCSD has identified the following priorities for the 2023 - 2024 school year.

- Literacy (Reading)
- Essential Skills for Success
- Data-Driven Professional Learning Communities
- Pathways for Every Graduate

Plan Development

In a data analysis work session with members of the DCSD District Accountability Committee in August, data from the 2023 District Performance Framework was reviewed and discussed. The updated accountability requirements from Colorado Department of Education were also discussed. Using the available trend data, DCSD's team determined that the school district's priority performance challenges should continue to be concentrated in the areas of English language arts and math. In addition

to the work session, the DAC will meet throughout the year to discuss progress of the plan. As part of the analysis, DCSD also reviewed assessment participation. DCSD will continue to track and monitor the impact of parent excusals on test participation in future test administrations. DCSD will also provide information about the uses of state assessment data to our parents.

Family and Parent Engagement and Partnership

DCSD and all of its Title I schools have a family and parent engagement policy in place. Some schools have more in-depth parent-school compacts to promote parent engagement in student learning based upon the unique demographics and needs of their individual student populations. The policy and compacts are reviewed by parent committees at the individual schools (e.g. School Accountability Committees, learning center parent/community members, PTOs, etc.). DCSD provides guidance to the schools on their policy and compacts as necessary.

Currently, DCSD has several parent groups that are active in various parent and family engagement activities for many of our subgroups (e.g. Special Education Advisory group, Gifted & Talented Advisory Group, District Accountability Committee). DCSD has formed Conexión/Connection, an ELD parent engagement and advocacy group. DCSD's Director of Language, Culture & Equity, Title III Coordinator, Family and Cultural Liaisons, and District feeder contacts work alongside parents to gather input for family engagement, outreach, and partnership. In addition, DCSD leverages Title III funds to support family outreach and partnership in all DCSD schools for multilingual parents and families. DCSD offers multilingual parent involvement activities including Adult ESL, parent nights, resource fairs, understanding assessment results, understanding graduation competencies and pathways for all students, literacy and math engagement, and custom outreach based on community needs and desires. In relation to these activities, ML families, and any parent who has limited English proficiency regardless of the student's eligibility for ELD programming, can access translator/interpreter communication help for general communication, enrollment, parent-teacher meetings, district events, and school events.

DCSD, with support from its Director of Parent, Civic, and Public Engagement, provides numerous opportunities for parents to have access to resources through community and district resource fairs in the areas of mental health supports, suicide prevention, anti-bullying efforts, healthy students (nutrition, physical activity, and mindfulness), drug and alcohol abuse supports, community referral resources and partnerships, etc. DCSD partners with HealthONE on a Parent University series each year.

Dependent upon the student needs at individual Title I schools a variety of home-school partnership activities are employed with the support of both local funds and Title I Parent Involvement Set-Aside funds. These include among others, Parent Academies for Literacy, math nights, providing mental health support curriculum for students and families, strategies to decrease student mobility, parent surveys, parent connection letters that include strategies to use with students at home, literacy nights, individual goal setting with parents for students receiving Title I supports.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Current Performance

- Our overall District Performance Framework rating remained with a rating of Accredited: Meets Expectations in Overall Achievement, Overall Growth and Overall PostSecondary & Workforce Readiness. (Click here to access **District Performance Framework** and CDE Data **Dashboard**)

It is evident from an analysis of the district performance outcomes that, while high achieving in most regards, there are definite improvement needs. The successful acquisition of a challenging and relevant education has not been met for all students in the district. The previous district improvement plans targeted specific areas of need and progress has been made in the alignment and implementation of the major improvement strategies. Although DCSD did not meet the annual targets, upon disaggregation it was evident that there was significant progress made in numerous areas. However, persistent achievement and growth gaps remain and there are potential root causes that have not yet been identified and/or addressed.

GIFTED & TALENTED DATA SUMMARY

DCSD continues to monitor growth and achievement for students identified as Gifted and Talented. In addition to analyzing this data for all students identified for gifted services, we closely monitor student performance and growth on assessments aligned to a student's identified strength area. Disaggregating the data by identified strength area allows us to analyze performance on assessments measuring reading, writing, and math by those who are identified with a strength in these areas. While DCSD is committed to the academic achievement of all learners, we expect each student identified as gifted in reading and/or writing and/or math to exceed expectations on assessments measuring achievement and growth in these areas. In alignment with DCSD's Board of Education Goal: Academic Excellence, this data helps inform our work to ensure, "Every student has equitable opportunity to acquire the knowledge and skills that will ensure performance at his/her highest individual potential" (**DCSD Board Goals, 2023**).

GIFTED AND TALENTED ACHIEVEMENT DATA

PSAT/SAT DATA The following graphs from the CDE dashboard represent performance on the PSAT/SAT of all students identified for gifted services. The tables with DCSD internal data represent the achievement for students identified Gifted with a strength in Reading and/or Writing, or identified Gifted with a strength in math, respectively.

2023 PSAT - Evidence-Based Reading and Writing performance by identified gifted learners remains relatively stable from 2021-2023. All identified gifted learners exceeded state accountability expectations. Students identified Gifted with a strength in the areas measured by the PSAT exceeded state expectations for graduation competency on both the EBRW and Math portions of the PSAT.

Colorado PSAT/SAT

DISTRICT	SCHOOL	TEST YEAR	SUBJECT	GRADE LEVEL	STUDENT GROUP	Achievement: N-Count	Achievement: Mean Scale Score	Growth: Median SGP	Growth: Median SGP - Baseline	Participation: Total Rate
Douglas County Re 1 (0900)	District Totals	2021	Evidence-Based Reading and Writing	Grade 09	All Students	3,827	488.8	-		80.1%
					Gifted	645	582.6	-		89.9%
					Not Gifted	3,182	469.8	-		78.4%
				Grade 10	All Students	3,953	510.1	-		82.0%
					Gifted	604	611.1	-		90.4%
					Not Gifted	3,349	491.9	-		80.6%
		2022	Evidence-Based Reading and Writing	Grade 09	All Students	4,159	482.6	-		86.4%
					Gifted	654	575.4	-		96.2%
					Not Gifted	3,505	465.3	-		84.8%
				Grade 10	All Students	4,181	513.5	55.0	59.0	85.6%
					Gifted	672	616.3	65.0	69.0	94.7%
					Not Gifted	3,509	493.8	53.0	55.0	84.1%
		2023	Evidence-Based Reading and Writing	Grade 09	All Students	3,904	483.4	-		86.3%
					Gifted	629	580.5	-		94.0%
					Not Gifted	3,275	464.7	-		85.0%
				Grade 10	All Students	4,051	507.3	52.0	55.0	85.8%
					Gifted	627	613.9	62.0	69.0	94.7%
					Not Gifted	3,424	487.7	49.0	52.0	84.4%

2023 PSAT - Math achievement by identified gifted learners in 9th grade represents a slight increase from 2021 -2023, while the data shows a slight decrease in the mean scale score for students in grade 10.

Colorado PSAT/SAT

DISTRICT	SCHOOL	TEST YEAR	SUBJECT	GRADE LEVEL	STUDENT GROUP	Achievement: N-Count	Achievement: Mean Scale Score	Growth: Median SGP	Growth: Median SGP - Baseline	Participation: Total Rate
Douglas County Re 1 (0900)	District Totals	2021	Math	Grade 09	All Students	3,827	468.5	-		80.1%
					Gifted	645	573.2	-		89.9%
					Not Gifted	3,182	447.3	-		78.4%
				Grade 10	All Students	3,953	488.2	-		82.0%
					Gifted	604	585.4	-		90.4%
					Not Gifted	3,349	470.6	-		80.6%
		2022	Math	Grade 09	All Students	4,162	468.7	57.0	60.0	86.4%
					Gifted	654	588.4	69.0	81.0	96.2%
					Not Gifted	3,508	446.3	55.0	56.0	84.8%
				Grade 10	All Students	4,185	483.7	53.0	60.0	85.6%
					Gifted	672	580.4	64.0	55.0	94.7%
					Not Gifted	3,513	465.1	52.0	62.0	84.1%
		2023	Math	Grade 09	All Students	3,927	476.2	60.0	63.0	86.3%
					Gifted	629	589.8	65.0	72.5	94.0%
					Not Gifted	3,298	454.6	59.0	60.0	85.0%
				Grade 10	All Students	4,063	482.4	54.0	56.0	85.8%
					Gifted	627	573.1	60.0	36.0	94.7%
					Not Gifted	3,436	465.8	53.0	63.0	84.4%

Students Identified Gifted with a Strength in Reading and/or Writing PSAT 2022-2023 EBRW Performance Levels		
PSAT 8/9	99%	Met EBRW = 470+
PSAT 10	97%	Met EBRW = 470+

Students Identified Gifted with a Strength in Math PSAT 2022-2023 Math Performance Levels		
PSAT 8/9	92%	Met Math = 500+
PSAT 10	96%	Met Math = 500+

2023 SAT - Evidence-Based Reading and Writing and Math

The mean achievement scale score for identified gifted students remained relatively stable on both the EBRW and Math SAT from 2022 - 2023.

Colorado PSAT/SAT

DISTRICT	SCHOOL	TEST YEAR	SUBJECT	GRADE LEVEL	STUDENT GROUP	Achievement: N-Count	Achievement: Mean Scale Score	Growth: Median SGP	Growth: Median SGP - Baseline	Participation: Total Rate
Douglas County Re 1 (0900)	District Totals	2021	Evidence-Based Reading and Writing	Grade 11	All Students	4,287	540.6	-		89.1%
					Gifted	503	649.1	-		94.7%
					Not Gifted	3,784	526.2	-		88.4%
		2022	Evidence-Based Reading and Writing	Grade 11	All Students	4,331	538.4	57.0	58.0	88.7%
					Gifted	621	652.1	64.0	70.0	94.7%
					Not Gifted	3,710	519.3	56.0	57.0	87.8%
		2023	Evidence-Based Reading and Writing	Grade 11	All Students	4,274	540.0	52.0	55.0	90.5%
					Gifted	671	649.4	57.0	64.0	95.9%
					Not Gifted	3,603	519.6	51.0	51.0	89.6%

Colorado PSAT/SAT

DISTRICT	SCHOOL	TEST YEAR	SUBJECT	GRADE LEVEL	STUDENT GROUP	Achievement: N-Count	Achievement: Mean Scale Score	Growth: Median SGP	Growth: Median SGP - Baseline	Participation: Total Rate
Douglas County Re 1 (0900)	District Totals	2021	Math	Grade 11	All Students	4,287	527.5	-		89.1%
					Gifted	503	643.7	-		94.7%
					Not Gifted	3,784	512.1	-		88.4%
		2022	Math	Grade 11	All Students	4,336	522.3	57.0	57.0	88.7%
					Gifted	621	642.3	63.0	69.5	94.7%
					Not Gifted	3,715	502.2	56.0	55.0	87.8%
		2023	Math	Grade 11	All Students	4,290	521.2	55.0	57.0	90.5%
					Gifted	671	642.6	59.0	70.0	95.9%
					Not Gifted	3,619	498.7	55.0	55.0	89.6%

Students Identified Gifted with a Strength in Reading and/or Writing OR Math 2022-2023 SAT Performance Levels		
EBRW	100%	Met EBRW = 470+
Math	99%	Met Math = 500+

CMAS ACHIEVEMENT DATA - DCSD Gifted data was reported incorrectly in 2021 resulting in an inability to report accurate performance data for identified gifted learners. The following tables represent performance by students identified Gifted: Reading and/or Writing and Gifted: Math, respectively.

ELA CMAS In grades 3-8 the percent of students identified as **gifted with a strength in reading and/or writing** who met and or exceeded expectations on the ELA CMAS assessment increased from 2022 to 2023, with a significant increase in grades 7 and 8. The percent of students who exceeded expectations increased significantly across all grade levels.

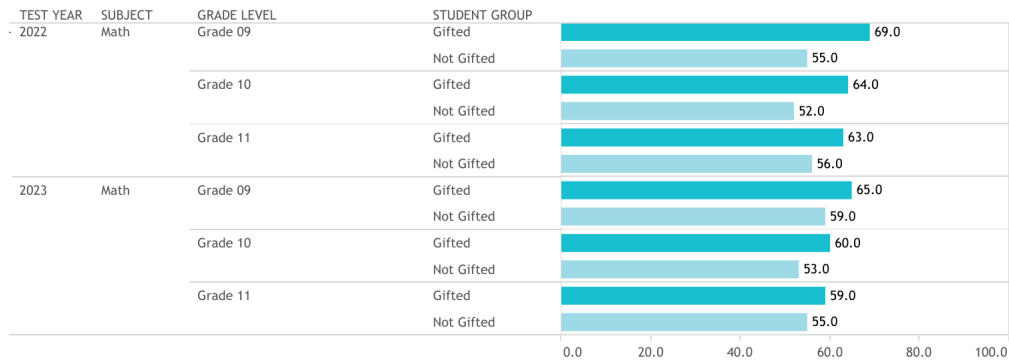|	Students Identified Gifted with a Strength in Reading and/or Writing CMAS ELA Performance Levels								
Grade	% Met 2019	% Met 2022	% Met 2023	% Exceeded 2019	% Exceeded 2022	% Exceeded 2023	%Met & Exceeded 2019	%Met & Exceeded 2022	%Met & Exceeded 2023
3	61.74	58.36	52.83	35.23	33.84	45.28	96.98	92.2	98.11
4	49.57	51.38	31.75	47.86	38.88	67.52	97.44	94.68	99.27
5	59.00	69.90	50.00	38.50	28.12	49.48	97.50	94.86	99.48
6	49.91	51.71	44.51	47.07	38.94	54.30	96.98	90.65	98.81
7	34.02	30.17	20.80	62.47	52.99	76.07	96.49	83.16	96.87
8	42.92	33.54	40.40	50.00	37.31	54.30	92.92	70.85	94.70

MATH CMAS In grades 3-8 the percent of students identified as **gifted with a strength in math** who met or exceeded expectations on the MATH CMAS assessment increased at each grade level from 2022 - 2023 with significant increases in grades 7 and 8. The percent of students who exceeded expectations increased significantly across all grade levels.

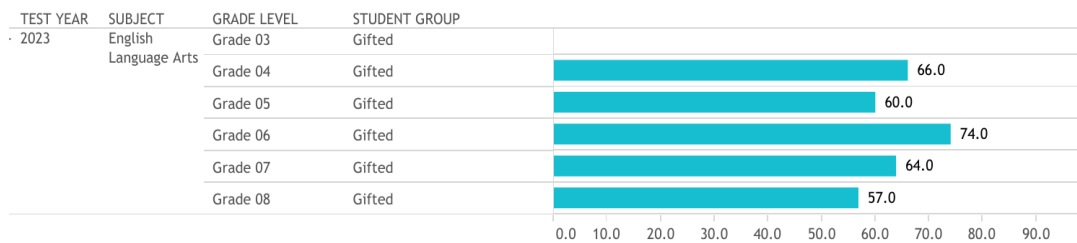|	Students Identified Gifted with a Strength in Math CMAS Math Performance Levels								
Grade	% Met 2019	% Met 2022	% Met 2023	% Exceeded 2019	% Exceeded 2022	% Exceeded 2023	%Met & Exceeded 2019	%Met & Exceeded 2022	%Met & Exceeded 2023
3	36.17	25.00	25.42	63.01	72.22	74.58	99.71	97.22	100.00
4	69.93	66.82	58.03	27.63	26.39	41.24	97.56	93.21	99.27
5	46.00	40.12	35.85	51.75	55.39	62.89	97.74	95.51	98.74
6	57.83	52.94	42.29	39.78	44.11	56.00	97.61	97.05	98.29
7	68.57	59.23	70.40	27.05	24.04	27.01	95.62	83.27	97.41
8	50.78	43.27	51.27	44.54	34.36	44.30	95.32	77.63	95.57

GIFTED AND TALENTED GROWTH DATA

Based on cohort data, there is a statistically insignificant decline in growth on the **PSAT/SAT** at each grade level; however, students identified gifted exceeded the growth expectations in all grades and all areas. They also exceed the growth percentile of their non gifted peers.

Cohort-Referenced Growth: Median Student Growth Percentiles

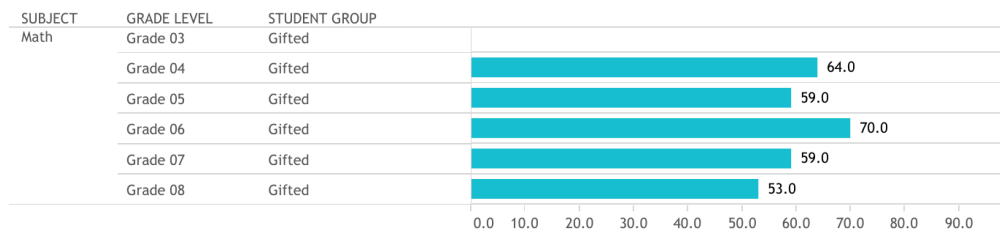| TEST YEAR	SUBJECT	GRADE LEVEL	STUDENT GROUP	Value
2022	Math	Grade 09	Gifted	69.0
			Not Gifted	55.0
		Grade 10	Gifted	64.0
			Not Gifted	52.0
		Grade 11	Gifted	63.0
			Not Gifted	56.0
2023	Math	Grade 09	Gifted	65.0
			Not Gifted	59.0
		Grade 10	Gifted	60.0
			Not Gifted	53.0
		Grade 11	Gifted	59.0
			Not Gifted	55.0

Students identified as Gifted showed growth above the 50th%ile on CMAS at all grades in both ELA and Math. The largest growth was shown in 6th grade on both assessments. This may be due to the number of students who move to middle schools with advanced courses available in ELA and math in 6th grade. The lowest growth was shown in 8th grade on both assessments.

Cohort-Referenced Growth: Median Student Growth Percentiles

TEST YEAR	SUBJECT	GRADE LEVEL	STUDENT GROUP	Value
2023	English Language Arts	Grade 03	Gifted	
		Grade 04	Gifted	66.0
		Grade 05	Gifted	60.0
		Grade 06	Gifted	74.0
		Grade 07	Gifted	64.0
		Grade 08	Gifted	57.0

Cohort-Referenced Growth: Median Student Growth Percentiles

SUBJECT	GRADE LEVEL	STUDENT GROUP	Value
Math	Grade 03	Gifted	
	Grade 04	Gifted	64.0
	Grade 05	Gifted	59.0
	Grade 06	Gifted	70.0
	Grade 07	Gifted	59.0
	Grade 08	Gifted	53.0

GIFTED & TALENTED POSTSECONDARY READINESS

Students identified as gifted in DCSD continue to exceed state graduation and completion rates. Although this data is encouraging, in alignment with the *District Priority: Pathways for Every Graduate*, and the *DCSD Board of Education Goal: Academic Excellence*, we are committed to ensuring identified gifted learners from all populations are recognized and supported in our commitment to ensure, "A diverse set of educational options are provided which enables

students to pursue different post secondary options (e.g. college, career and technology education, independent living, military or direct entrance into the workforce)" ([DCSD Board Goals, 2023](#)). Therefore, DCSD continues to analyze and monitor the post secondary readiness of our identified gifted students from other identified sub populations where we have identified persistent gaps (e.g., Gifted Multi Lingual Learners, and Gifted FRL, and Gifted Hispanic Latino).

GIFTED&TALENTED DEMOGRAPHIC DATA

While overall performance and growth data remains positive for students identified gifted, significant gaps remain in specific populations. Data indicates a persistent gap between the achievement, growth, and postsecondary readiness of identified gifted learners in the following populations as compared to identified gifted learners who are not in these populations:

- FRL Eligible
- Multilingual Learners
- Hispanic/Latino
- Twice Exceptional

READ Act - Data Summary
Percentage of Students Identified as having a Significant Reading Deficiency (SRD)

Grade	2019		2021		2022		2023	
	Total # of Students	%SRD	Total # of Students	%SRD	Total # of Students	%SRD	Total # of Students	%SRD
K	4553	5.4%	4312	4.3%	4433	3.1%	4145	4.9%
1	4694	7.1%	4548	6.2%	4726	8.1%	4402	6.5%
2	4704	8.9%	4600	8.4%	4805	12.2%	4370	7.1%
3	4871	14.1%	4747	10.2%	4914	16.3%	4463	10.3%
Total	18822	9.0%	18207	7.4%	18878	10.1%	17380	7.2%

Percentage of Students Whose Overall Grade Level Placement in Reading is On or Above Grade Level (i-Ready - EOY)

Grade	2019 % On Grade Level	2021 % On Grade Level	2022 % On Grade Level	2023 % On Grade Level
K	80%	78%	79%	80%
1	62%	60%	63%	72%
2	62%	59%	62%	62%
3	57%	58%	61%	62%

Multilingual Learners - Data Summary

Academic and linguistic achievement and growth continue to be at the forefront of instruction and progress monitoring. This progress is being closely monitored by district and school leadership, as well as by school-based ELD teachers. DCSD ensures action through the following strategies: progress monitoring at the school and district level, implementing high quality professional learning for staff (classroom/content/ELD/leaders), and sustaining ongoing conversations regarding evidence based, culturally responsive and sustaining, inclusive practices starting with best first instruction and layering supports for Multilingual Learners across the

district. In the 2019-2020 academic year, the CDE ELD team conducted an ELD Review to inform the district of potential next steps to further this work and meet the needs of all English Learners. In the 2021-2022 school year, the CDE transitioned growth metrics to a model intended to measure the impact of the COVID-19 pandemic. Using this growth model in 2022-2023 and beyond affords DCSD staff to better understand MLs' strengths and needs.

DCSD's difference between Cohort and Baseline Growth and Colorado's difference between Cohort and Baseline Growth show DCSD MLs experienced less impact from COVID 19 in grades 1, 2, 7, 8, 9, 10, 11, and 12. DCSD's MLs in grades 3, 4, 5, and 6 experienced more impact from COVID 19 according to the difference. As we move forward and assess students' needs, this reflection is a starting point. DCSD's MLs were negatively impacted by the COVID-19 pandemic; however, the impact was less significant in DCSD as compared to the state data as a whole.

Multilingual Learner Achievement

See the CDE's data dashboard for further information. Multilingual learner academic achievement remained steady in ELA, with a slight increase at the Elementary level, and a slight decrease at the middle level between 2020 and 2023.
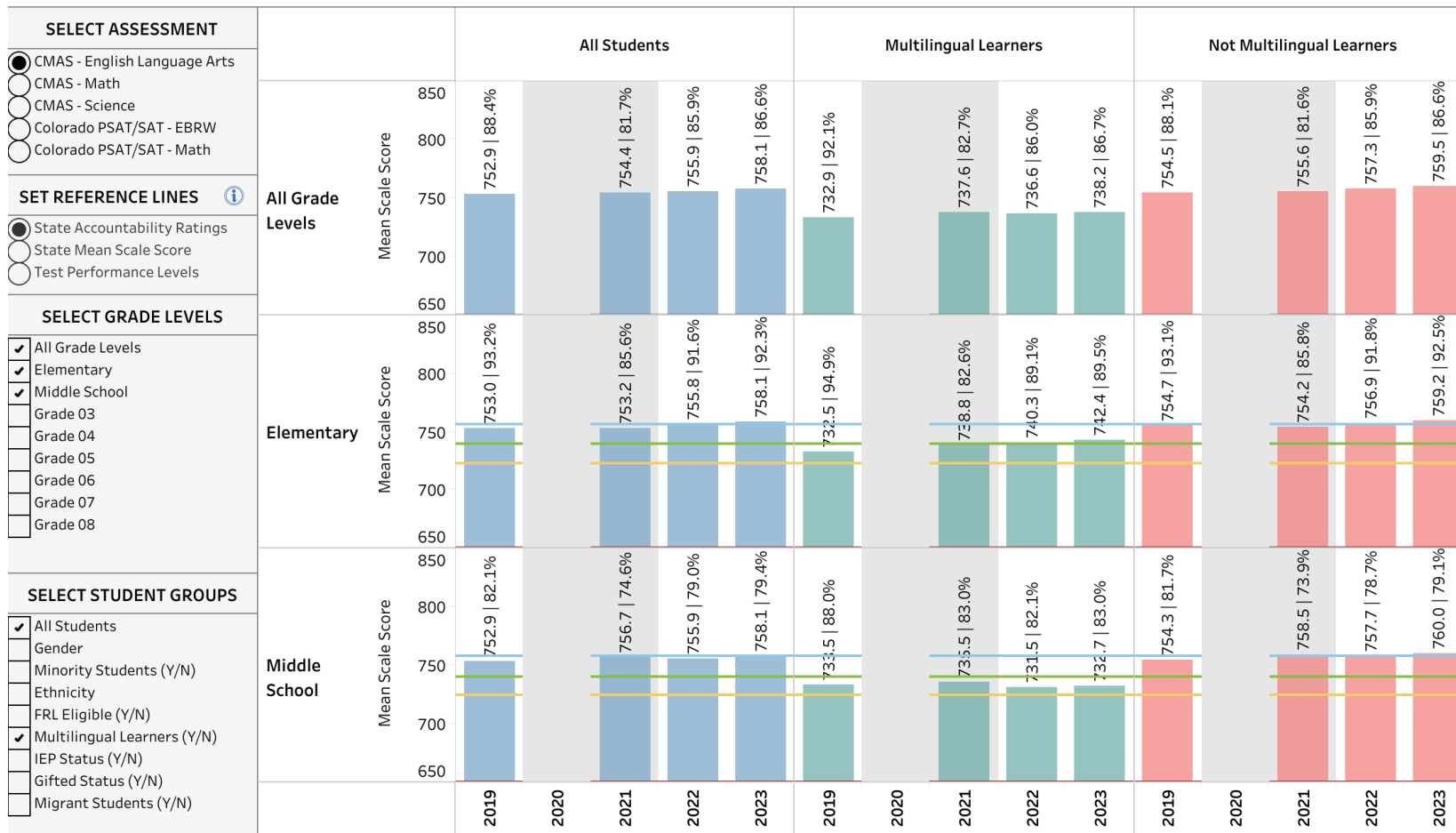
CMAS - ELA: MULTILINGUAL LEARNERS

Douglas County Re 1 (0900)

Use the filters on the sidebar to view results for the annual CMAS and Colorado PSAT/SAT assessments. Results are available for the 2019 through the 2023 test administrations and are represented as mean scale scores. All of the calculations conform to policy rules established under the state accountability system. The calculations reflect only the outcomes for students who were continuously enrolled from October Count through testing and who received valid scores. Results are not displayed in cases where the n-count is less than 16. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, no 2020 data is available and 2021 data is not available for all grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the achievement results are not representative of the entire student population.

✕ *Show/Hide Filters*

CMAS - English Language Arts

SELECT ASSESSMENT
- ● CMAS - English Language Arts
- ○ CMAS - Math
- ○ CMAS - Science
- ○ Colorado PSAT/SAT - EBRW
- ○ Colorado PSAT/SAT - Math

SET REFERENCE LINES ⓘ
- ● State Accountability Ratings
- ○ State Mean Scale Score
- ○ Test Performance Levels

SELECT GRADE LEVELS
- ✔ All Grade Levels
- ✔ Elementary
- ✔ Middle School
- ☐ Grade 03
- ☐ Grade 04
- ☐ Grade 05
- ☐ Grade 06
- ☐ Grade 07
- ☐ Grade 08

SELECT STUDENT GROUPS
- ✔ All Students
- ☐ Gender
- ☐ Minority Students (Y/N)
- ☐ Ethnicity
- ☐ FRL Eligible (Y/N)
- ✔ Multilingual Learners (Y/N)
- ☐ IEP Status (Y/N)
- ☐ Gifted Status (Y/N)
- ☐ Migrant Students (Y/N)

All Students

	2019	2020	2021	2022	2023
All Grade Levels	752.9 | 88.4%		754.4 | 81.7%	755.9 | 85.9%	758.1 | 86.6%
Elementary	753.0 | 93.2%		753.2 | 85.6%	755.8 | 91.6%	758.1 | 92.3%
Middle School	752.9 | 82.1%		756.7 | 74.6%	755.9 | 79.0%	758.1 | 79.4%

Multilingual Learners

	2019	2020	2021	2022	2023
All Grade Levels	732.9 | 92.1%		737.6 | 82.7%	736.6 | 86.0%	738.2 | 86.7%
Elementary	732.5 | 94.9%		738.8 | 82.6%	740.3 | 89.1%	742.4 | 89.5%
Middle School	733.5 | 88.0%		735.5 | 83.0%	731.5 | 82.1%	732.7 | 83.0%

Not Multilingual Learners

	2019	2020	2021	2022	2023
All Grade Levels	754.5 | 88.1%		755.6 | 81.6%	757.3 | 85.9%	759.5 | 86.6%
Elementary	754.7 | 93.1%		754.2 | 85.8%	756.9 | 91.8%	759.2 | 92.5%
Middle School	754.3 | 81.7%		758.5 | 73.9%	757.7 | 78.7%	760.0 | 79.1%

CMAS - Math: Multilingual Learners

CMAS - Math achievement continues to gradually increase between 2020 and 2023 at the elementary and middle levels.
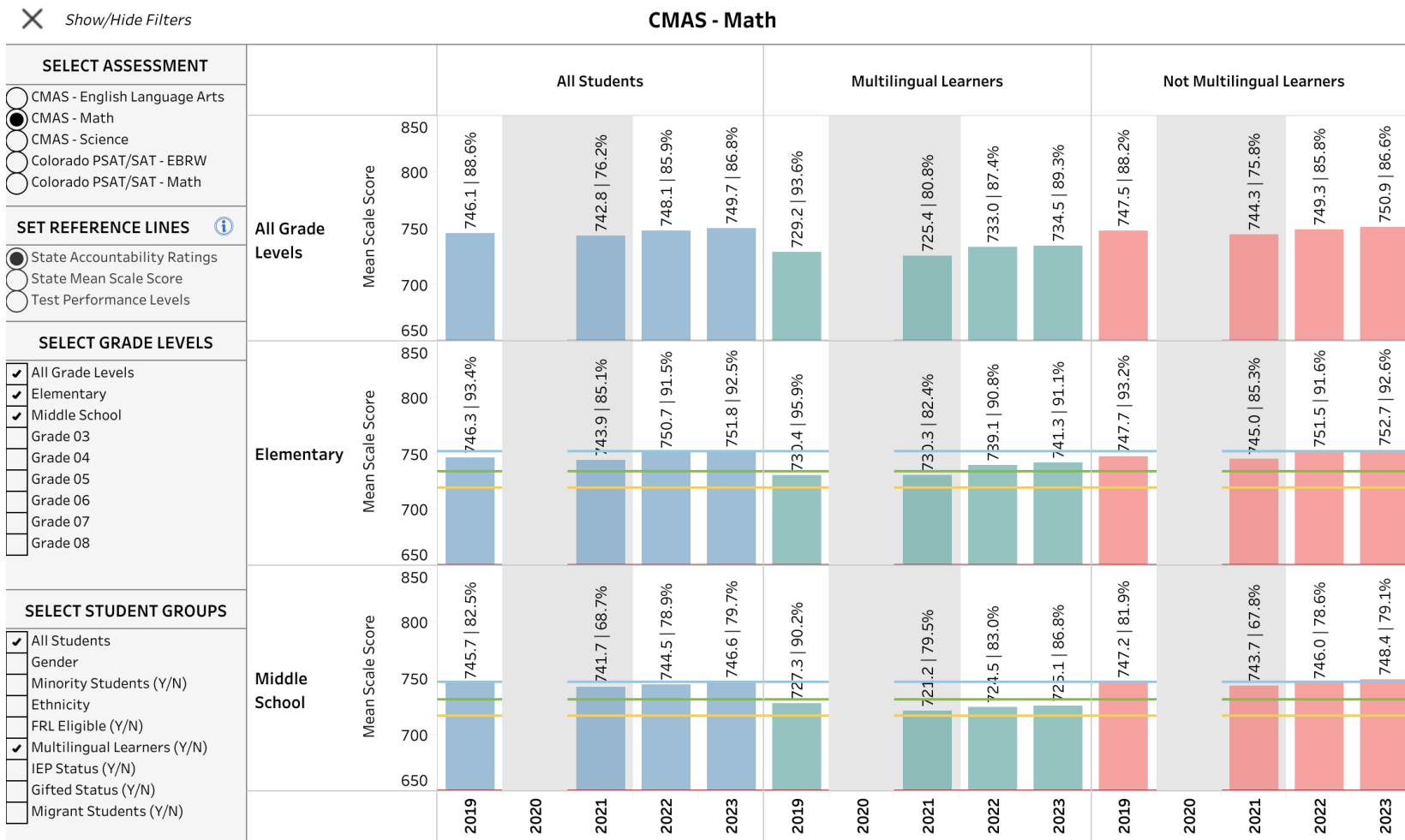
Academic Achievement | Academic Growth | Postsecondary & Workforce Readiness | Test Participation

Douglas County Re 1 (0900)

Use the filters on the sidebar to view results for the annual CMAS and Colorado PSAT/SAT assessments. Results are available for the 2019 through the 2023 test administrations and are represented as mean scale scores. All of the calculations conform to policy rules established under the state accountability system. The calculations reflect only the outcomes for students who were continuously enrolled from October Count through testing and who received valid scores. Results are not displayed in cases where the n-count is less than 16. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, no 2020 data is available and 2021 data is not available for all grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the achievement results are not representative of the entire student population.

✕ *Show/Hide Filters*

CMAS - Math

SELECT ASSESSMENT
- ○ CMAS - English Language Arts
- ● CMAS - Math
- ○ CMAS - Science
- ○ Colorado PSAT/SAT - EBRW
- ○ Colorado PSAT/SAT - Math

SET REFERENCE LINES ⓘ
- ● State Accountability Ratings
- ○ State Mean Scale Score
- ○ Test Performance Levels

SELECT GRADE LEVELS
- ✔ All Grade Levels
- ✔ Elementary
- ✔ Middle School
- ☐ Grade 03
- ☐ Grade 04
- ☐ Grade 05
- ☐ Grade 06
- ☐ Grade 07
- ☐ Grade 08

SELECT STUDENT GROUPS
- ✔ All Students
- ☐ Gender
- ☐ Minority Students (Y/N)
- ☐ Ethnicity
- ☐ FRL Eligible (Y/N)
- ✔ Multilingual Learners (Y/N)
- ☐ IEP Status (Y/N)
- ☐ Gifted Status (Y/N)
- ☐ Migrant Students (Y/N)

Mean Scale Score (value | participation %) by year

Grade Level	Group	2019	2020	2021	2022	2023
All Grade Levels	All Students	746.1 | 88.6%		742.8 | 76.2%	748.1 | 85.9%	749.7 | 86.8%
All Grade Levels	Multilingual Learners	729.2 | 93.6%		725.4 | 80.8%	733.0 | 87.4%	734.5 | 89.3%
All Grade Levels	Not Multilingual Learners	747.5 | 88.2%		744.3 | 75.8%	749.3 | 85.8%	750.9 | 86.6%
Elementary	All Students	746.3 | 93.4%		743.9 | 85.1%	750.7 | 91.5%	751.8 | 92.5%
Elementary	Multilingual Learners	730.4 | 95.9%		730.3 | 82.4%	739.1 | 90.8%	741.3 | 91.1%
Elementary	Not Multilingual Learners	747.7 | 93.2%		745.0 | 85.3%	751.5 | 91.6%	752.7 | 92.6%
Middle School	All Students	745.7 | 82.5%		741.7 | 68.7%	744.5 | 78.9%	746.6 | 79.7%
Middle School	Multilingual Learners	727.3 | 90.2%		721.2 | 79.5%	724.5 | 83.0%	725.1 | 86.8%
Middle School	Not Multilingual Learners	747.2 | 81.9%		743.7 | 67.8%	746.0 | 78.6%	748.4 | 79.1%

CMAS - SCIENCE: MULTILINGUAL LEARNERS

CMAS - Science

	English Learners	Non-English Learners
Elementary	561.0 | 94.9%	642.3 | 92.6%
Middle School	525.3 | 84.4%	622.5 | 75.6%
High School	498.0 | 49.4%	609.8 | 21.4%

Mean Scale Score, years 2019, 2020, 2021, 2022

CO PSAT/SAT - EBRW: MULTILINGUAL LEARNERS

Areas of focus for continued monitoring for high school (PSAT and SAT) for multilingual learners. A persistent opportunity gap remains at all grade levels across PSAT/SAT - EBRW.

Douglas County Re 1 (0900)

Use the filters on the sidebar to view results for the annual CMAS and Colorado PSAT/SAT assessments. Results are available for the 2019 through the 2023 test administrations and are represented as mean scale scores. All of the calculations conform to policy rules established under the state accountability system. The calculations reflect only the outcomes for students who were continuously enrolled from October Count through testing and who received valid scores. Results are not displayed in cases where the n-count is less than 16. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, no 2020 data is available and 2021 data is not available for all grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the achievement results are not representative of the entire student population.

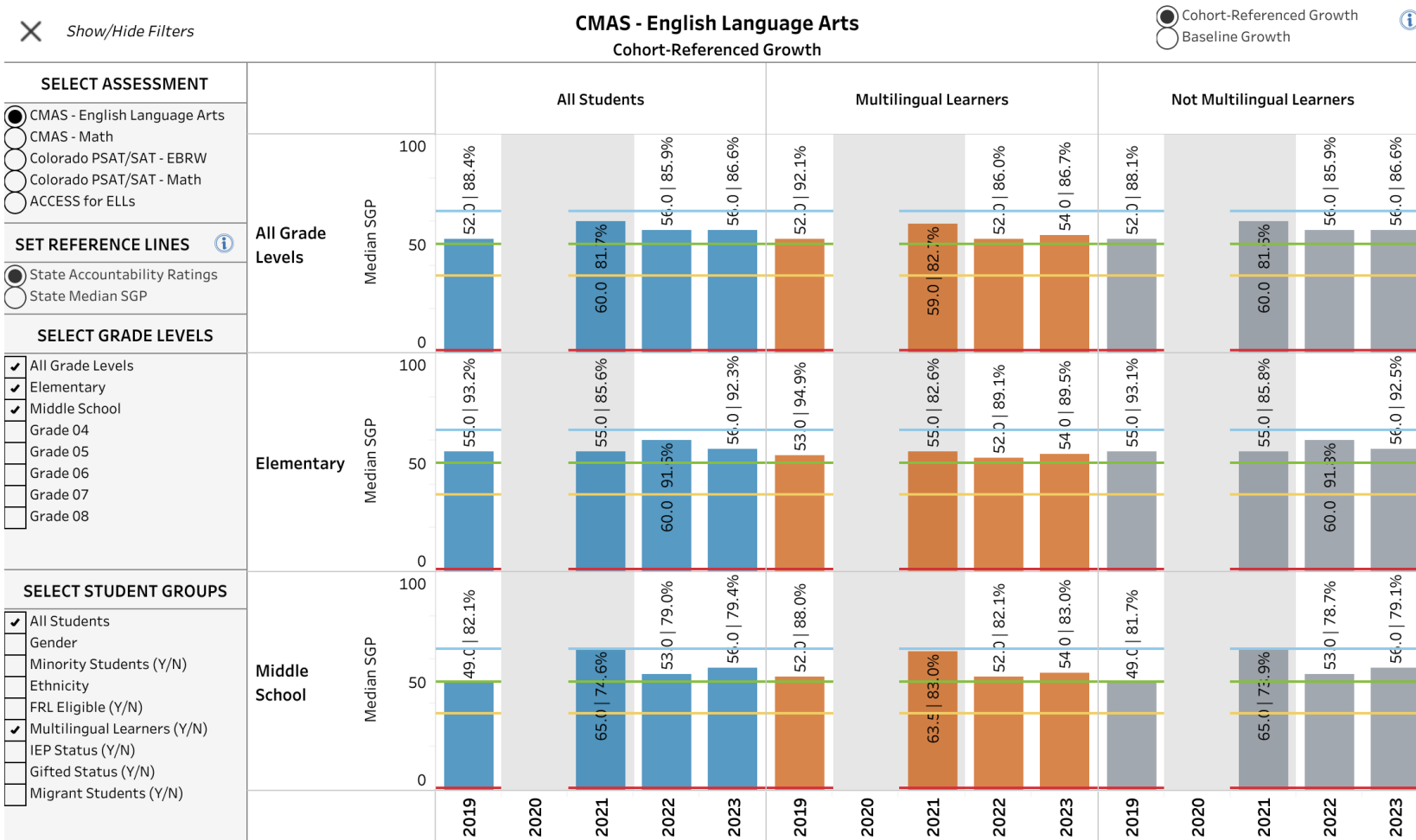✕ *Show/Hide Filters*

Colorado PSAT/SAT - EBRW

SELECT ASSESSMENT
- ◯ CMAS - English Language Arts
- ◯ CMAS - Math
- ◯ CMAS - Science
- ● Colorado PSAT/SAT - EBRW
- ◯ Colorado PSAT/SAT - Math

SET REFERENCE LINES ⓘ
- ● State Accountability Ratings
- ◯ State Mean Scale Score
- ◯ Test Performance Levels

SELECT GRADE LEVELS
- ☐ All Grades (PSAT/SAT 09, 10, 11)
- ☐ All Grades (PSAT 09, 10)
- ☑ Grade 09
- ☑ Grade 10
- ☑ Grade 11

SELECT STUDENT GROUPS
- ☑ All Students
- ☐ Gender
- ☐ Minority Students (Y/N)
- ☐ Ethnicity
- ☐ FRL Eligible (Y/N)
- ☑ Multilingual Learners (Y/N)
- ☐ IEP Status (Y/N)
- ☐ Gifted Status (Y/N)
- ☐ Migrant Students (Y/N)

All Students

Grade 09
- 2019: 489.5 | 92.3%
- 2021: 487.9 | 79.7%
- 2022: 481.8 | 86.0%
- 2023: 482.7 | 85.9%

Grade 10
- 2019: 509.5 | 91.6%
- 2021: 509.4 | 81.6%
- 2022: 513.0 | 85.4%
- 2023: 506.7 | 85.3%

Grade 11
- 2019: 544.9 | 94.4%
- 2021: 540.0 | 83.3%
- 2022: 538.0 | 83.2%
- 2023: 539.5 | 90.1%

Multilingual Learners

Grade 09
- 2019: 411.0 | 90.5%
- 2021: 402.0 | 78.2%
- 2022: 400.8 | 79.3%
- 2023: 383.7 | 82.2%

Grade 10
- 2019: 414.3 | 92.0%
- 2021: 411.0 | 72.4%
- 2022: 419.9 | 78.1%
- 2023: 405.7 | 77.2%

Grade 11
- 2019: 423.6 | 91.9%
- 2021: 447.0 | 72.3%
- 2022: 429.2 | 84.7%
- 2023: 420.5 | 84.4%

Not Multilingual Learners

Grade 09
- 2019: 493.0 | 92.3%
- 2021: 493.2 | 79.8%
- 2022: 486.0 | 86.3%
- 2023: 487.3 | 86.1%

Grade 10
- 2019: 513.1 | 91.5%
- 2021: 513.6 | 82.0%
- 2022: 517.2 | 85.3%
- 2023: 510.7 | 85.8%

Grade 11
- 2019: 548.6 | 94.5%
- 2021: 542.9 | 83.0%
- 2022: 541.9 | 83.3%
- 2023: 544.4 | 90.4%

CO PSAT/SAT - MATH: MULTILINGUAL LEARNERS
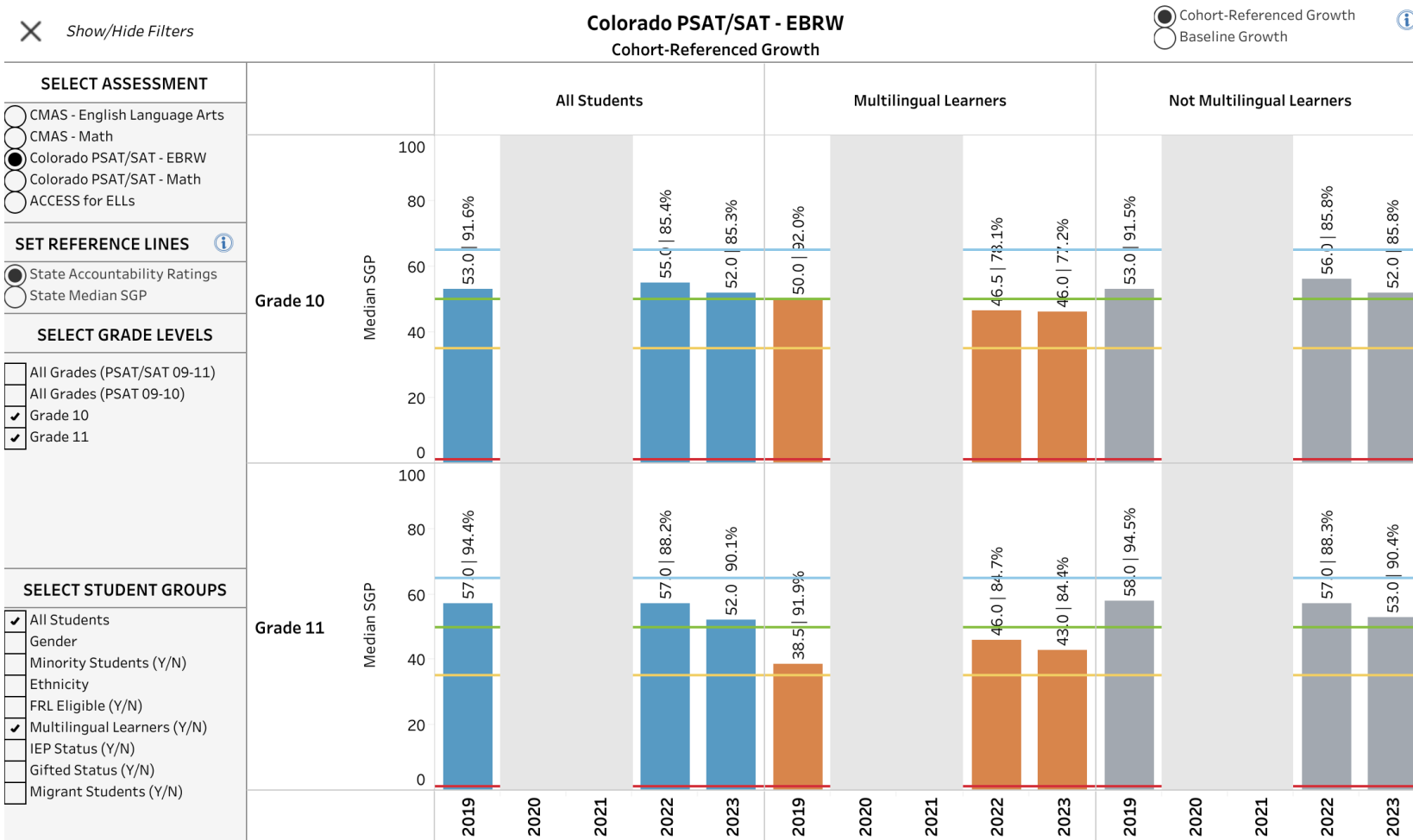
Areas of focus for continued monitoring for high school (PSAT and SAT) for multilingual learners. A persistent opportunity gap remains at all grade levels across PSAT/SAT - Math.

Douglas County Re 1 (0900)

Use the filters on the sidebar to view results for the annual CMAS and Colorado PSAT/SAT assessments. Results are available for the 2019 through the 2023 test administrations and are represented as mean scale scores. All of the calculations conform to policy rules established under the state accountability system. The calculations reflect only the outcomes for students who were continuously enrolled from October Count through testing and who received valid scores. Results are not displayed in cases where the n-count is less than 16. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, no 2020 data is available and 2021 data is not available for all grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the achievement results are not representative of the entire student population.

✕ *Show/Hide Filters*

Colorado PSAT/SAT - Math

SELECT ASSESSMENT
- ◯ CMAS - English Language Arts
- ◯ CMAS - Math
- ◯ CMAS - Science
- ◯ Colorado PSAT/SAT - EBRW
- ● Colorado PSAT/SAT - Math

SET REFERENCE LINES ⓘ
- ● State Accountability Ratings
- ◯ State Mean Scale Score
- ◯ Test Performance Levels

SELECT GRADE LEVELS
- ☐ All Grades (PSAT/SAT 09, 10, 11)
- ☐ All Grades (PSAT 09, 10)
- ☑ Grade 09
- ☑ Grade 10
- ☑ Grade 11

SELECT STUDENT GROUPS
- ☑ All Students
- ☐ Gender
- ☐ Minority Students (Y/N)
- ☐ Ethnicity
- ☐ FRL Eligible (Y/N)
- ☑ Multilingual Learners (Y/N)
- ☐ IEP Status (Y/N)
- ☐ Gifted Status (Y/N)
- ☐ Migrant Students (Y/N)

		All Students				Multilingual Learners				Not Multilingual Learners			
		2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Grade 09	Mean Scale Score	478.0 | 92.3%	467.5 | 79.7%	467.6 | 85.9%	475.5 | 85.9%	404.2 | 90.5%	397.2 | 78.2%	397.5 | 79.3%	399.6 | 82.2%	481.2 | 92.3%	471.8 | 79.8%	471.3 | 86.3%	479.8 | 86.1%
Grade 10	Mean Scale Score	490.3 | 91.6%	487.4 | 81.6%	482.9 | 85.4%	481.6 | 85.3%	414.7 | 92.0%	416.4 | 72.4%	407.2 | 78.1%	413.8 | 77.2%	493.1 | 91.5%	490.4 | 82.0%	486.4 | 85.8%	484.6 | 85.7%
Grade 11	Mean Scale Score	540.9 | 94.4%	526.9 | 88.4%	521.6 | 83.2%	520.8 | 90.1%	426.0 | 91.9%	428.9 | 72.3%	418.2 | 84.7%	417.3 | 84.4%	544.4 | 94.5%	530.0 | 89.0%	525.4 | 83.4%	525.5 | 93.3%

Multilingual Learner Academic Growth

According to baseline data, the impact of the Pandemic is evident. The image below reflects cohort growth. DCSD's ML growth on CMAS ELA remains constant. A dip between 2021 and 2022 reflects the growth following the COVID-19 pandemic. Growth is gradual and evident between 2022 and 2023.

CMAS ELA GROWTH

Douglas County Re 1 (0900)

Use the filters on the sidebar to display the median student growth percentiles (MGPs) for the CMAS (2019, 2023), Colorado PSAT/SAT (2019-2023), and ACCESS for ELLs assessments (2019-2023). Calculations reported here conform to state accountability policies. Growth calculations require that students receive valid scores in at least two consecutive model years. Median growth calculations reflect only outcomes for students who were continuously enrolled from October Count through testing. Results are not displayed in cases where the n-count is less than 20. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, 2020 and 2021 growth results are not available for all content areas and grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the growth results are not representative of the entire student population. A toggle on the right, has been added to allow users to select between cohort-referenced growth ..
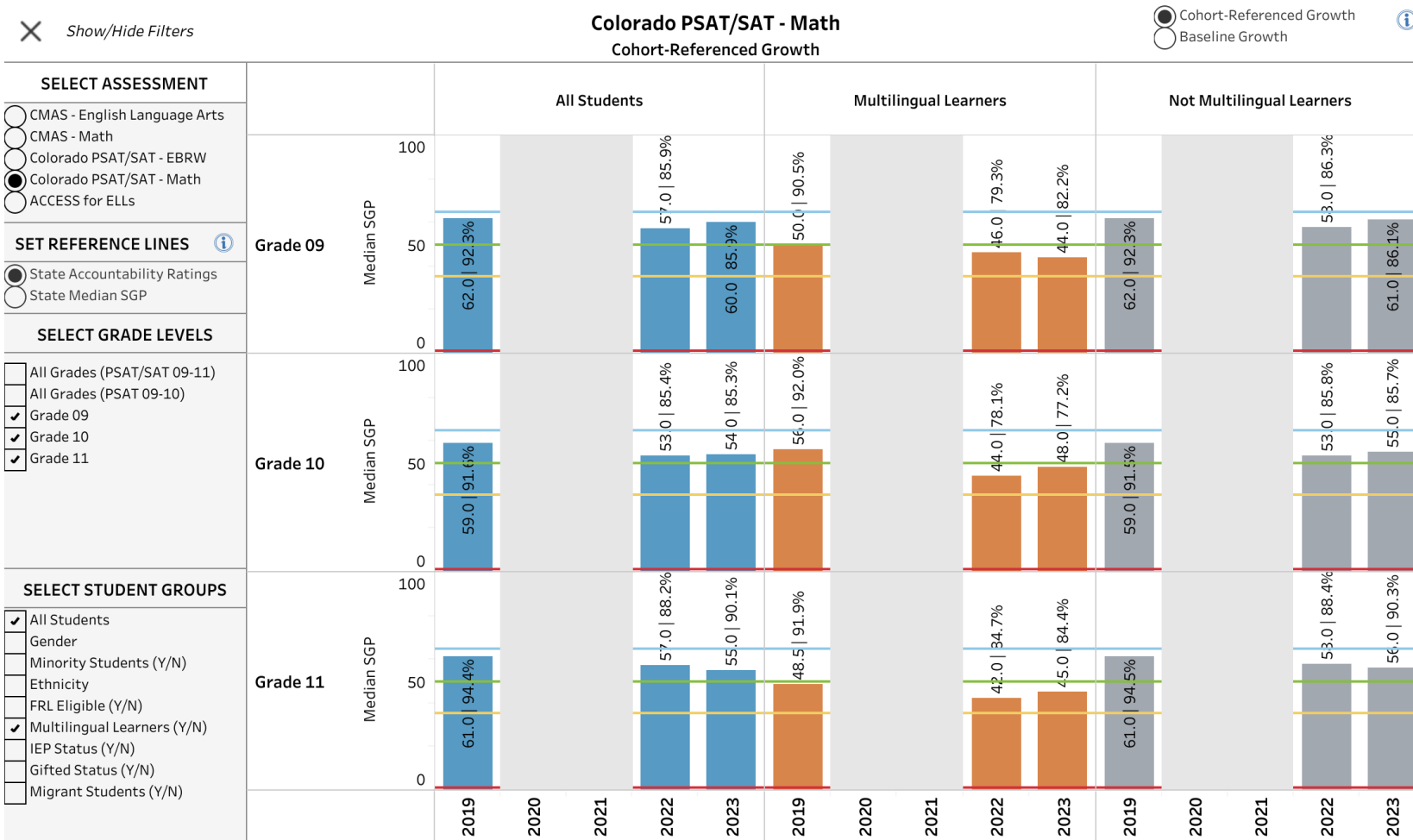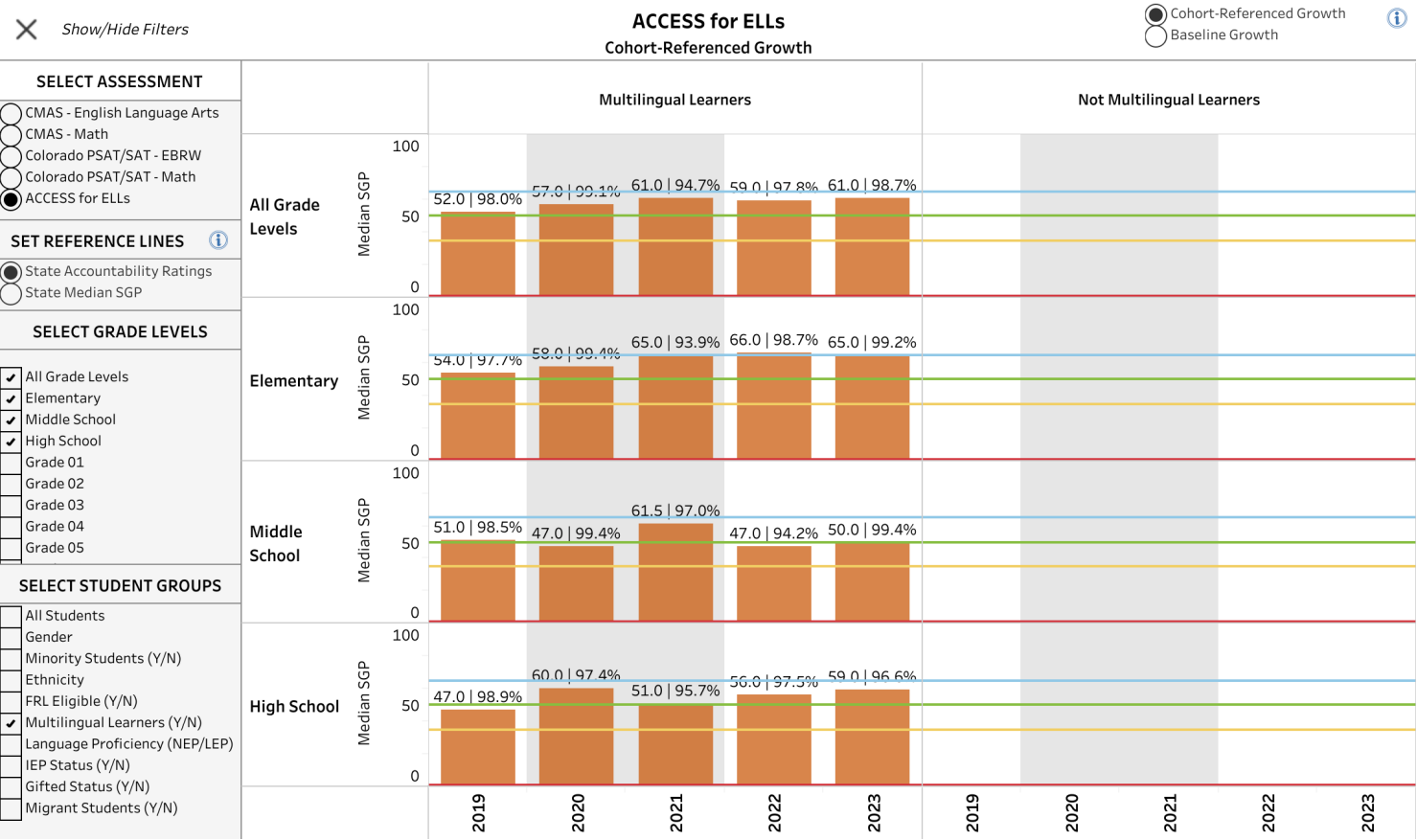
✕ *Show/Hide Filters*

CMAS - English Language Arts
Cohort-Referenced Growth

◉ Cohort-Referenced Growth
◯ Baseline Growth

SELECT ASSESSMENT
- ◉ CMAS - English Language Arts
- ◯ CMAS - Math
- ◯ Colorado PSAT/SAT - EBRW
- ◯ Colorado PSAT/SAT - Math
- ◯ ACCESS for ELLs

SET REFERENCE LINES ⓘ
- ◉ State Accountability Ratings
- ◯ State Median SGP

SELECT GRADE LEVELS
- ✔ All Grade Levels
- ✔ Elementary
- ✔ Middle School
- ☐ Grade 04
- ☐ Grade 05
- ☐ Grade 06
- ☐ Grade 07
- ☐ Grade 08

SELECT STUDENT GROUPS
- ✔ All Students
- ☐ Gender
- ☐ Minority Students (Y/N)
- ☐ Ethnicity
- ☐ FRL Eligible (Y/N)
- ✔ Multilingual Learners (Y/N)
- ☐ IEP Status (Y/N)
- ☐ Gifted Status (Y/N)
- ☐ Migrant Students (Y/N)

		All Students					Multilingual Learners					Not Multilingual Learners				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
All Grade Levels	Median SGP	52.0 | 88.4%		60.0 | 81.7%	56.0 | 85.9%	56.0 | 86.6%	52.0 | 92.1%		59.0 | 82.1%	52.0 | 86.0%	54.0 | 86.7%	52.0 | 88.1%		60.0 | 81.5%	56.0 | 85.9%	56.0 | 86.6%
Elementary	Median SGP	55.0 | 93.2%		60.0 | 91.5%	55.0 | 85.6%	56.0 | 92.3%	53.0 | 94.9%		55.0 | 82.6%	52.0 | 89.1%	54.0 | 89.5%	55.0 | 93.1%		60.0 | 91.3%	55.0 | 85.8%	56.0 | 92.5%
Middle School	Median SGP	49.0 | 82.1%		65.0 | 74.6%	53.0 | 79.0%	56.0 | 79.4%	52.0 | 88.0%		63.5 | 83.0%	52.0 | 82.1%	54.0 | 83.0%	49.0 | 81.7%		65.0 | 73.9%	53.0 | 78.7%	56.0 | 79.1%

CMAS MATH GROWTH

According to baseline data, the impact of the Pandemic is evident. The image below reflects cohort growth. DCSD's ML growth on CMAS Math remains constant and commensurate with non-ML peers. A dip between 2021 and 2022 reflects the growth following the COVID-19 pandemic. Growth is gradual and evident between 2022 and 2023.

Douglas County Re 1 (0900)

Use the filters on the sidebar to display the median student growth percentiles (MGPs) for the CMAS (2019, 2023), Colorado PSAT/SAT (2019-2023), and ACCESS for ELLs assessments (2019-2023). Calculations reported here conform to state accountability policies. Growth calculations require that students receive valid scores in at least two consecutive model years. Median growth calculations reflect only outcomes for students who were continuously enrolled from October Count through testing. Results are not displayed in cases where the n-count is less than 20. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, 2020 and 2021 growth results are not available for all content areas and grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the growth results are not representative of the entire student population. A toggle on the right, has been added to allow users to select between cohort-referenced growth ..

✕ Show/Hide Filters

CMAS - Math
Cohort-Referenced Growth

◉ Cohort-Referenced Growth
◯ Baseline Growth

SELECT ASSESSMENT
- ◯ CMAS - English Language Arts
- ◉ CMAS - Math
- ◯ Colorado PSAT/SAT - EBRW
- ◯ Colorado PSAT/SAT - Math
- ◯ ACCESS for ELLs

SET REFERENCE LINES ⓘ
- ◉ State Accountability Ratings
- ◯ State Median SGP

SELECT GRADE LEVELS
- ✔ All Grade Levels
- ✔ Elementary
- ✔ Middle School
- ☐ Grade 04
- ☐ Grade 05
- ☐ Grade 06
- ☐ Grade 07
- ☐ Grade 08

SELECT STUDENT GROUPS
- ✔ All Students
- ☐ Gender
- ☐ Minority Students (Y/N)
- ☐ Ethnicity
- ☐ FRL Eligible (Y/N)
- ✔ Multilingual Learners (Y/N)
- ☐ IEP Status (Y/N)
- ☐ Gifted Status (Y/N)
- ☐ Migrant Students (Y/N)

CMAS - Math Cohort-Referenced Growth chart showing Median SGP by year (2019–2023) for All Students, Multilingual Learners, and Not Multilingual Learners, across All Grade Levels, Elementary, and Middle School.

All Grade Levels

	2019	2021	2022	2023
All Students	56.0 | 88.6%	62.0 | 76.2%	54.0 | 85.9%	53.0 | 86.8% (57.0 | 93.6%)
Multilingual Learners		62.0 | 80.8%	53.0 | 87.4%	56.0 | 89.3%
Not Multilingual Learners	56.0 | 88.2%	62.0 | 75.8%	54.0 | 85.8%	53.0 | 86.6%

Elementary

	2019	2021	2022	2023
All Students	53.0 | 93.4%	80.0 | 85.1%	53.0 | 91.5%	54.0 | 92.5% (56.0 | 95.9%)
Multilingual Learners		76.0 | 82.4%	53.0 | 90.8%	54.0 | 91.1%
Not Multilingual Learners	53.0 | 93.2%	81.0 | 85.3%	53.5 | 91.6%	54.0 | 92.6%

Middle School

	2019	2021	2022	2023
All Students	54.0 | 82.5%	56.0 | 68.7%	54.0 | 78.9%	53.0 | 79.7% (57.0 | 90.2%)
Multilingual Learners		59.0 | 79.5%	53.0 | 83.0%	53.0 | 86.8%
Not Multilingual Learners	54.0 | 81.9%	56.0 | 67.8%	54.0 | 78.6%	53.0 | 79.1%

PSAT / SAT EBRW GROWTH

Areas of focus for continued monitoring for high school (PSAT and SAT) for multilingual learners. A persistent opportunity gap remains at all grade levels across PSAT/SAT - EBRW.

Douglas County Re 1 (0900)

Use the filters on the sidebar to display the median student growth percentiles (MGPs) for the CMAS (2019, 2023), Colorado PSAT/SAT (2019-2023), and ACCESS for ELLs assessments (2019-2023). Calculations reported here conform to state accountability policies. Growth calculations require that students receive valid scores in at least two consecutive model years. Median growth calculations reflect only outcomes for students who were continuously enrolled from October Count through testing. Results are not displayed in cases where the n-count is less than 20. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, 2020 and 2021 growth results are not available for all content areas and grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the growth results are not representative of the entire student population. A toggle on the right, has been added to allow users to select between cohort-referenced growth ..

✕ *Show/Hide Filters*

Colorado PSAT/SAT - EBRW
Cohort-Referenced Growth

◉ Cohort-Referenced Growth ⓘ
○ Baseline Growth

SELECT ASSESSMENT
- ○ CMAS - English Language Arts
- ○ CMAS - Math
- ● Colorado PSAT/SAT - EBRW
- ○ Colorado PSAT/SAT - Math
- ○ ACCESS for ELLs

SET REFERENCE LINES ⓘ
- ◉ State Accountability Ratings
- ○ State Median SGP

SELECT GRADE LEVELS
- ☐ All Grades (PSAT/SAT 09-11)
- ☐ All Grades (PSAT 09-10)
- ☑ Grade 10
- ☑ Grade 11

SELECT STUDENT GROUPS
- ☑ All Students
- ☐ Gender
- ☐ Minority Students (Y/N)
- ☐ Ethnicity
- ☐ FRL Eligible (Y/N)
- ☑ Multilingual Learners (Y/N)
- ☐ IEP Status (Y/N)
- ☐ Gifted Status (Y/N)
- ☐ Migrant Students (Y/N)

All Students | **Multilingual Learners** | **Not Multilingual Learners**

Grade 10 (Median SGP)
- All Students: 2019: 53.0 | 91.6%; 2022: 55.0 | 85.4%; 2023: 52.0 | 85.3%
- Multilingual Learners: 2019: 50.0 | 92.0%; 2022: 46.5 | 78.1%; 2023: 46.0 | 77.2%
- Not Multilingual Learners: 2019: 53.0 | 91.5%; 2022: 56.0 | 85.8%; 2023: 52.0 | 85.8%

Grade 11 (Median SGP)
- All Students: 2019: 57.0 | 94.4%; 2022: 57.0 | 88.2%; 2023: 52.0 | 90.1%
- Multilingual Learners: 2019: 38.5 | 91.9%; 2022: 46.0 | 84.7%; 2023: 43.0 | 84.4%
- Not Multilingual Learners: 2019: 58.0 | 94.5%; 2022: 57.0 | 88.3%; 2023: 53.0 | 90.4%

PSAT / SAT MATH GROWTH

Areas of focus for continued monitoring for high school (PSAT and SAT) for multilingual learners. A persistent opportunity gap remains at all grade levels across PSAT/SAT - Math. A slight increase is reflected in grades 10 and 11 between 2022 and 2023.

Douglas County Re 1 (0900)

Use the filters on the sidebar to display the median student growth percentiles (MGPs) for the CMAS (2019, 2023), Colorado PSAT/SAT (2019-2023), and ACCESS for ELLs assessments (2019-2023). Calculations reported here conform to state accountability policies. Growth calculations require that students receive valid scores in at least two consecutive model years. Median growth calculations reflect only outcomes for students who were continuously enrolled from October Count through testing. Results are not displayed in cases where the n-count is less than 20. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, 2020 and 2021 growth results are not available for all content areas and grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the growth results are not representative of the entire student population. A toggle on the right, has been added to allow users to select between cohort-referenced growth ..

✕ *Show/Hide Filters*

Colorado PSAT/SAT - Math
Cohort-Referenced Growth

◉ Cohort-Referenced Growth
○ Baseline Growth

SELECT ASSESSMENT
- ○ CMAS - English Language Arts
- ○ CMAS - Math
- ○ Colorado PSAT/SAT - EBRW
- ● Colorado PSAT/SAT - Math
- ○ ACCESS for ELLs

SET REFERENCE LINES ⓘ
- ◉ State Accountability Ratings
- ○ State Median SGP

SELECT GRADE LEVELS
- ☐ All Grades (PSAT/SAT 09-11)
- ☐ All Grades (PSAT/SAT 09-10)
- ☑ Grade 09
- ☑ Grade 10
- ☑ Grade 11

SELECT STUDENT GROUPS
- ☑ All Students
- ☐ Gender
- ☐ Minority Students (Y/N)
- ☐ Ethnicity
- ☐ FRL Eligible (Y/N)
- ☑ Multilingual Learners (Y/N)
- ☐ IEP Status (Y/N)
- ☐ Gifted Status (Y/N)
- ☐ Migrant Students (Y/N)

		All Students			Multilingual Learners			Not Multilingual Learners		
Grade 09	2019: 62.0 | 92.3%	2022: 57.0 | 85.9%	2023: 60.0 | 85.9%	2019: 50.0 | 90.5%	2022: 46.0 | 79.3%	2023: 44.0 | 82.2%	2019: 62.0 | 92.3%	2022: 53.0 | 86.3%	2023: 61.0 | 86.1%
Grade 10	2019: 59.0 | 91.6%	2022: 53.0 | 85.4%	2023: 54.0 | 85.3%	2019: 56.0 | 92.0%	2022: 44.0 | 78.1%	2023: 48.0 | 77.2%	2019: 59.0 | 91.5%	2022: 53.0 | 85.8%	2023: 55.0 | 85.7%
Grade 11	2019: 61.0 | 94.4%	2022: 57.0 | 88.2%	2023: 55.0 | 90.1%	2019: 48.5 | 91.9%	2022: 42.0 | 84.7%	2023: 45.0 | 84.4%	2019: 61.0 | 94.5%	2022: 53.0 | 88.4%	2023: 56.0 | 90.3%

(Median SGP charts, years 2019, 2020, 2021, 2022, 2023)

MULTILINGUAL LEARNER ENGLISH PROFICIENCY GROWTH

Multilingual learner growth on ACCESS is constant and MLs generally meet or exceed growth targets.

Academic Achievement	Academic Growth	Postsecondary & Workforce Readiness	Test Participation

Douglas County Re 1 (0900)

Use the filters on the sidebar to display the median student growth percentiles (MGPs) for the CMAS (2019, 2023), Colorado PSAT/SAT (2019-2023), and ACCESS for ELLs assessments (2019-2023). Calculations reported here conform to state accountability policies. Growth calculations require that students receive valid scores in at least two consecutive model years. Median growth calculations reflect only outcomes for students who were continuously enrolled from October Count through testing. Results are not displayed in cases where the n-count is less than 20. A gray background denotes data from the performance framework pause in 2020 and 2021. Due to test administration impacts caused by the pandemic, 2020 and 2021 growth results are not available for all content areas and grade levels. Participation rates are included in the tooltips that appear when you hover over different areas of the graph and in the labels above each bar. Lower participation rates may indicate that the growth results are not representative of the entire student population. A toggle on the right, has been added to allow users to select between cohort-referenced growth ..

✕ *Show/Hide Filters*

ACCESS for ELLs
Cohort-Referenced Growth

◉ Cohort-Referenced Growth ⓘ
○ Baseline Growth

SELECT ASSESSMENT
- ○ CMAS - English Language Arts
- ○ CMAS - Math
- ○ Colorado PSAT/SAT - EBRW
- ○ Colorado PSAT/SAT - Math
- ◉ ACCESS for ELLs

SET REFERENCE LINES ⓘ
- ◉ State Accountability Ratings
- ○ State Median SGP

SELECT GRADE LEVELS
- ☑ All Grade Levels
- ☑ Elementary
- ☑ Middle School
- ☑ High School
- ☐ Grade 01
- ☐ Grade 02
- ☐ Grade 03
- ☐ Grade 04
- ☐ Grade 05

SELECT STUDENT GROUPS
- ☐ All Students
- ☐ Gender
- ☐ Minority Students (Y/N)
- ☐ Ethnicity
- ☐ FRL Eligible (Y/N)
- ☑ Multilingual Learners (Y/N)
- ☐ Language Proficiency (NEP/LEP)
- ☐ IEP Status (Y/N)
- ☐ Gifted Status (Y/N)
- ☐ Migrant Students (Y/N)

Multilingual Learners

Not Multilingual Learners

All Grade Levels — Median SGP
- 2019: 52.0 | 98.0%
- 2020: 57.0 | 99.1%
- 2021: 61.0 | 94.7%
- 2022: 59.0 | 97.8%
- 2023: 61.0 | 98.7%

Elementary — Median SGP
- 2019: 54.0 | 97.7%
- 2020: 58.0 | 99.4%
- 2021: 65.0 | 93.9%
- 2022: 66.0 | 98.7%
- 2023: 65.0 | 99.2%

Middle School — Median SGP
- 2019: 51.0 | 98.5%
- 2020: 47.0 | 99.4%
- 2021: 61.5 | 97.0%
- 2022: 47.0 | 94.2%
- 2023: 50.0 | 99.4%

High School — Median SGP
- 2019: 47.0 | 98.9%
- 2020: 60.0 | 97.4%
- 2021: 51.0 | 95.7%
- 2022: 56.0 | 97.5%
- 2023: 59.0 | 96.6%

MULTILINGUAL LEARNER POST-SECONDARY READINESS

DCSD's Multilingual Learner graduation and completion rates are increasing and exceeding pre-pandemic rates. Multilingual Learner dropout rates increased from 2018 through 2021. A significant decrease is reflected between 2021 and 2022. This is a priority area.

Academic Achievement	Academic Growth	Postsecondary & Workforce	Test Participation

Douglas County Re 1 (0900)

SELECT STUDENT GROUP	Multilingual Learners	*(filter does not apply to Matriculation Rates)*

Graduation Rates | Multilingual Learners

Colorado reports 4-year, 5-year, 6-year, and 7-year graduation rates, with each rate referring to the number of years that elapse between a student entering ninth grade and graduating.

	4-Year	5-Year	6-Year	7-Year
2019	73.6%	82.0%	85.2%	84.1%
2020	70.7%	77.1%	77.3%	
2021	76.3%	77.7%		
2022	70.1%			

Completion Rates | Multilingual Learners

Completion rates include graduates along with students who are determined to have completed high school upon receipt of a GED or some other form of certification.

	4-Year	5-Year	6-Year	7-Year
2019	75.1%	83.6%	86.8%	85.6%
2020	72.2%	79.0%	79.1%	
2021	76.7%	78.2%		
2022	70.9%			

Dropout Rates | Multilingual Learners

Dropout rates reflect the percentage of students included in the membership base who leave school during a single year and do not re-enroll in a different Colorado school.

2018-19	2019-20	2020-21	2021-22
2.1%	2.2%	3.1%	2.4%

Matriculation Rates | All Students

Matriculation rates reflect the percentage of students who have enrolled in a post-secondary program or enlisted in the military at any time during high school through the fall following graduation.

	All Students	2-Year Institute	CTE Institute	4-Year Institute	Military Enlistment
2018-19	70%	7%	8%	59%	
2019-20	69%	8%	9%	56%	
2020-21	70%	8%	12%	55%	1%
2021-22	63%	10%	4%	52%	0%

ESSA REQUIREMENTS:

THE DISTRICT PROVIDES ADDITIONAL SUPPORT TO LOW PERFORMING SCHOOLS TO HELP THEM EXIT THE ESSA SCHOOL IMPROVEMENT DESIGNATION. THIS SUPPORT INCLUDES PROVIDING DATA ANALYSIS TRAINING, INDIVIDUALIZED PLAN DEVELOPMENT SUPPORT, PROGRAM REVIEWS, AND ADDITIONAL FUNDING (IF NECESSARY). THE IMPLEMENTATION OF THESE PLANS ARE

MONITORED BY SCHOOL AND DISTRICT LEADERSHIP ON A QUARTERLY BASIS AND INPUT IS GIVEN IF ADJUSTMENTS NEED TO BE MADE IN ORDER TO ENSURE THE INTENDED OUTCOMES.

.

Trend Analysis

Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

READ Act Trend Data: In 2023, Douglas County had an overall decrease in number and percentage of students identified as having a significant reading deficiency. (Source: READ Act Collection)

Trend Direction: Stable

Performance Indicator Target: Academic Growth

The overall median growth percentile for CMAS has remained consistently above 50 in ELA. (Source: CDE)

Trend Direction: Stable

Performance Indicator Target: Academic Growth

Median growth percentiles for CMAS have remained above the 50th percentile in Math for all students and many subgroups. (Source: CDE)

Trend Direction: Increasing then decreasing

Performance Indicator Target: Postsecondary & Workforce Readiness

The DCSD's overall 4-year graduation rate has decreased the last 3 years. (90.8%, 91.7%, 91.2%, 90.7, 88.5%) Graduation rates for some subgroups continue to be below the overall rate. (Source: DPF & CDE) Multilingual Learners 70.1% (84.1% 7 year); Minority Students 79.6% (91.2% 7 year); Students with Disabilities 76.1% (88.4% 7 year); Gifted 96.8%; Female 92.8%; Male 88.8%. While some subgroups fall below the all DCSD rate, all subgroups except for Homeless and Migrant are above the state rates for 2021.

Trend Direction: Increasing

Performance Indicator Target: Postsecondary & Workforce Readiness

The graduation rates for Multilingual Learners are: 2023: 70.1% (4 year), 77.7% (5 year), 77.3% (6 year), 84.1% (7 year) 2022: 76.3% (4 year), 77.1% (5 year), 85.2% (6 year), 82.5% (7 year) 2021: 76.3% (4 year), 77.1% (5 year), 85.2% (6 year), 82.5% (7 year) 2020: 76.3% (4 year), 77.1% (5 year), 85.2 (6 year) and 82.5% (7 year). The graduation rate for MLs will continue to be a significant focus.

Trend Direction: Increasing

Performance Indicator Target: English Language Development and Attainment

Multilingual Learners Met Expectations at the elementary level for CMAS ELA (56th percentile - an increase of 5 percentiles) and CMAS Math (65th percentile - an increase of 5 percentiles). Multilingual Learners are Approaching Expectations at the Middle school level in CMAS ELA (31st percentile - an increase of 1 percentile) and CMAS Math (33rd percentile - an increase of 1 percentile). Multilingual Learners Did Not Meet expectations on the PSAT/SAT at the high school level in both EBRW (2nd percentile - a decrease of 6 percentiles) and Math (9th percentile - an increase of 1 percentile). Multilingual Learner growth meets expectations at the elementary and middle levels, and growth is approaching at the high school level. High school growth and achievement at all levels is a considerable need as Multilingual Learners are Approaching Expectations in both Evidence-Based Reading and writing and Math. These performance gaps are notable, and achievement for Multilingual Learners will be a primary focus. While MLs are not yet meeting expectations, the trend direction is increasing.

Trend Direction: Increasing then decreasing

Performance Indicator Target: English Language Development and Attainment

Multilingual Learners on track to English Proficiency as measured by ACCESS for ELLs 2.0 is holding stable/slightly increasing for elementary and decreasing for middle and high school MLs. Elementary: 76.2% in 2023. (73.5% in 2022, 73.5% in 2021, 75.5% in 2020; 73.4%, 2019; 79.8%, 2018) indicating a stable percentile. Middle: 19.4% in 2022 (23.3% in 2022, 23.3% in 2021, 33.7% in 2020; 49.9%, 2019; 61.8% 2018) indicating a significant decrease. High: 25.6% in 2023 (25.5% in 2022, 25.5% in 2021, 32.4% in 2020; 44.4% in 2019; 65.4% 2018) indicating a significant decrease.

Trend Direction: Decreasing then increasing

Performance Indicator Target: Disaggregated Achievement

Gifted CMAS Trend Data: The overall achievement of students identified for gifted programming in grades 3-8 has decreased slightly YOY on the ELA and Math CMAS assessments. However, the achievement of students identified gifted for reading and/or writing on the ELA assessment, and the achievement of students identified gifted in math on the math assessment has increased, specifically in the percent of students exceeding expectations on each assessment.(Source: CDE and DCSD)

Trend Direction: Stable

Performance Indicator Target: Disaggregated Achievement

Gifted Learner PSAT/SAT: Performance of identified gifted learners on the PSAT and SAT as measured by median scales scores remained stable on both the EBRW and Math portions. PSAT/SAT Evidenced Based Reading and Writing: PSAT 9: 582(2021),575(2022), 581(2023) PSAT 10: 611(2021),616(2022), 614(2023) SAT: 649(2021), 652(2022), 649(2023) PSAT/SAT Math: PSAT 9: 573 (2021), 588(2022), 590(2023) PSAT 10: 585(2021), 580(2022), 573(2023) SAT: 644(2021), 642(2022), 643(2023)

Trend Direction: Increasing

Performance Indicator Target: Other

NOT UPDATED In a district created survey, out of 30 school respondents, 24 (80%) of the respondents had a solid understanding of RtI and it's role in a Multi-Tiered System of Supports.

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Math and English Language Arts Growth

Math and English Language Arts growth - Not all students and subgroups have met or exceeded state expectations for growth (median growth percentile (MGP) of 50 or better) in math and English Language Arts.

Root Cause: Inconsistent implementation of Integrated Multi-Tiered System of Supports

Inconsistent implementation of Integrated Multi-tiered System of Supports to support academic, social, emotional, and behavioral skills at the universal, targeted, and intensive levels.

Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.

Root Cause: Inconsistent programming practices of English Language Development

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.

Root Cause: Lack of focus on student data (including state assessments)

Lack of focus on student data (including state assessments) in making data driven decisions.

Root Cause: Inconsistent implementation of prevention, intervention, and advancement models

Inconsistent implementation of prevention, intervention, and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.

Priority Performance Challenge: ML Achievement

Not all students identified as Multilingual Learners are meeting or exceeding state expectations for math and English language arts. This is particularly true in the middle and high school levels.

Root Cause: Inconsistent implementation of Integrated Multi-Tiered System of Supports

Inconsistent implementation of Integrated Multi-tiered System of Supports to support academic, social, emotional, and behavioral skills at the universal, targeted, and intensive levels.

Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.

Root Cause: Inconsistent programming practices of English Language Development

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.

Priority Performance Challenge: Math and English Language Arts Achievement

Math and English Language Arts performance: Not all students and subgroups have met or exceeded state expectations for math and English Language Arts.

Root Cause: Lack of a systemic approach to Professional Learning Communities

DCSD has not established and sustained professional learning and practice around professional learning communities.

Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.

Root Cause: Inconsistent programming practices of English Language Development

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.

Root Cause: Lack of focus on student data (including state assessments)

Lack of focus on student data (including state assessments) in making data driven decisions.

Root Cause: Inconsistent implementation of prevention, intervention, and advancement models

Inconsistent implementation of prevention, intervention, and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.

Priority Performance Challenge: Gifted Achievement

While the percentage of students identified as gifted with specific academic ability in math, reading and/or writing exceeding state achievement expectations has increased in grades 3-8 as measured by CMAS, not all identified gifted students have exceeded expectations in their areas of strength. In addition, identified gifted learners grades 9-11 have shown a slight decrease in achievement as measured by the PSAT and SAT.

Area of Focus: Other achievement

Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.

Root Cause: Inconsistent implementation of prevention, intervention, and advancement models

Inconsistent implementation of prevention, intervention, and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.

Priority Performance Challenge: ML Graduation Rate

The ML 4 Year Graduation Rate in 2023 was 70.1%. In prior years, it was 76.3% (2021, 2022) and 70.7% (2020). ML graduation rate continues to lag behind the overall 4 Year Graduation Rate.

Area of Focus: Postsecondary Workforce readiness (Graduation/Completion Rate)

Root Cause: Inconsistent programming practices of English Language Development

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.

Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.

Root Cause: Inconsistent implementation of Integrated Multi-Tiered System of Supports

Inconsistent implementation of Integrated Multi-tiered System of Supports to support academic, social, emotional, and behavioral skills at the universal, targeted, and intensive levels.

Priority Performance Challenge: High School Science

The DCSD's performance (and participation) for all student groups on the high school CMAS Science assessment declined last year.

Root Cause: Lack of focus on student data (including state assessments)

Lack of focus on student data (including state assessments) in making data driven decisions.

Priority Performance Challenge: ML On Track to English Proficency

Although elementary, middle, and high school levels meet expectations, not all MLs are on track. This work continues.

Area of Focus: WIDA Access growth/growth challenges for English Learners

Root Cause: Inconsistent programming practices of English Language Development

Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.

Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.

Root Cause: Inconsistent implementation of Integrated Multi-Tiered System of Supports

Inconsistent implementation of Integrated Multi-tiered System of Supports to support academic, social, emotional, and behavioral skills at the universal, targeted, and intensive levels.

Priority Performance Challenge: Students with Disabilities Performance in Reading

Although students with disabilities performance has improved, it still lags behind other student groups.

Root Cause: Lack of systematic, intentional implementation and alignment to the CAS

A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.

Root Cause: Inconsistent implementation of intervention and advancement models

Inconsistent implementation of intervention and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.

Root Cause: Lack of focus on student data (including state assessments)

Lack of focus on student data (including state assessments) in making data driven decisions.

Magnitude of Performance Challenges and Rationale for Selection:

Overall student performance in the DCSD consistently meets or exceeds the state averages. The performance of the identified student subgroups has remained flat and, in some cases, has decreased slightly. Academic growth reflects similar performance trends, with overall growth consistently around the 50th median growth percentile. Similar to the achievement data, the growth data for student many subgroups is below the district average.

In a data analysis work session with members of the District Accountability Committee, the above trends from 2018 - 23 were reviewed and discussed. The recent changes to state's assessment and accountability systems were also discussed. Based on the trend data, the leadership team determined that the district's priority performance challenges should continue to be concentrated in the areas of English Language Arts and math.

In addition CDE has identified schools across the state that will receive focused support in collaboration with the district. The focus is to determine the viability of the major improvement strategies in making significant impacts on achievement gaps and graduation rate. DCSD will provide appropriate supports to any district- impacted school(s) on the state or federal accountability clock in order to make dramatic change.

Magnitude of Root Causes and Rationale for Selection:

The following root causes are the focus of plan.

- A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor

- Inconsistent implementation of prevention, intervention and advancement models to support challenging and relevant instructional strategies for struggling and advanced learners in order to achieve significant increases in performance and reduce achievement gaps
- Inconsistent programming practices across the district in terms of an English Language Development (ELD) and Gifted and Talented (GT) focus.
- Lack of focus on state assessments

To ensure that the DCSD meets its goals of increasing academic proficiency among all students while reducing the achievement gaps, the root causes will be addressed through the following major improvement strategies.

Summary of the Major Improvement Strategies

The DCSD action plan includes three major improvement strategies that target critical system components of the district. The first major improvement strategy focuses on supporting our schools with the implementation of the 2020 Colorado Academic Standards. Part of this support system will include additional professional development opportunities for teachers and leaders designed to help them understand the expectations of the new standards and implement learning opportunities for students aligned with these new expectations. The second major improvement strategy focused on the alignment of our universal, targeted, and intensive instruction with research and evidence-based strategies. The purpose of this strategy is to ensure that students have access to instruction that addresses the appropriate content while addressing each student's unique academic needs. The third major improvement strategy is to support schools by implementing an Integrated Multi-Tiered System of Support that includes academic, social, emotional, and behavioral supports for all students.

Successful implementation of the major improvement strategies will ensure that the following annual targets are met:

- All students will meet or exceed state expectations for English Language Arts and math achievement.

- All students will meet or exceed state expectations for English Language Arts and math growth.

- Increase the number and percentage of students in grades K-3 reading at grade level proficiency.

- Decrease the number of students in grades K-3 who are identified as having a significant reading deficiency.

The successful implementation of the DCSD Unified Improvement Plan will produce a fully aligned curriculum-instruction-intervention-assessment system. This will ensure that all students have access to and acquisition of the guaranteed and viable curriculum. Continued enhancements to the teacher effectiveness model will ensure that the highest quality educators work in our schools. Student success and instructional effectiveness will be measured through ongoing progress monitoring that provides meaningful and timely feedback to all.

Action Plans

Planning Form

Implement and Align instruction to the 2020 Colorado Academic Standards

What will success look like: Ensure that schools in DCSD are implementing Colorado Academic Standards at the intended level of rigor incorporating essential skills and academic context and connections by planning and aligning instruction using the districtwide identified Priority Learning Outcomes, measuring progress towards proficiency, and providing intervention in priority learning outcomes to ensure mastery. Support schools districtwide with effective implementation of CDE approved core reading programs and aligned interventions. Support will include professional development in utilization, and best practices aligned to the Science of Reading

Associated Root Causes:

Lack of systematic, intentional implementation and alignment to the CAS:
A lack of systemic/consistent approach to standards literacy and standards implementation at the intended level of rigor.

Lack of focus on student data (including state assessments):
Lack of focus on student data (including state assessments) in making data driven decisions.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Regional Principal Meetings	Provide assessment and data analysis learning opportunities for school leadership	06/01/2015 06/01/2023 Monthly	District Staff, School Leadership	Partially Met
School	Hold monthly meetings to discuss the implementation of state	08/01/2016	District Staff, School Assessment	

Assessment Coordinator Meetings	assessments	05/30/2023 Monthly	Coordinators	Partially Met
English Language Development Learning Opportunities	Provide culturally sustaining, and research and evidence based learning opportunities aligned with the CAS for all staff serving emerging bilinguals and their families.	07/01/2017 06/30/2022 Monthly	District Staff, ELD Teachers, Trained Course Facilitators	
PLS Meetings	Provide Professional Learning Specialists training and support for implementing the new Colorado Academic Standards and data analysis.	08/01/2018 05/30/2023 Monthly	District Staff and Professional Learning Specialist	
District Leadership Team meeting	Provide school leadership with learning opportunities regarding the new Colorado Academic Standards	09/06/2018 05/05/2023 Monthly	District staff, School Leadership	
Curriculum Frameworks	Develop and implement curriculum frameworks that outline the expectations for each grade level and subject including priority learning outcomes	01/01/2019 06/30/2020	School Personnel (teachers) and District Staff	
Accountability Structures	Create and implement an accountability and support structure for implementation of the CAS specific to advanced academics, honors, and gifted education.	07/01/2019 06/30/2021 Quarterly	District Staff, School Leadership	
		01/06/2020 04/26/2023		

Curriculum Council Meetings	Hold regular meetings to develop curriculum frameworks.	Quarterly	Teachers and District Staff
High School Principals Meeting	Develop a plan for the 2022 - 2023 school year for high school science	03/01/2020 04/20/2023 Quarterly	District Staff, High School Staff
ELD Teacher Think Tanks	Provide monthly professional learning for ELD teachers	08/01/2020 06/30/2022 Monthly	District ELD staff, ELD Teacher Leads
Gifted Education Facilitator Trainings	Facilitate data driven conversations and analysis regarding instructional practices to increase rigor and depth and complexity for all students as aligned with the CAS,CDE Essential Skills, and CDE Gifted Education Quality Program Plan Assessment Rubric.	08/01/2020 06/30/2024 Monthly	Gifted Education Facilitators
READ Act Teacher Training	All K-3 Teachers complete state required READ Act teacher training	08/09/2021 08/01/2022	School Staff
English Language Develoment Program Implementation	Create and implement an accountability and support structure for implementation of the CAS and aligned ELD programming.	06/30/2022 06/30/2022 Quarterly	District ELD Staff, ELD Leads, School Leaders

	Hold monthly meetings to discuss the implementation of READ Act	07/24/2023 05/31/2024 Monthly	District Staff, School READ Contacts	
READ Contact Meeting				
	Provide professional learning for Gifted Education Facilitators, general education teachers, and other support staff to include researched and evidence based instructional practices and curricular resources aligned with the 2020 CAS and NAGC Standards specific to increasing the growth and achievement of advanced and/or gifted learners .	08/02/2023 06/30/2024 Monthly	District Staff, Gifted Education Facilitators, Counselors, other school support staff	
Advanced Academics & Gifted Education Learning Opportunities				

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Formative Assessment	Develop and Implement formative assessment learning opportunities for school staff.	07/01/2017 06/01/2023	Local funds	District Leadership, Professional Development Coordinators, Professional Learning Specialists (PLS), Assessment Office staff	In Progress
	Develop and implement processes for school to review and			Curriculum, Instruction & Assessment staff, Department teams, School	

	Description	Timeline	Funding	Key Personnel	Status
State Assessment Data Analysis	analyze results of state assessments including CMAS ELA, CMAS math, CMAS science, PSAT and SAT.	07/01/2017 06/01/2023	Local Funds	Leadership, school leaders, PLS, school teams, School Accountability Committees	
Standards Resources	Develop supports for schools to access and implement the Colorado Academic Standards and priority learning outcomes.	07/01/2018 06/30/2023	Local Funds	District leaders & consultants; Building leaders; Elementary & Secondary Teachers	In Progress
Standards Training	Provide learning opportunities for teachers and leaders to learn and implement the Colorado Academic Standards including the priority learning outcomes.	08/01/2018 06/01/2023	Local Funds	District staff, School Leadership and Staff (including Teachers, PLS, and Interventionists)	
Professional Development for School Based Staff	Create, facilitate, and offer the following training to all school based staff: Science of Reading, Depth and Complexity, Identifying and Serving Twice Exceptional Learners, Identifying and Serving Gifted Students from Typically Underrepresented Populations, Implementation of universal, targeted, and intensive services for advanced, honors/gifted learners.	07/01/2019 06/30/2023	Federal, State and Local Funds	District leaders & consultants; Building leaders; Elementary & Secondary Teachers	
				Teachers, District Leadership, Professional Development	

Curriculum Councils	Convene Curriculum Councils to review the new Colorado Academic Standards and create content curriculum frameworks that clearly articulate expectations (priority learning outcomes).	01/06/2020 06/02/2023	Local Funds	Coordinators, Professional Learning Specialists (PLS), Assessment Office staff
High School Science	Review and discuss options for increasing participation and performance on the high school science test.	02/03/2020 04/24/2023	Local Funds	District staff, School Leadership and Staff
ELD Program Alignment	Evaluate impact of professional learning opportunities.	04/17/2020 06/30/2023	Local and Federal Funds	District Leadership, Professional Development Coordinators, School Leadership, ELD District Staff
Gifted Education Program Plan Revision and Implementation	Review, Revise, and Implement the DCSD Gifted Education Comprehensive Program Plan to ensure alignment with the CAS, CDE Gifted Education Quality Program Assessment Rubric, and NAGC Standards.	07/01/2020 06/30/2023	State and Local Funds	District Leadership, Gifted Education Facilitators, Professional Development Coordinators, School Leadership
Gifted Education	Facilitate monthly meetings/trainings to support Gifted Education Facilitators, general education teachers, and other support staff in			District Leadership, Gifted

Facilitator Professional Learning Pathways	the implementation of universal, targeted, and intensive services for advanced and/or gifted learners.	07/01/2020 06/30/2024	Federal, State, and Local Funds	Education Facilitators, School Leadership
Advanced Academics and Gifted Education Collaborative Teams	Create cross department focus groups to analyze data (e.g., performance, achievement, PSWR, course taking, affective) and evaluate, create, revise, and implement strategies and systems to support achievement and growth for all student groups.	08/01/2020 09/25/2025		
ELD: Middle School Focus Group	Evaluate current on track data as compared with programming options to create next steps.	02/01/2021 06/30/2021	Title III Funds, Research and CDE resources	District Staff, School Leaders, ELD Teachers and ELD Teacher Leads
ELD High School Graduation Rate Focus Group	Evaluate current decline in graduation rate, determine program and re-engagement needs, and determine next steps	02/01/2021 06/30/2021	Title III Funds, Research and CDE resources	District Staff, School Leaders, ELD Teachers and ELD Teacher Leads
Priority Learning Outcomes	Convene Curriculum Councils to review Colorado Academic Standards and identify priority learning outcomes. Priority Learning outcomes will serves as the foundation for PLC practices.	05/01/2021 05/31/2022	Local funds	District Leadership, District Staff, Professional Learning Specialists (PLS), Curriculum,

				Instruction and Assessment Coordinators
Core Reading Programs	Implement Core Reading Programs in Elementary Schools	08/09/2021 05/30/2024	Local Funds	District Leadership, Professional Development staff, School Leadership, school leaders, PLS, school teams, & teachers

Alignment of universal, targeted and intensive instruction.

What will success look like: Ensuring universal, first best instruction is in place. Creation and implementation of targeted and intensive instructional frameworks to support research and evidence-based strategies for students with unique needs as layered support coordinated with the universal instruction for each of the subgroups through the lens of equity and access (e.g. students with disabilities, struggling learners, English learners, gifted learners, economically disadvantaged, minority) (DCSD Strategic Themes - Health, safety, and social-emotional supports for students; Post-graduation guidance and preparation; Aligned curriculum with flexible instructional delivery)

Describe the research/evidence base supporting the strategy and why it is a good fit: Most of DCSD's students in identified subgroups have performed below the performance of all students in DCSD. While these identified groups of students are performing above the Colorado percentages, research supports layering support beginning with solid universal instruction, and coordinated and intentional targeted and intensive instruction and support according to the unique needs of students (CDE, 2020).

Strategy Category:

Associated Root Causes:

Inconsistent implementation of intervention and advancement models:

Inconsistent implementation of intervention and advancement models to support challenging and relevant instructional strategies for struggling and advanced/gifted learners in order to achieve significant increases in performance and reduce achievement gaps.

Inconsistent programming practices of English Language Development:
Inconsistent and/or isolated programming practices across the district in terms of an English Language Development (ELD) focus. Lack of collaborative practices between and among ELD and other educators.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
PD/Course Offerings Evaluation	Evaluate and refine as needed content and delivery of PD/Course Offerings related to identified subgroups	07/01/2018 06/30/2022 Quarterly	Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff	
PD/Course Offerings Development	PD/Course Offerings as identified in the analysis of system need will be developed in preparation for content delivery to appropriate staff	07/01/2018 06/30/2023 Quarterly	Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff	
			Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted,	

	PD offerings and courses to be delivered are identified based on analysis of system needs related to various targeted subgroups.	07/01/2018 06/30/2023 Quarterly	SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff
PD/Course Offerings Identified			
Coaching Opportunities	Provide coaching opportunities through the lens of targeted and intensive frameworks as layered on top of universal instruction and support.	08/01/2019 06/30/2023 Quarterly	Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff
PD/Course Offerings Delivery	Delivery of PD/Course Offerings related to identified subgroups that meet the needs of staff system-wide	08/01/2022 06/30/2023 Quarterly	Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Implementation	Create professional learning opportunities and support for district and school leadership to create and implement research and evidenced based frameworks and models for targeted and intensive interventions (e.g., Co-Teaching, Schoolwide Cluster	07/01/2017 06/30/2022	Local Funds, Gifted Education	District and School Leadership	In Progress

Frameworks	Group Model, Content/Grade Acceleration, Self Contained Classes, Center Based Programs, Sheltered Instruction, pull out small group instruction, Co-TOP, OG Supports)		Funds, Title II Funds, Title III Funds	
Response to Intervention (RtI)	Create and implement professional learning opportunities to increase staff expertise in determining effective research and evidenced based, targeted and intensive interventions to address specific student needs. (Specifically interventions that are aligned to Core Reading Programs.)	07/01/2017 06/30/2023	Local funds, Gifted Funds, Title II & III Funds	Cross Departmental District and School Leadership, District Support Staff, School based teachers and support staff, — In Progress
Subgroup Performance Analysis	Provide professional learning opportunities for school and district based staff to analyze student growth and achievement data in order to determine specific need. This shall include but not be limited to, Professional Development Courses, Learning Cohorts, ELD Teacher Trainings, Gifted Education Trainings, Special Education Trainings, READ Act Assessment Trainings.	07/01/2017 06/30/2023	Local funds Gifted Education Funds Title II & III Funds	Staff from the following teams/departments: Language Culture & Equity, Advanced Academics/Gifted, SpEd, Literacy, a Homeless, Title (ESSA), Curriculum, Instruction and Professional Growth (CIPG), Assessment & System Performance Office staff — In Progress
	All K-3 teachers of reading will complete 45 hours of CDE approved professional learning on the science of reading	09/01/2021	CDE approved Professional	All K-3 teachers of

| READ Act 45 hr. PD | instruction. | 08/01/2022 | Learning | reading |

| | Provide intervention resources and training to staff that is aligned to Core Reading Programs | 08/08/2022 06/03/2024 | Local Funds | Cross Departmental District and School Leadership, District Support Staff, School based teachers and support staff (specifically interventionists and special education staff) |

Core Reading Program Intervention

Implementation of Integrated Multi-Tiered System of Supports

What will success look like: The district will support schools with the implementation of the prevention-based framework of an Integrated Multi-Tiered System of Supports. This framework encompasses shared leadership, data-based problem-solving and decision-making, screening and assessment, layered systems of support, and family school and community partnerships. This will include the implementation of foundational practices system-wide in relationship and belonging, trauma-informed practices, and cultural sensitivity. Schools will use this framework to create/refine their systems to ensure students are provided the supports they need to reach their individual potential by achieving and growing academically while feeling a sense of belonging and engagement in their school community. (DCSD Strategic Theme - Health, safety, and social-emotional supports for students)

Describe the research/evidence base supporting the strategy and why it is a good fit: Colorado Department of Education resources

Strategy Category:

Associated Root Causes:

Lack of focus on student data (including state assessments):
Lack of focus on student data (including state assessments) in making data driven decisions.

Inconsistent implementation of Integrated Multi-Tiered System of Supports:
Inconsistent implementation of Integrated Multi-tiered System of Supports to support academic, social, emotional, and behavioral skills at the universal, targeted, and intensive levels.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Stakeholder Communication and Supports	Regular communication to all stakeholders that defines how MTSS is being utilized in our schools.	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team, School Teams	Partially Met
Training Support for MTSS	Create guidelines and procedures for MTSS structures inclusive of school-based MTSS teams, problem solving teams, school-based behavior crisis response, best practices for opening homebase or regulation rooms, supporting documents for school use to identify universal, targeted and intensive supports for students, standard protocols for universal assessment analysis in addition to evidence based progress monitoring tools.	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team, Curriculum, Instruction & Assessment Dept., School Teams	
Training Support for MTSS	Create embedded and stand alone professional development options for all stakeholders through a menu-based approach depending on each schools action plans for next steps in their implementation of MTSS practices.	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team, School leadership	Partially Met
Support MTSS	Collaborate with Curriculum, Instruction & Assessment team on common data analysis practices that will become baseline data practices to drive MTSS in schools.	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team, Curriculum, Instruction & Assessment Dept.	Partially Met

	Create MTSS guidelines of systems and procedures that schools can replicate to support academic, behavior and social emotional supports at the universal, targeted and intensive levels.	07/01/2022 06/30/2024 Quarterly	District Health, Wellness & Prevention Team	Partially Met
Support MTSS				

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Support MTSS	Support creation of MTSS Teams in every school to use data (attendance, behavior, academics) to analyze and refine systems to support outcome goals.	07/01/2022 06/30/2024	Local Funds	District Health, Wellness & Prevention Team, School Teams	In Progress
Stakeholder Communication and Supports	Engage in informational and training events for families around the MTSS process and how schools are engaging in this work.	07/01/2022 06/30/2024	Local Funds	District Health, Wellness & Prevention Team, School Teams	
Training Support for MTSS	Provide training in areas of identified needs at schools inclusive of MTSS systems and protocols, trauma-informed practices, restorative practices, positive behavior & intervention supports (PBIS), data analysis, behavioral interventions, homebase procedures & supports; and crisis prevention intervention (CPI) and behavioral regulation.	07/01/2022 06/30/2024	Local Funds, Title IV funds	District Health, Wellness & Prevention Team, School Teams, Curriculum, Instruction and Assessment Dept.	
Support MTSS	Support creation of problem solving teams in every school to ensure all students' needs are being addressed in academics, behavior and social emotional curriculums.	07/01/2022 06/30/2024	Local funds, Title IV funds	District Health, Wellness & Prevention Team, School Teams	In Progress

School Target Setting

Priority Performance Challenge : Math and English Language Arts Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2023-2024: The Median Growth Percentile for ELA will exceed 55.

2024-2025: The Median Growth Percentile for ELA will exceed 55.

INTERIM MEASURES FOR 2023-2024: i-Ready Math Unit Tests School and classroom developed assessment

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2023-2024: The Median Growth Percentile for math will exceed 60.

2024-2025: The Median Growth Percentile for math will exceed 60.

INTERIM MEASURES FOR 2023-2024: i-Ready Math, Unit Tests, School and classroom developed assessment

Priority Performance Challenge : ML Achievement

Priority Performance Challenge : Math and English Language Arts Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)
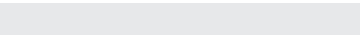
MEASURES / METRICS: M

2023-2024: The Mean Scale Score for our district would exceed state expectations in Math.

2024-2025: The Mean Scale Score for our district would exceed state expectations in Matn.

INTERIM MEASURES FOR 2023-2024: i-Ready Math (Typical Growth), Unit Tests, School and classroom developed assessment

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2023-2024: The Mean Scale Score for our district would exceed state expectations in English Language Arts.

2024-2025: The Mean Scale Score for our district would exceed state expectations in English Language Arts.

INTERIM MEASURES FOR 2023-2024: i-Ready Math (Typical Growth), Unit Tests, School and classroom developed assessment

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS

2023-2024: Increase the percentage of students (grades K-3) that place at or above grade level.

2024-2025: Increase the percentage of students (grades K-3) that place at or above grade level.

INTERIM MEASURES FOR 2023-2024: i-Ready Reading, Unit tests, Classroom assessment

Priority Performance Challenge : Gifted Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2023-2024: All students identified as gifted in reading and/or writing will exceed expectations in ELA.

2024-2025: All students identified as gifted in reading and/or writing will exceed expectations in ELA.

INTERIM MEASURES FOR 2023-2024: iReady assessments, classroom performance, unit assessments, response to interventions specific to advanced/gifted learners (e.g., curricular resources and instructional models designed for gifted learners).

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2023-2024: All students identified as gifted in math will exceed expectations in math.

2024-2025: All students identified as gifted in math will exceed expectations in math.

INTERIM MEASURES FOR 2023-2024: i-Ready Math, Classroom assessments, Unit exams, response to interventions specific to advanced/gifted learners (e.g., curricular resources and instructional models designed for gifted learners).

Priority Performance Challenge : ML Graduation Rate

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL PERFORMANCE TARGETS

2023-2024: The 4 year graduation rate will exceed 90%.

2024-2025: The 4 year graduation rate will exceed 90%.

INTERIM MEASURES FOR 2023-2024: Credit checks, Graduation Competency data review

Priority Performance Challenge : High School Science

Priority Performance Challenge : ML On Track to English Proficency

PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS: ACCESS Proficiency (AMAO 2)

ANNUAL PERFORMANCE TARGETS

2023-2024: The rating for elementary, middle, and high will be meets or exceeds.

2024-2025: The rating for elementary, middle, and high will be meets or exceeds.

INTERIM MEASURES FOR 2023-2024:

Priority Performance Challenge : Students with Disabilities Performance in Reading

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2023-2024: The Mean Scale Score in English Language Arts will increase for the students with disabilities subgroup.

2024-2025: The Mean Scale Score in English Language Arts will increase for the students with disabilities subgroup.

INTERIM MEASURES FOR 2023-2024: i-Ready Reading, Reading Intervention Progress Monitoring