



## District UIP Priority Performance Challenges



**DAC UIP Subcommittee  
Educational Research & Design**

**November 2017**



**JEFFCO PUBLIC SCHOOLS**



# DUIP Overview

- Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan
- The Colorado Department of Education has developed a unified improvement planning template and processes to support schools and districts in their performance management efforts.
- CDE's UIP template has been designed to meet state, federal, and program accountability requirements.





# | DUIP Development Timeline

- October - Review of data trends, Priority Performance Challenges, and Root Causes
- November - Major Improvement Strategies and Targets
- January - Data Narrative
- February - Final review
- March - Board approval



# We Heard You Loud & Clear

- Met weekly over the month of October
- Dug Deeper into Root Causes and Verification
- First Pass at Performance Targets and Improvement Strategies

## Early Literacy

### Root Cause Analysis

Why does this priority performance challenge exist?

**Root Cause:** All schools currently do not have the full capacity to meet all students' early literacy learning needs due to inequitable resources and support, for a variety of reasons:

- Inconsistent structures and routines across schools for foundational classroom (core) reading instruction
- Variable evidenced-based instructional practices to differentiate teaching for all learners' needs
- Lack of literacy transfer and application to other content areas

### Verification – Data Sources

In addition to district and state assessment data, the following data sources verified root cause:

- NWEA MAP Reading and Mathematics
- Make Your Voice Heard survey

## PWR

### Root Cause Analysis

Why does this priority performance challenge exist?

#### Root Causes:

Due to inequitable resources and support, schools have limited capacity to differentiate instruction and engage students in relevant, authentic tasks, specifically in the core areas of:

- Mathematical reasoning and conceptual understanding in addition to memorization of facts
- Literacy transfer and application to other content areas

### Verification – Data Sources

In addition to district and state assessment data, the following data sources verified root cause:

- NWEA MAP Reading and Mathematics
- Make Your Voice Heard survey

## Middle School Math

### Root Cause Analysis

Why does this priority performance challenge exist?

#### Root Cause:

The district and schools have not provided equitable resources and support (for example, differentiated professional learning, interventions) for math students to have a well-established foundation in:

- mathematical reasoning to explain, justify, and evaluate their thinking used to solve problems
- and applications of reasoning across content areas.

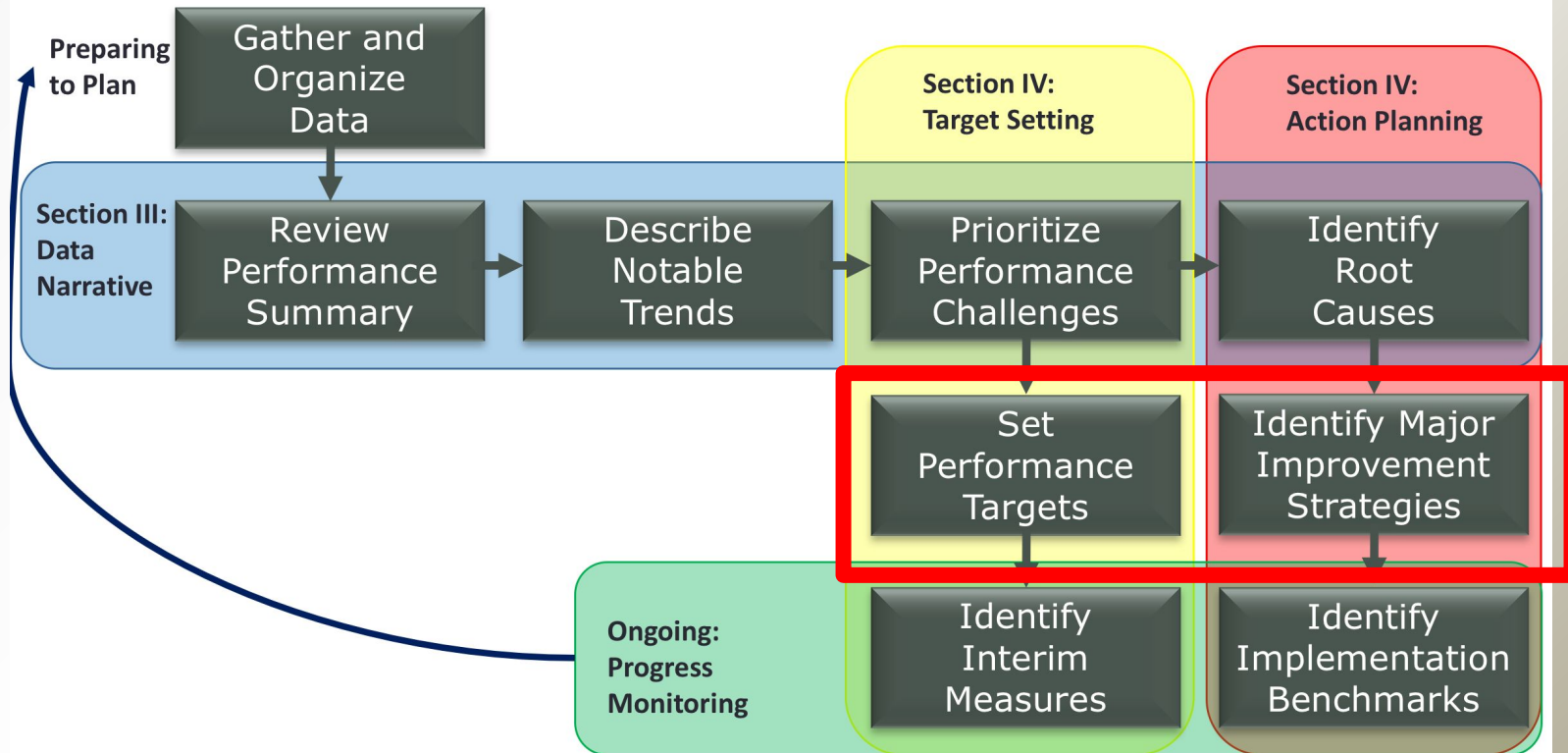
### Verification – Data Sources

In addition to district and state assessment data, the following data sources verified root cause:

- NWEA MAP Reading and Mathematics
- Make Your Voice Heard student survey



# Unified Improvement Planning Processes







## DAC's Role

- Advisory
- High level content review
  - Is it the right direction?
- Similar process as last meeting
  - Short group discussion/feedback after each Major Improvement Strategy and Target presentation





## Priority Performance Challenges

- Early Literacy
- Mathematical Reasoning
- Post-Secondary Workforce Readiness (Career/College Ready)





# | Early Literacy:

## Major Improvement Strategy

The district and schools will partner to close achievement gaps for subgroups and all students in early literacy (reading/writing/communicating) through the following approaches:

- Equitable resources and support
- Alignment to high expectations
- Relevant, authentic (real-life) tasks that ensure application and transfer of learning







# Early Literacy Targets

- Grade 3 CMAS Reading Achievement
- Reduction of students on READ Plans
- Reduction of students who enter the year at “Well-below” benchmark and also end the year at “well-below”
- Grade 4 CMAS Reading Growth





# Early Literacy

- DAC Feedback on Major Improvement Strategy and Targets





# | Next Steps - Action Steps

- Professional Learning and Development for core/universal instruction
- Expansion of Lucy Calkins Reading Units of Study across Jeffco (opt-in)
- Define high expectations for literacy across the content areas and learning experiences
- Identify and implement high level tasks that require transfer and application of student learning





# | Mathematical Reasoning

## Major improvement Strategy

- The district and schools will partner to close achievement gaps for subgroups and all students in mathematics through the following approaches:
  - Equitable resources and support
  - Alignment to high expectations
  - Relevant, authentic (real-life) tasks that ensure application and transfer of learning





# **Mathematical Reasoning**

## **Priority Challenge**

- 7th grade focus
- Begins in elementary school
- Focus on explaining their reasoning and problem solving





# | Mathematical Reasoning

## Targets

- 7th grade math CMAS Achievement in Major Content
- 7th grade CMAS Math reasoning Sub Claim C
- 7th grade sub-groups CMAS Growth







# Mathematical Reasoning

- DAC Feedback on Major Improvement Strategy and Targets





# | Next Steps - Action Steps

- Professional Learning and Development for core/universal instruction
- Identification of effective interventions in elementary and middle
- Identify and implement high level tasks that require transfer and application of student learning





# | College/Career Readiness

## Major Improvement Strategy

The district and schools will partner to close achievement gaps for subgroups and all students in mathematics and literacy (reading/writing/communicating) through the following approaches:

- Equitable resources and supports,
- Alignment to high expectations, and
- Relevant, authentic (real-life) tasks that ensure application and transfer of learning





# | College/Career Readiness

## Targets

- Colorado SAT
- Concurrent Enrollment
- Matriculation Rate
- 5-Year Graduation Rate
- 7-Year Graduation Rate
- Dropout Rate





# College/Career Readiness

- DAC Feedback on Major Improvement Strategy and Targets





# | College/Career Readiness Action Steps

- Transforming Student Task
- Customized Pathways
- Graduation Guidelines:
  - Capstone Experience
  - Industry Certifications
  - Concurrent Enrollment



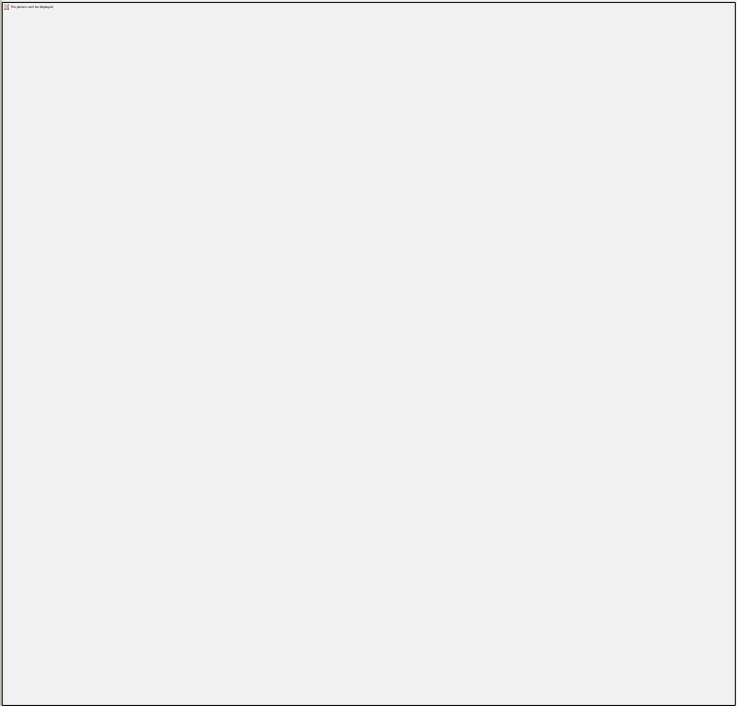




**JEFFCO**  
PUBLIC SCHOOLS



# The Why

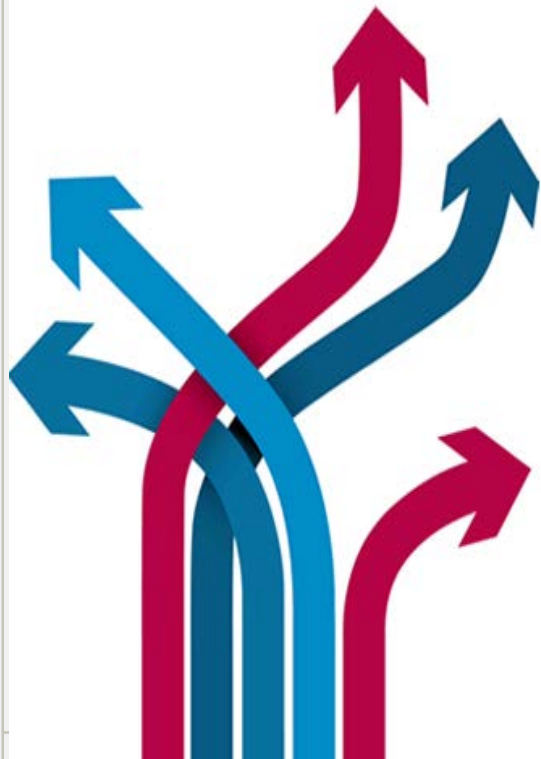


Colorado is committed to educating students so they enter the workforce with *in-demand skills that meet business, industry, and higher education standards.*

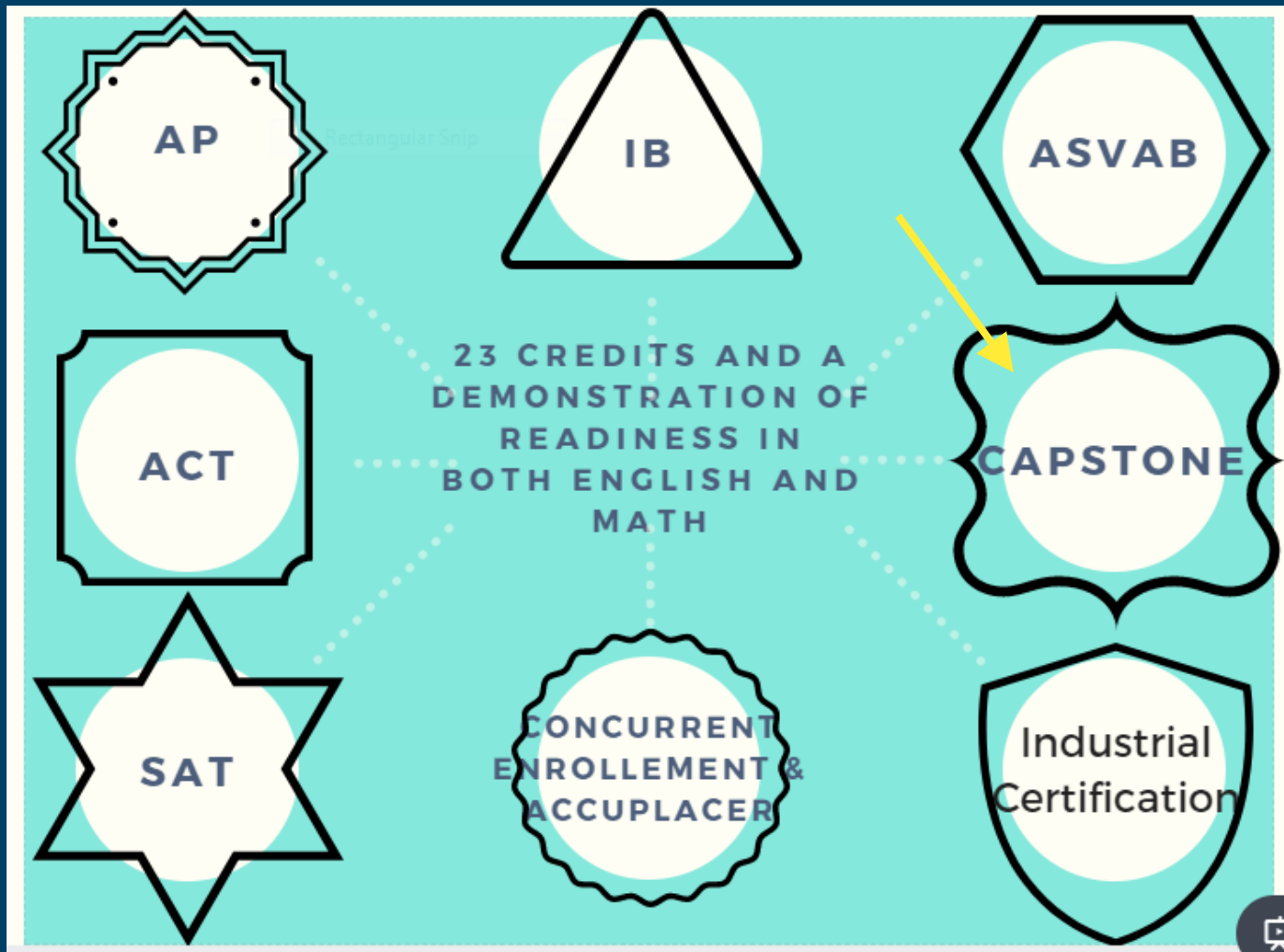
# College and Career Readiness



# College and Career Readiness



# College and Career Readiness



# CAPSTONE Option

- Common guidelines for all schools
- Focused on student interest/passion/future aspirations
- Intentional connections to all of the generation skills





Jeffco Generations  
invites us to rethink  
what it means to  
ensure students are  
successful upon  
graduation from high  
school.



*Jeffco Generations 2017*

# Reflection



What is a lingering question or concern you have?

What is something that resonates with you?