



DENVER
PUBLIC
SCHOOLS

Discover a World of Opportunity™

District Unified Improvement Plan (UIP)



Accountability,
Research &
Evaluation

DPS Board of Education
April 20, 2015

Topics

- UIP Background
- Major changes to the 14-15 UIP
- Recommendations from District Advisory Council UIP
- Questions

UIP Background & 14-15 Changes

Assessment Transition

- TCAP to CMAS
 - UIP Target Setting –difficult to set appropriate achievement targets when performance on CMAS assessments is unknown
 - Late release of CMAS status data (October/ November 2015) and late or no release of growth data (February 2015)
 - CDE will in most cases hold district accreditation ratings for 2015-16
- READ Act

Denver Plan 2020

- Goals revisited
- Strategy and Leading Indicator Development

UIP Purposes

Alignment	A system to align improvement planning requirements for accountability into a “single” plan.
Documentation	A common format for schools and for districts to document improvement planning efforts.
Transparency	A process for including multiple voices, including staff, families and community representatives. Plans are also posted publicly.
Best Practice	A statewide strategy to promote improvement planning based on best-practice, including use of state and local data and engagement in a continuous improvement cycle.
Support	A mechanism for triggering additional supports through CDE.

UIP Purposes

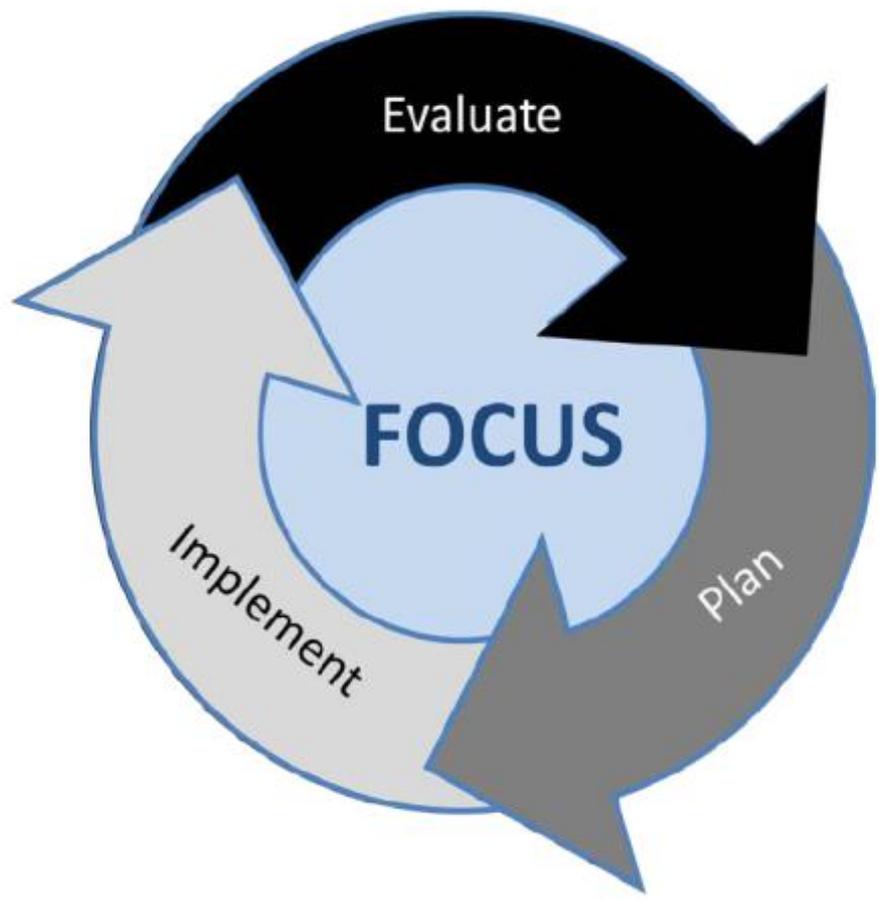
Alignment

Documentation

Transparency

Best Practice

Support



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ent planning based
local data and
cycle.

orts through CDE.

State Performance Indicators

Achievement

% Proficient or Advanced

- **Reading**
TCAP, Lectura, & CoAlt
- **Writing**
TCAP, Escritura, & CoAlt
- **Math**
TCAP & CoAlt

Growth

Academic Growth

- Median Growth Percentiles (MGPs)
- Adequate Growth Percentiles (AGPs)
- TCAP Reading, Writing and Math
- ACCESS

Growth Gaps

Disaggregated Group Growth

- MGPs & AGPs for
- Poverty
 - Race/Ethnicity
 - Disabilities
 - English Language Learners
 - Below proficient

Postsecondary and Workforce Readiness

Colorado ACT

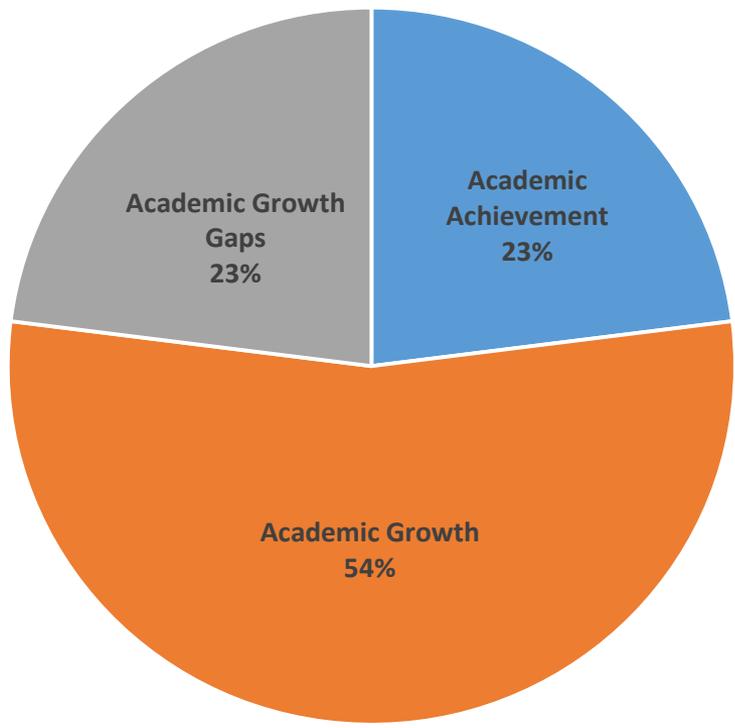
Graduation Rate

- Overall
- Disaggregated groups

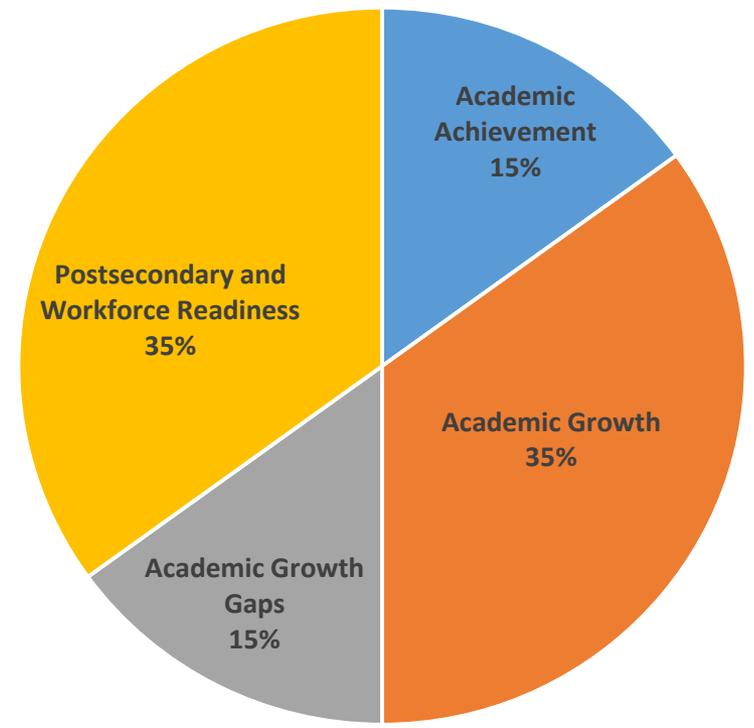
Dropout Rate

State Performance Indicator Weights

ES/ MS Indicator Weights



HS Indicator Weights



District Performance Framework

1 Year v. 3 Year

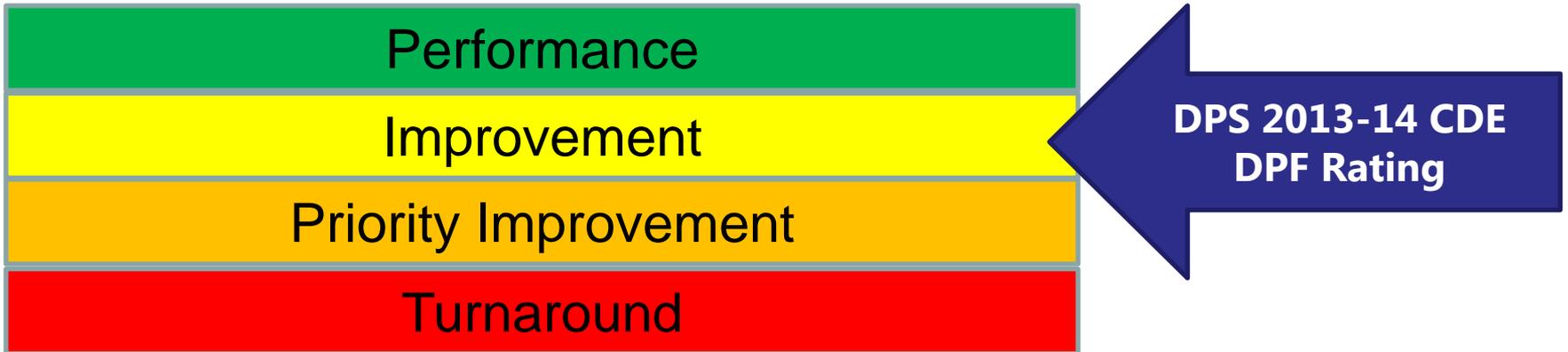
CDE provides two different versions of the School Performance Framework Reports:



Only one report counts for official accountability purposes:

- higher number of the performance indicators **or**
- the one under which received a higher total number of points

CDE Plan Assignment



DPS has had a CDE District Performance Framework (DPF) of **"Improvement"** for the past 2 years

Alignment to the Denver Plan 2020

- Alignment of UIP Major Improvement Strategies to Denver Plan 2020 Strategies

Strategy 1| Leadership: Attract, develop and retain strong, values-based leaders across DPS and ensure school leaders are prepared, supported and held accountable for the success of their students and for meeting the unique needs of their school communities.

Strategy 2| Teaching: Enhance our efforts to recruit, develop and retain effective teachers for every DPS school with incentives and supports for teaching in our highest needs schools and significantly increase the quality and rigor of classroom instruction through a deep implementation of grade-level content standards and best practice instructional strategies targeting the needs of English language learners.

Strategy 3| Flexibility: Empower schools through flexible, school-based decision-making, including the use of resources so that they can and create environments that best meet the academic and social/emotional needs of their students.

Strategy 4| Invest Early: Prioritize resources in the early grades (preschool-3rd grade) and partner with community organizations to expand high-quality supports and services for families with young children to build the foundation for academic success.

Strategy 5| Culture: Build positive, empowering cultures at all of our schools that embrace families and communities and promote a culture of service to schools across DPS support functions and DPS partners.

Major Changes to this Year's UIP (cont.)

- **Alignment to the Denver Plan 2020**
 - Realignment of Major Improvement Strategies to Denver Plan 2020 Strategies
 - Resetting of Targets to Denver Plan 2020 Goals
 - Inclusion of Action Steps by Early Ed.
- **No Student Graduation and Completion Plan Required**
 - Because of growth observed this past year in the Postsecondary and Workforce Readiness Indicator on the DPF

Recommendations from DAC UIP Subcommittee

DAC Subcommittee - Recommendations for UIP

- Create a high-level summary of the UIP using lay language
 - summarize each section
- Study the UIP with staff resources and present our findings to the board in the fall to determine if and how well
 - the UIP is aligned with the 2020 Denver Plan
 - the UIP is monitoring progress of the implementation of priority strategies (big bets) in the Denver Plan

Questions

