

## District Accountability Committee - Agenda

May 21, 2024, 5:30-8:30

Jeffco Public Schools Ed. Center, Board Room *(take elevators to the 5th floor)*

1829 Denver West Drive, Bldg. 27, Golden, CO 80401


<i>Information/ Action</i>	<p><b>Welcome and Approval of Agenda and Minutes (5:30-5:35)</b></p> <p>Therese Rednor will welcome members and guests-determine quorum.  <b>**A quorum of at least half of the current membership and at least one DAC officer must be present in order to conduct DAC business that requires a vote.**</b>                  Members will approve the agenda for the evening and minutes from the prior month.</p> <p><b>Materials:</b> Agenda and April minutes</p>	5 min	Therese Rednor, DAC Chair
<i>Information/ Action</i>	<p><b>DUIP: Preliminary Approval from DAC (5:35-5:50)</b></p> <p>The district’s draft 2024-25 Unified Improvement Plan (DUIP) will be discussed for preliminary approval by DAC members. The final DUIP will be provided to the DAC DUIP Subcommittee for review in September 2024, before Board approval in October 2024.</p> <p>Below are links to the presentation, responses to April DAC feedback and the revised draft DUIP document.</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Revised Draft DUIP</a></li> <li>• <a href="#">April DAC Draft DUIP Feedback</a></li> <li>• <a href="#">May DAC Presentation</a></li> </ul>	15 min	Maegen Tracy, DUIP Subcommittee Chair
<i>Information</i>	<p><b>Board Presentation Share Out (5:50-6:10)</b></p> <p>Recap of presentation</p> <p><b>Materials:</b></p>	20 min	Therese Rednor
<i>Information</i>	<p><b>Truancy, Conduct and Discipline Code (6:10-6:35)</b></p> <p><b>Materials:</b></p>	25 min	Tara Peña & Dave Weiss, DAC District Liaisons
	<p><b>Break (6:35-6:40)</b></p>	5 min	
<i>Information/ Action</i>	<p><b>DAC Elections (6:40-7:10)</b></p> <p><i>Applications received from interested DAC members to serve as chair and vice chair will be reviewed and voted on by DAC members.</i></p> <p><b>Materials:</b> application material for review. (Emailed with agenda)</p>	30 min	Carsten Engebretsen, DAC AAR Coordinator

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<i>Information</i>	<b>Communication Loop</b> (7:10-7:40)	40 mins	Therese Rednor & Carrie Mumma, DAC Vice Chair
<i>Information</i>	<b>Election Results</b> (7:40-7:45)	5 mins	Therese Rednor
<i>Information</i>	<b>Meeting Updates</b> (7:45-7:50)	5 mins	Evie Hudak, DAC FSCP Subcommittee Chair
<i>Information</i>	<b>Recognition &amp; Shout Outs</b> (7:50-8:05)	15 min	Tara Peña & Dave Weiss
<i>Information</i>	<b>Closure discussion</b> (8:05-8:15) Submit your questions <a href="#">here</a> (or scan this QR Code) 	10 min	Therese Rednor
<i>Action</i>	<b>Adjournment</b> (8:15)  Remember you always have a resource through the <a href="#">DAC website</a> .		Therese Rednor

JEFFCO PUBLIC SCHOOLS  
DISTRICT ACCOUNTABILITY COMMITTEE  
APRIL 16, 2024 MEETING MINUTES

Attendees:

**Strikethrough** indicates committee member NOT in attendance

<del>Emily Adams</del>	Carsten Engebretsen	<del>Anita Lewis</del>
Greg Aigner	Caitlin Fitzpatrick	Austin Long
Andrea Aikin	Dawn Fritz	<del>Emily Lubkert</del>
David Alex	<del>Amanda Gomez</del>	Crystal Marine
Denise Alleman	<del>Jessica Gregg</del>	<del>Carrie Mumma</del>
Rob Applegate	<del>Corky Guy</del>	Therese Rednor
Elizabeth Armstrong	<del>Harry Tosha</del>	Diego Rodriguez
<del>Skylar Artes</del>	Evie Hudak	<del>Cheryl Secorski</del>
Jeanine Baird	Richard Kalasky	Maegen Tracy
Jeff Baucum	Elizabeth Kantner	Jaclyn Uttely
Kim Bierbrauer	Michelle Kuenzler	Kaylie Weese
Annie Contractor	<del>Valerie Leal</del>	Sari Weichbrodt
Leslie Dennis	Orin Levy	<del>Caroline Zimmerman</del>
<b>Staff Liaisons</b>		
*Dave Weiss		
*Tara Peña		

Guests:

Carol Eaton, Guest

Greece Butte, Executive Assistant to Tara Peña, Chief of Family & Community Partnerships

Matt Palaoro, Chief Student Success Officer

Shayley Levensalor, Executive Director, Teaching & Learning

Agenda:

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- Welcome and Introductions and Approval of Agenda and Minutes
- Best Practices for DAC Communications
- Bylaws
- DUIP
- Calendar Committee (canceled)
- DAC Election Process
- DAC Recruitment
- Closure Discussion & Adjournment

Actions:

Action	Approval of Agenda and Minutes
Action	VOTE: DAC Bylaw Revision approved
Action	Adjournment DAC adjourned by unanimous consent at 8:26 p.m.

Notes:

Information	<b>Welcome and Introductions</b> Therese Rednor, DAC Chair welcomed members to the meeting.
Action	<b>Approval of Agenda and Minutes</b> A quorum was established at 5:35. March 26 2024 DAC Meeting Minutes.pdf Agenda_DAC Regular Meeting_April 16_2.pdf
Information	<b>Best Practices for DAC Communications</b> Breakout groups reviewed several questions related to improving communications with the DAC, and then collated suggestions as a larger group.
Information & Action	<b>Bylaws Vote</b> Bylaw revision approved by vote Materials: DAC Bylaws – revision_merged edits 26MAR24.doc
Information	<b>DUIP- Carol Eaton</b> Review of DUIP Small groups rotated through panels to discuss data literacy, instructional excellence, and culture of safety and belonging strategies, and provide input on draft DUIP before preliminary approval in May. Materials: 2024-25 DUIP Working Draft.pdf DAC DUIP April 2024.pdf
Information	<b>FSCP- Evie Hudak</b> Upcoming Meetings (Online via Teams except for 6/4): 4/30 6/4 @ Chili's 7/9 7/23
Information	<b>DAC Election Process- Therese Rednor</b> Chair, Vice Chair, Secretary, AAR Coordinator, and Subcommittee will be voted upon in next meeting. Links to applications were in the agenda.
Information	<b>DAC Recruitment- Therese Rednor</b> Encourage DAC applications before 4/30- AAR positions and at large member positions open.
Information & Action	<b>Adjournment</b> DAC adjourned by unanimous consent at 8:05 p.m.

1. **Titel**

Titel des Projekts: ...

2. **Ziele**

Ziele des Projekts: ...

3. **Methodik**

Methodik des Projekts: ...

4. **Ergebnisse**

Ergebnisse des Projekts: ...

5. **Schlussfolgerungen**

Schlussfolgerungen des Projekts: ...

6. **Referenzen**

Referenzen des Projekts: ...

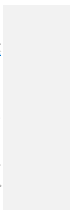
7. **Anhang**

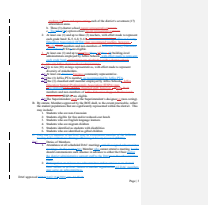
Anhang des Projekts: ...

8. **Index**

Index des Projekts: ...

1. The first step in the process of...  
2. The second step is to...  
3. The third step involves...  
4. The fourth step is...  
5. The fifth step is...  
6. The sixth step is...  
7. The seventh step is...  
8. The eighth step is...  
9. The ninth step is...  
10. The tenth step is...









Category	Item
1. General Information	Name: _____
2. Personal Details	Age: _____
3. Academic Background	Education: _____
4. Professional Experience	Work History: _____
5. Skills and Qualifications	Skills: _____
6. References	References: _____
7. Additional Information	Notes: _____

1. Introduction  
2. Methodology  
3. Results  
4. Discussion  
5. Conclusion  
6. References  
7. Appendix  
8. Index  
9. Table of Contents  
10. Summary  
11. Abstract  
12. Keywords  
13. Author Information  
14. Contact Information  
15. Disclaimer  
16. Copyright  
17. Privacy Policy  
18. Terms of Service  
19. Legal Notice  
20. Disclaimer



1. The first step in the process of identifying a problem is to define the problem clearly. This involves identifying the symptoms and the underlying causes of the problem. Once the problem is defined, the next step is to gather information about the problem. This involves researching the problem and identifying the resources available to solve it. The third step is to develop a plan of action. This involves identifying the steps that need to be taken to solve the problem and the resources that will be needed to carry out the plan. The fourth step is to implement the plan. This involves carrying out the steps of the plan and monitoring the progress of the solution. The final step is to evaluate the solution. This involves assessing the effectiveness of the solution and identifying any areas for improvement.

Page 1 of 1

1. The following table shows the results of a survey of 100 people regarding their favorite type of music.

Music Type	Number of People
Rock	35
Pop	25
Jazz	15
Classical	10
Country	15

2. The following table shows the results of a survey of 100 people regarding their favorite type of food.

Food Type	Number of People
Italian	30
French	20
Japanese	15
Chinese	10
Indian	15

3. The following table shows the results of a survey of 100 people regarding their favorite type of sport.

Sport	Number of People
Football	40
Basketball	25
Tennis	15
Golf	10
Baseball	10

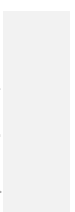
4. The following table shows the results of a survey of 100 people regarding their favorite type of vacation.

Vacation Type	Number of People
Beach	35
Mountain	20
City	15
Cruise	10
Camping	10

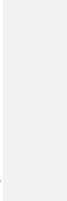
5. The following table shows the results of a survey of 100 people regarding their favorite type of drink.

Drink	Number of People
Coffee	30
Tea	20
Soda	15
Water	10
Juice	15

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## DAC District Unified Improvement Plan (DUIP) Feedback

April 16, 2024

*Major Improvement Strategy #1 Monitor & strengthen the instructional core for all students and student groups through the **strategy of unit/lesson internalization** by:*

- *Continuing to implement and internalize **district-approved curricular resources***
- *Teaching at **Colorado Academic Standards (CAS) grade level expectations***
- *Using **evidence-based instructional practices** to meet the learning needs of all student groups (namely, high expectations, strong instruction, student engagement and grade level assignments)*
- *Incorporating regular focused **observation/feedback cycles** aligned to deepening lesson internalization*

DAC Comments:

- Add more language to share the value and acknowledgement of where students are currently and what our efforts are to meet those different students' levels
- Intentionality of language – Use the term “evidenced based” versus “research based” curriculum
- High School Reimagined (consider how we can either link information or explain the HSR process or definition more within the action steps)
- Additional comments and questions about the current and future plans for curriculum implementation (how many resources do we have? How many elementary, middle and high schools have a common math resource?, etc) and some specific questions about walkthroughs and what feedback loops/support for teachers looks like...

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*Major Improvement Strategy #2: Enhance a **culture of data literacy** by:*

- *Ensuring that **collaborative structures** have weekly dedicated and structured time for shared data analysis and instructional planning with both academic and social-emotional learning*
- *Using multiple data sources/dashboards to **monitor Jeffco Thrives indicators** and review student progress toward CAS grade level expectations*
- ***Embedding data camp and literacy competency learning** into relevant staff PL and monitor application in PLC's*

DAC Comments:

- Update the public facing dashboards as soon as possible with new data when available
- Ensure that the public dashboards like School Insights align to national and Colorado Department of Education rules (e.g, display discipline disproportionalities disaggregated by school, race, income and sex)
- Make de-identified data sets publicly available
- It's useful to have one communication tool with everything in one place
  - Can there be streamlined ways to incorporate information from other systems beside Campus like MAP and other vendor platforms?



- Communicate Student Insights more widely (some DAC members were not aware they could access their student's assessment documents online)
  - Some SACs felt like they could not use their UIPs to address the needs they had in their schools given the requirements to use district major improvement strategies. Find a balance to give more flexibility in improvement planning for schools.
- 

*Major Improvement Strategy #3: Expand a **culture of safety & belonging** by:*

- *Implementing **asset-based approaches** in teaching, learning, and discipline*
- *Providing training and support to increase **student engagement** and adjust interventions*
- *Investing in evidenced-based **social-emotional, behavioral and mental health supports** to attend to needs of the whole child*
- *Enhancing **family partnership and support structures** and two-way communication strategies*

DAC Comments

- Where does EAP for educators fit into the DUIP? Educators are the front line of mental health.
  - Culture sensitivity is missing in schools; how are we addressing this?
  - Have we studied how start/end times and transportation schedule modifications have impacted mental health and well-being?
  - Sometimes it feels like schools don't care about us (parents)
  - ROFTS - Schools continue to need support - do not take the current support away; the work is not done and the funding needs to stay; there is a big divide between the student body "the other" kids
  - Need to address the sense of belonging that deteriorates between level transitions (e.g., 8th to 9th grade)
  - What you're doing in mental health resonates
  - School leaders need to be expected to participate in mental/behavioral health trainings and we should be held accountable for implementation and monitoring of implementation of training
- 

Overall Comments:


- Share what we saw that worked from last year's DUIP and what we need to work on
- Give parents more feedback on to understand the needs and how they can help
  - Use data to tell parents why it matters (e.g., attendance is important because missing 10% of school or around 18 days negatively impacts student academic performance).
- Give DAC members more time in the breakout groups to discuss each major improvement strategy
- Ensure DAC has more opportunity to provide authentic feedback incorporated into the DUIP

## 2024-25 District Unified Improvement Plan Working Draft

Highlighted text revised per April DAC feedback

	Culture of Instructional Excellence	Culture of Safety & Belonging
<p><b>Student Performance Priorities</b></p> <p>(Previously called Priority Performance Challenges)</p>	<p>Not all student groups are experiencing greater than 50th percentile academic growth on ELA and Math district/state assessments to close opportunity gaps</p> <p>CDE's District Performance Framework has identified Jeffco's secondary ELA and math achievement as "approaching" state expectations.</p> <p>Disproportionate graduation and dropout rates persist for several student groups, including special education, multilingual learners, and Hispanic students</p>	<p>About half of elementary and one-quarter of secondary respondents report favorable school engagement on the district-wide student perception survey. School belonging perceptions are also low (20th percentile for secondary/30th percentile for elementary)</p> <p>Attendance rates have dropped 4-percentage points over the past four years</p> <p>Significant increase in the demand for mental and behavioral health supports across all schools as evidenced by the Self-Management domain on the SSIS SEL was low for students in PK-2nd grade.</p> <p>Disproportionate discipline referrals for students of color, males, and students receiving special education services</p>
<p style="text-align: center;"><b>Targets</b></p> <p><i>For all targets, include disaggregated student groups based on identified needs. Note that targets will be specific once end of year data become available</i></p> <ul style="list-style-type: none"> <li>● Achievement targets typically increase by 5 percentage points</li> <li>● Academic growth targets increase</li> </ul>	<ul style="list-style-type: none"> <li>● Increase students reading on grade level by the beginning of 3rd grade</li> <li>● Increase mathematics proficiency at 5th and 8th grades</li> <li>● Increase 9th grade students on track to graduate by the end of freshman year with a minimum of 6 credits and graduation rates/demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>● Increased favorable responses for student perception of belonging and engagement at their school (district survey)</li> <li>● Increased average daily attendance</li> <li>● Increased graduation rates and decreased dropout rates by student groups</li> <li>● Increase Self-Management</li> </ul>


## 2024-25 District Unified Improvement Plan Working Draft

<i>to 55th median growth percentile</i>		skills for students in PK-2nd grade	
<b>Root Causes</b>	<p>Varying levels of implementation and use of core curriculum resources</p> <p>Insufficient expertise in meeting the learning needs and monitoring the progress of all student groups</p> <p>Multi-year effort needed to modernize data culture, including data literacy training, dashboard development, IT infrastructure, and data governance.</p> <p>Inconsistent approach to collaborative teaming for instructional improvement</p>	<p>Lack of systemic approach to cultivate and strengthen student and family belonging and engagement with a growth mindset</p> <p>Varying levels of school implementation of the 2023-24 district-wide discipline expectations</p> <p>Limited resources, lack of awareness, and variability in implementing evidenced-based practices contribute to gaps in student mental and behavioral health support systems.</p> <p>Variability in the implementation of evidenced-based Multi-tiered System of Supports (MTSS) practices</p>	
	<b>Culture of Instructional Excellence</b>	<b>Culture of Safety &amp; Belonging</b>	
	<b>Major Improvement Strategies (MIS)</b>		
	<p><b>MIS 1:</b> Monitor &amp; strengthen the instructional core for all students and student groups through the <b>strategy of unit/lesson internalization</b> by:</p> <ul style="list-style-type: none"> <li>● Continuing to implement and internalize <b>district-approved curricular</b> resources</li> <li>● Teaching at <b>Colorado Academic Standards (CAS) grade level expectations</b></li> <li>● Using <b>evidenced-based instructional practices</b> to meet</li> </ul>	<p><b>MIS 2:</b> Enhance a <b>culture of data literacy</b> by:</p> <ul style="list-style-type: none"> <li>● Ensuring that <b>collaborative structures</b> have weekly dedicated and structured time for shared data analysis and instructional planning with both academic and social-emotional learning</li> <li>● Using multiple data sources/dashboards to <b>monitor Jeffco Thrives indicators</b> and</li> </ul>	<p><b>MIS 3:</b> Expand a <b>culture of safety &amp; belonging</b> by:</p> <ul style="list-style-type: none"> <li>● Implementing <b>asset-based approaches</b> in teaching, learning, and discipline</li> <li>● Providing training and support to increase <b>student engagement</b> and adjust interventions</li> <li>● Investing in evidenced-based <b>social-emotional, behavioral and mental health supports</b></li> </ul>

## 2024-25 District Unified Improvement Plan Working Draft

	<p>the learning needs of all student groups (namely, high expectations, strong instruction, student engagement and grade level assignments) in a tiered approach that honors students' unique needs.</p> <ul style="list-style-type: none"> <li>• Incorporating regular focused <b>observation/feedback cycles</b> aligned to deepening lesson internalization</li> </ul>	<p>review student progress toward CAS grade level expectations</p> <ul style="list-style-type: none"> <li>• <b>Embedding data camp and literacy competency learning</b> into relevant staff PL and monitor application in PLC's</li> </ul>	<p>to attend to needs of the whole child</p> <ul style="list-style-type: none"> <li>• Enhancing <b>family partnership and support structures</b> and two-way communication strategies</li> </ul>
	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Districtwide professional learning for all central/school academic leadership teams in unit/lesson internalization throughout the school year</li> <li>2. School leadership teams model and support unit/lesson internalization for educators</li> <li>3. At district, school, and classroom levels, monitor implementation of student learning and implementation of best instructional practices with a focus on k-3 literacy using science of reading training, the middle school accelerator project TNTP, and durable skills for high schools to create leaders for life. (more info: <a href="https://www.jeffcopublicschools.org/about/initiatives/reimagining-high-school">https://www.jeffcopublicschools.org/about/initiatives/reimagining-high-school</a>)</li> <li>4. At district, school, and classroom levels, train on three key universal strategies to support multilingual learners</li> </ol>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Districtwide professional learning for all central and school academic leadership teams in effective collaborative structures throughout the school year</li> <li>2. All schools will create the conditions for effective collaborative structures that empower teachers to team up to improve student learning beyond what any one of them can achieve alone</li> <li>3. Districtwide professional learning for all central and school academic leadership teams to understand the use and application of district data dashboards and data literacy competencies</li> <li>4. All schools design a school unified improvement plan (UIP) that commits to implementing Jeffco Thrives 2025 initiatives and aligns with school needs identified in data</li> <li>5. Academic and Operational Leadership Teams engage in bi-</li> </ol>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. All schools implement a Proactive Behavior Support Team (PBST) with supported training aligned to school-wide goals and evidenced-based strategies.</li> <li>2. Determine how to track implementation of the Multi-tiered System of Supports (MTSS) framework used to support student engagement and success in academics and social, emotional, behavioral skills; as well as tracking interventions for students who need additional support, interventions are matched to student need, implemented with fidelity, and progress monitored.</li> <li>3. The district will pilot a new student-reported universal screener for socio-emotional skills in secondary schools.</li> <li>4. District/schools will review student and family feedback (e.g., perception surveys, forums/meetings, informal</li> </ol>

## 2024-25 District Unified Improvement Plan Working Draft

	<p>and monitor student learning progress to adjust instruction.</p> <ol style="list-style-type: none"> <li>5. Multi-tiered System of Supports (MTSS) framework used to support student engagement and success in academics. For students who need additional support, interventions are matched to student need, implemented with fidelity, and progress monitored.</li> </ol>	<p>monthly data analysis sessions to progress monitor key Jeffco Thrives metrics</p> <ol style="list-style-type: none"> <li>6. District and school leadership will intentionally expand communication to ensure that feedback loops are closed to students, families and staff for data collected such as surveys and academic performance.</li> </ol>	<p>feedback, etc.) and create shared approaches to address need areas with concrete strategies</p> <ol style="list-style-type: none"> <li>a. Recommended action step: regular listening sessions with students and families to monitor belonging</li> <li>5. Jeffco's discipline matrix consistently guides disciplinary decisions districtwide</li> <li>6. Consistent utilization of Over the Phone Interpretation to communicate with families in their native language</li> </ol>
	<p><b>Implementation Milestones:</b></p> <ul style="list-style-type: none"> <li>• Monthly walk-throughs by school and central leadership to monitor implementation of core instruction quality and student engagement/belonging with feedback to educators for improvement</li> <li>• Weekly professional learning communities where educators review student academic progress</li> </ul>	<p><b>Implementation Milestones:</b></p> <ul style="list-style-type: none"> <li>• School and central-based leadership teams are trained in using data dashboards and data literacy competencies in July/August 2024</li> <li>• Data/UIP professional learning and support sessions for school leaders</li> <li>• Resources (such as protocols and procedures) created, shared and monitored for use in supporting data analysis throughout school-based learning communities</li> <li>• Communication toolkits and turnkey slide decks provided to schools for closing communication loops to students, families and staff</li> </ul>	<p><b>Implementation Milestones:</b></p> <ul style="list-style-type: none"> <li>• School and central leaders monitor attendance and behavior data monthly</li> <li>• PBST meets at regular intervals (i.e., bi-weekly or monthly)</li> <li>• Districtwide training for all educators in alignment with JCEA negotiated agreement Article 22</li> </ul>

# Q3 Discipline Data

Comparison of 2022-23 to  
2023-24 through 3/29/24

**All interventions and responses are evidence-based and created in alignment with policy and statute. The guiding principle is ensuring student safety, stability, and well-being AND supporting staff to the greatest degree possible. All of this work is in support of student outcomes.**

# Prevention & Intervention Practices

- Discipline Matrix
- Prevention & Intervention Manual
  - 28 different schools to be trained next week
- Positive Behavior Support Team
- Prevent Team
- Student Review Team (SRT)
- Substance Abuse Response





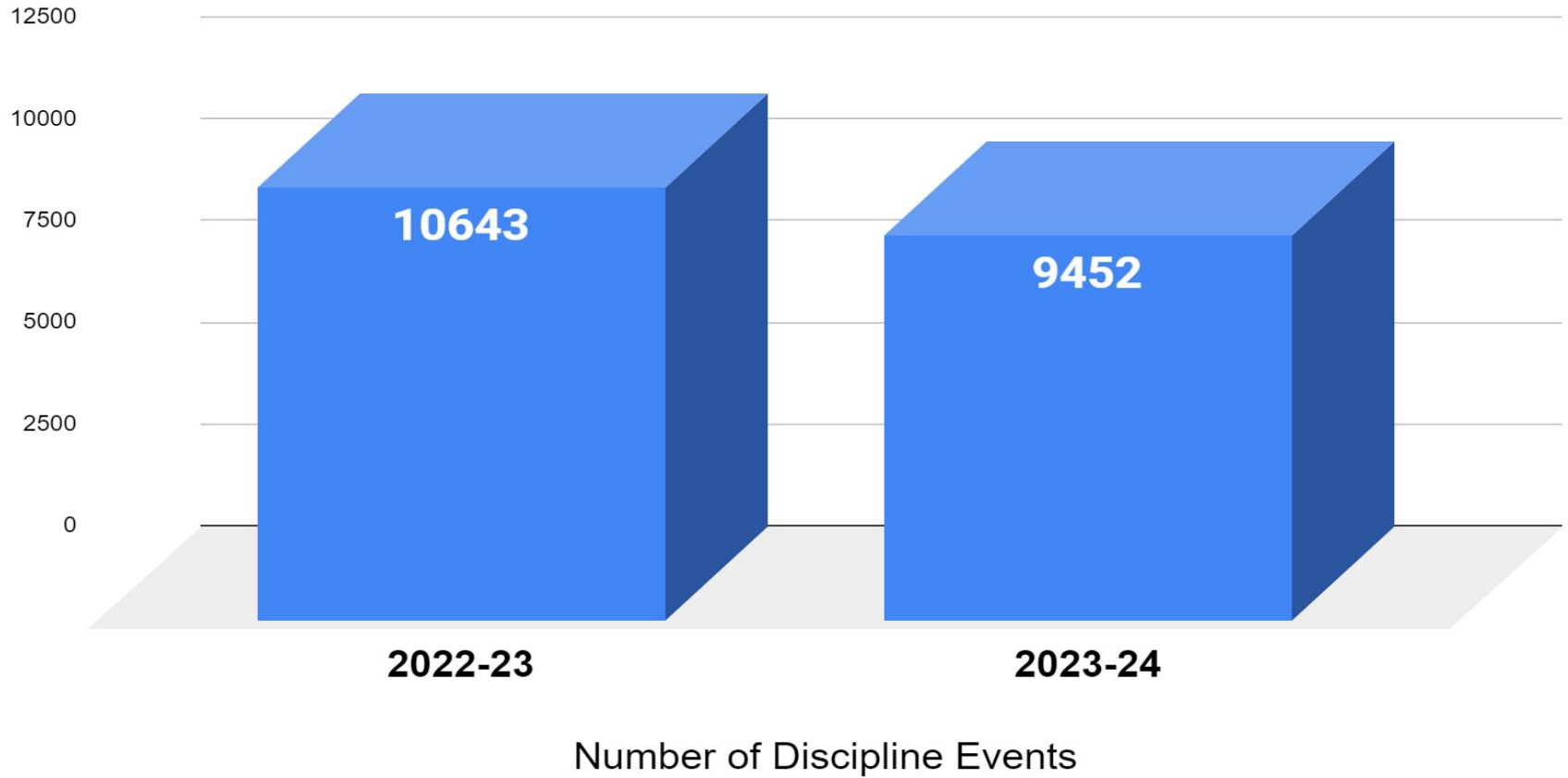
Data being compared	2022-23	2023-24	Of Note
# total unique incidents	10643	9452	11.19% decrease in documented incidents
# total unique students w/discipline event	5987	4467	1520 fewer students (25.3% decrease) experiencing a discipline event, but higher rate of repeat offenders
# total suspensions	3628	3099	529 fewer suspensions 14.58% decrease
# unique students with a suspension	2476	1983	493 fewer students (19.9% decrease) with a discipline event resulting in a suspension
# total ISS	2411	2034	377 fewer incidents with ISS assigned but slightly higher rate of use
# Documented Restorative conversations*	1013	1170	15.49% increase

\*See notes for explanation of data

<b>Data</b> (through 2/29/24)	<b>2022/23</b>	<b>2023/24</b>
Incidents resulting in Out of School Suspension	3628/10643= <b>34.0%</b>	3099/9452= <b>32.7%</b>
Percentage of unique students w/discipline event	5987/77092= <b>7.76%</b>	4467/75437= <b>5.39%</b>
Percentage of Incidents resulting in ISS	2411/10799= <b>22.3%</b>	2034/9452= <b>21.5%</b>
Percentage of Incidents resulting in Law Enforcement contact	15.1%	10.2%
Substance offenses	1495	1075 28% decrease
Substance offenses resulting in Out of School Suspension Excluding tobacco	537/728 = <b>73.7%</b>	290/505= <b>57.4%</b>

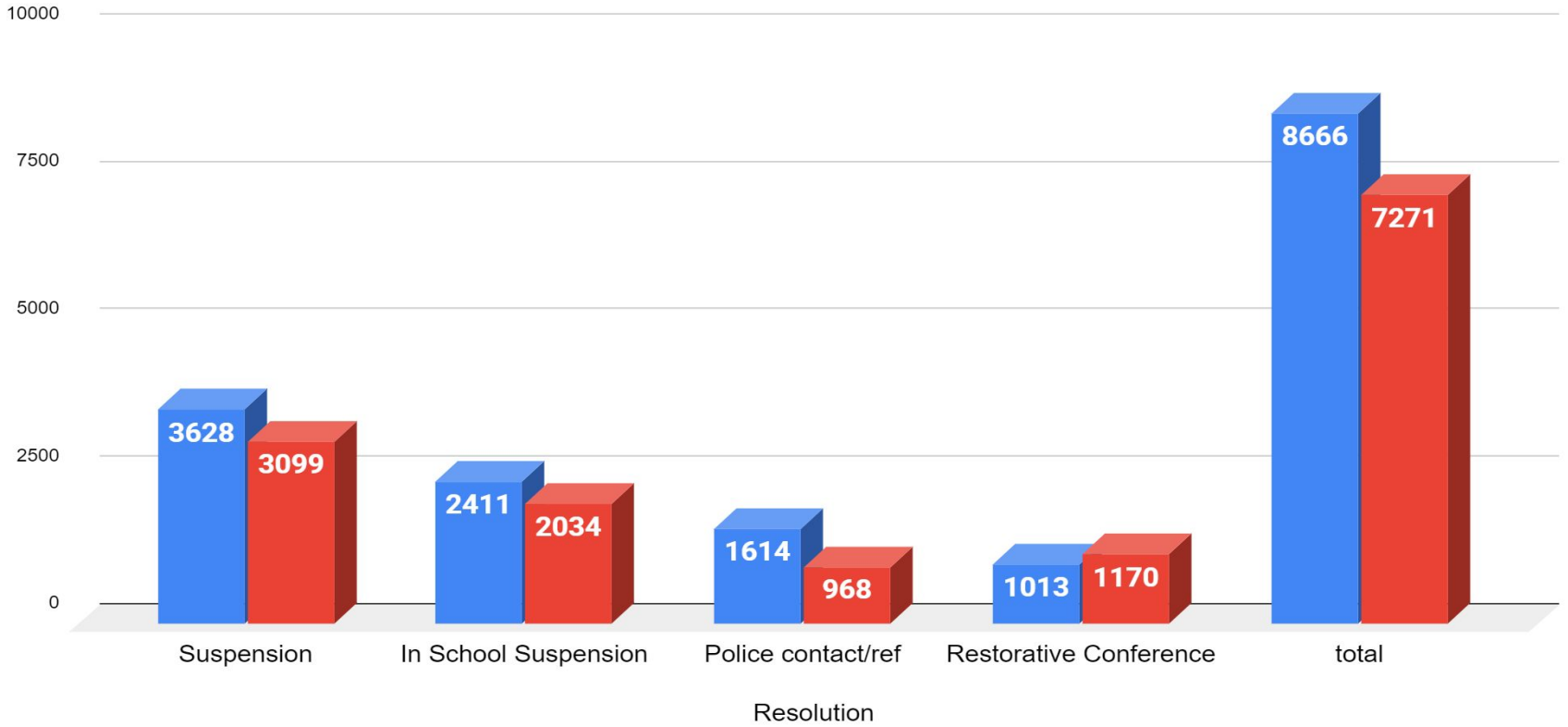
\*See notes for explanation of data

## Total Discipline Events (through 2/29/24)



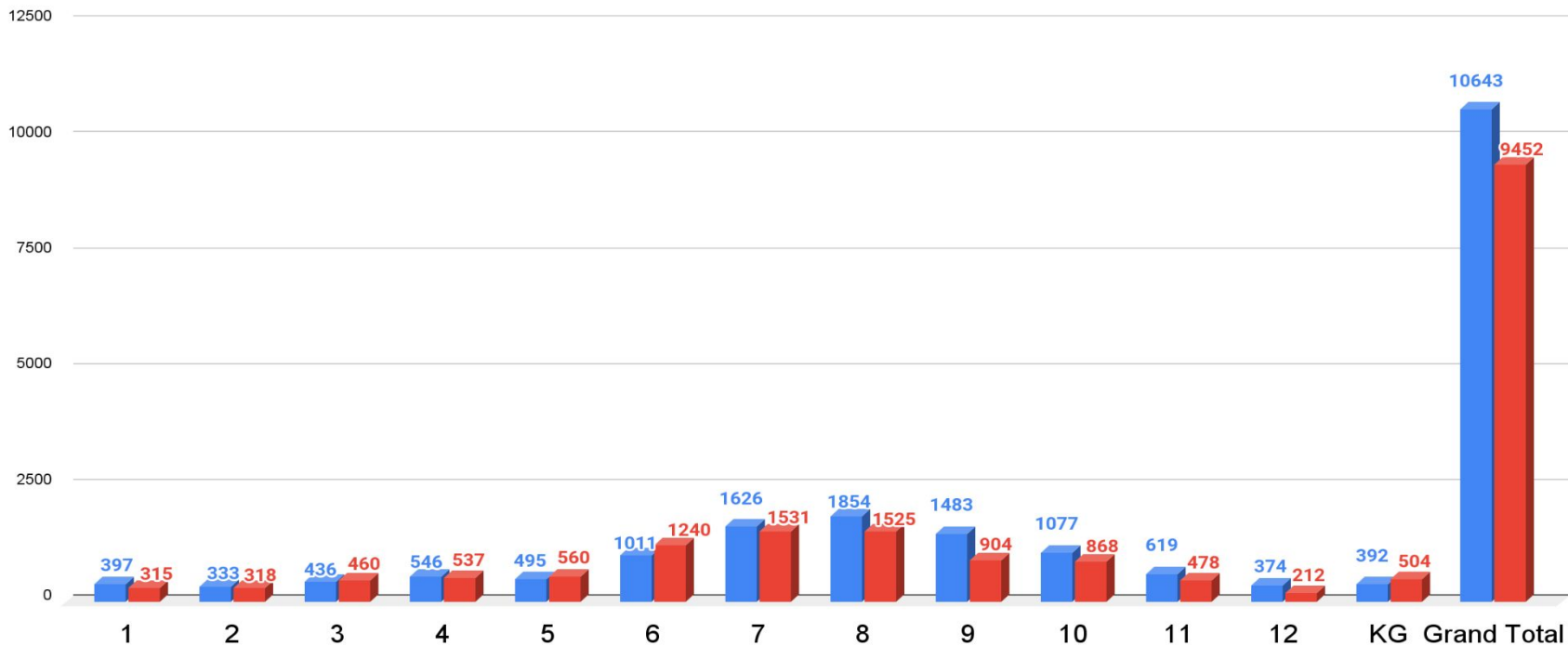
# Resolution Comparison

■ 2022-23 ■ 2023-24



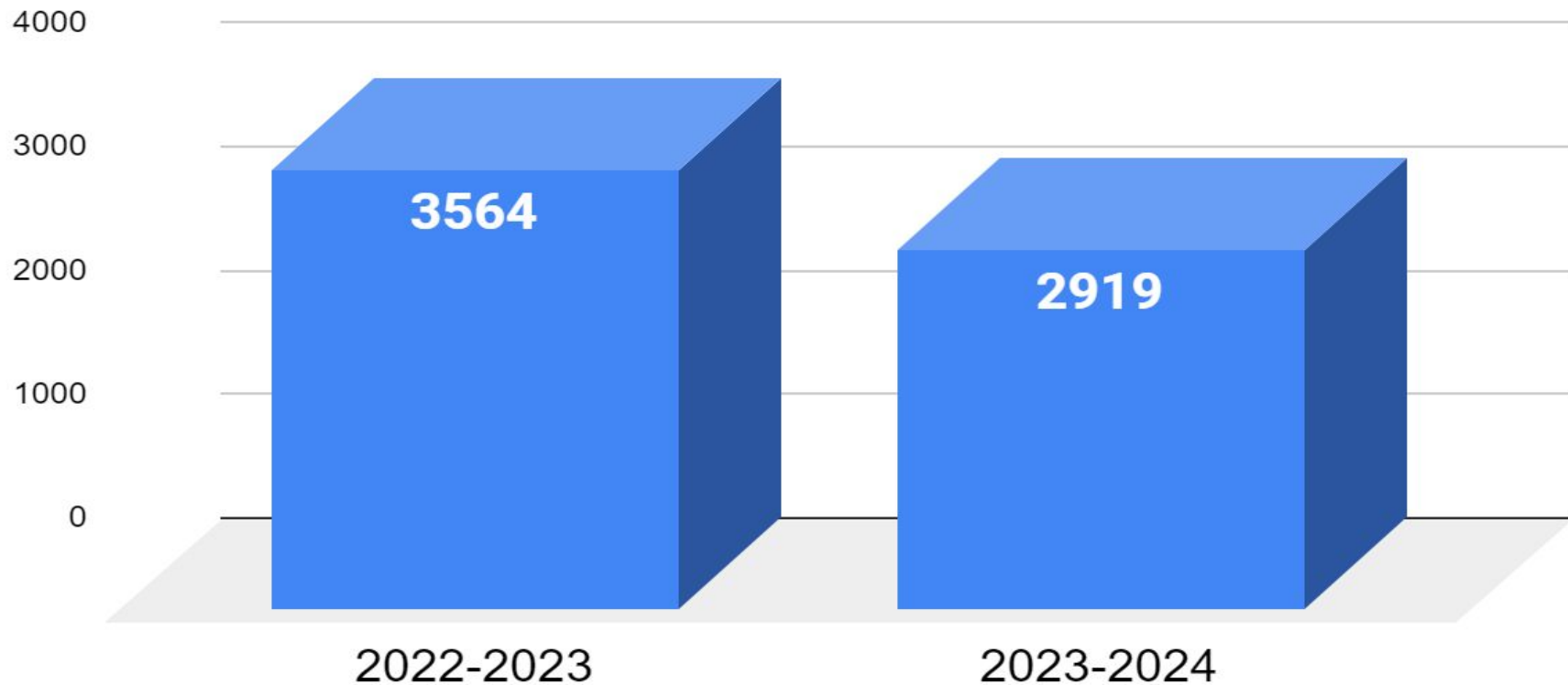
## Discipline Events by Grade Level

■ 2022-2023 ■ 2023-2024

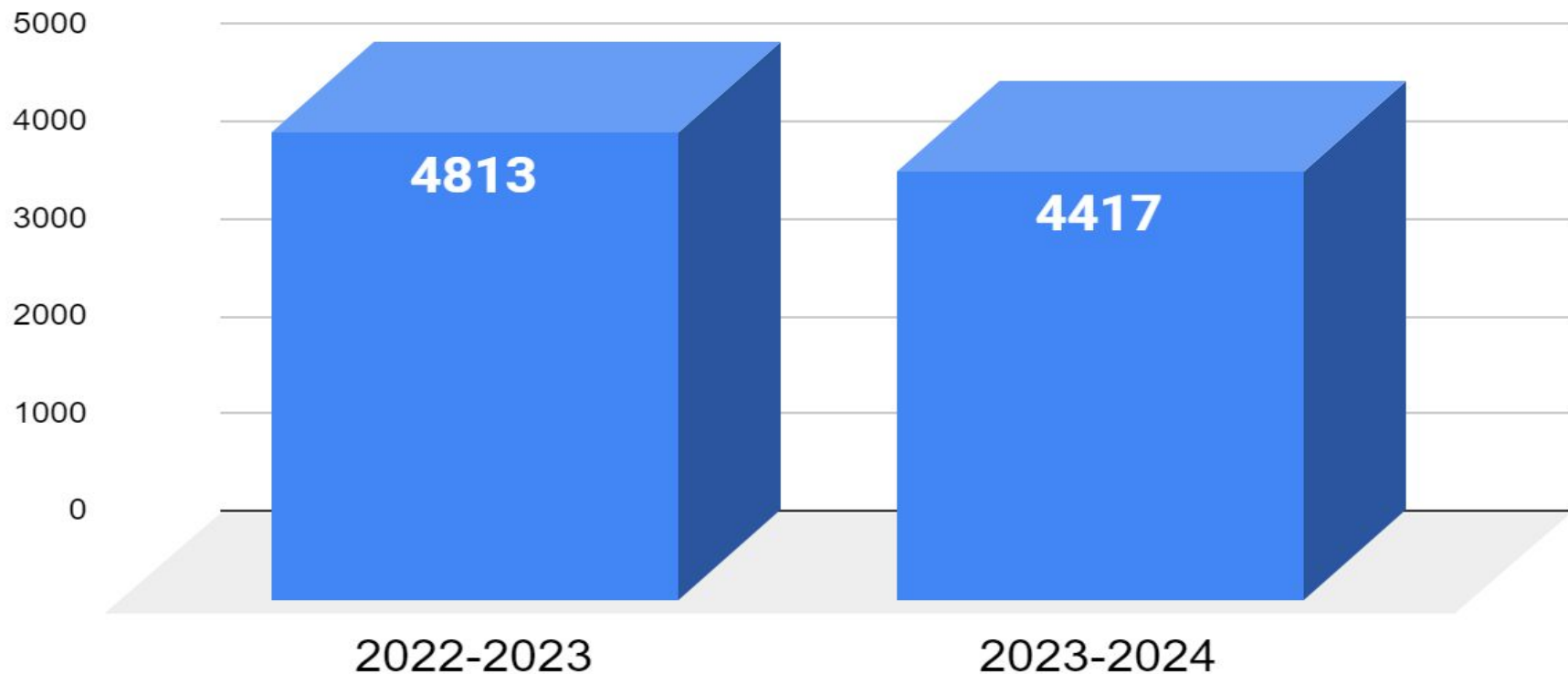


Total Discipline Events by Grade Level

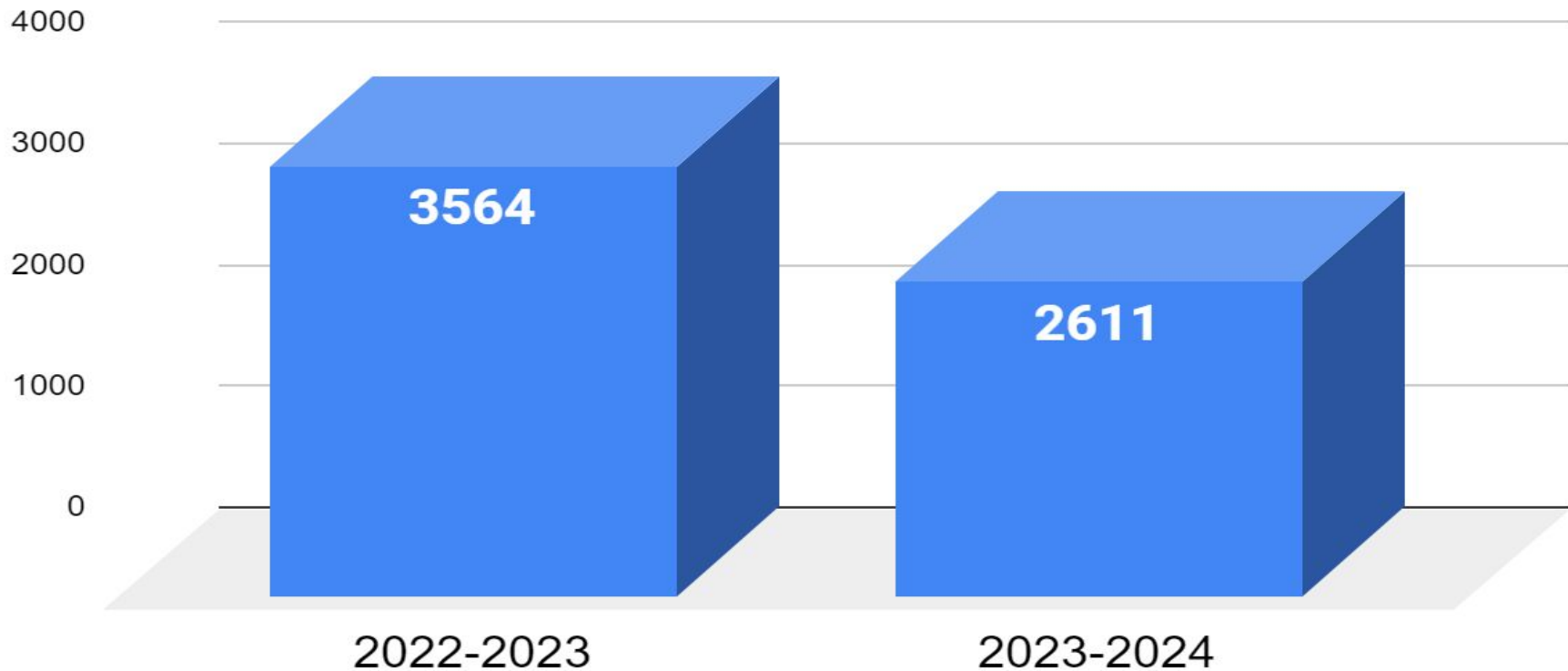
# Grades PreK-Grade 5 Comparison of Total Discipline Incidents (as of 2/29/24)



# Grades 6-8 Comparison of Total Discipline Incidents (as of 2/29/24)

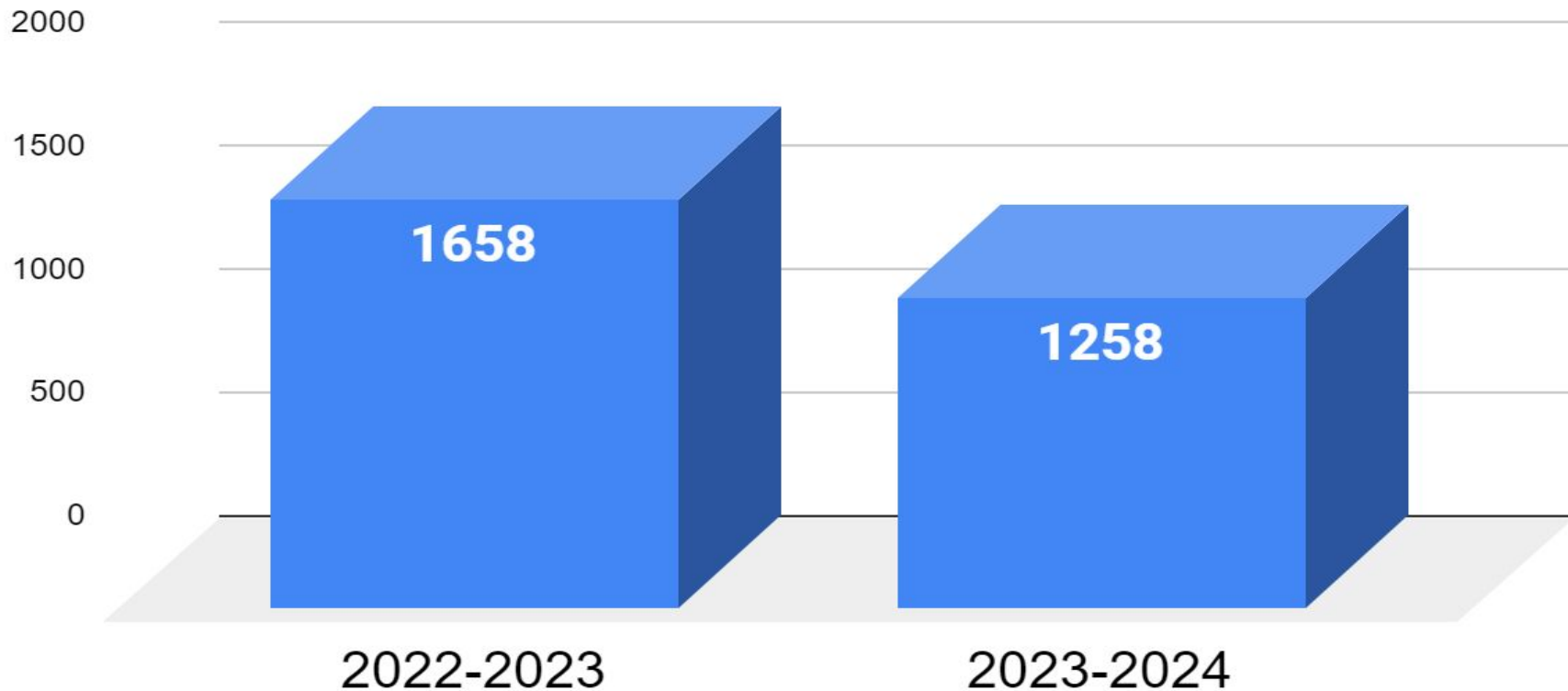


# Grades 9-12 Comparison of Total Discipline Incidents (as of 2/29/24)

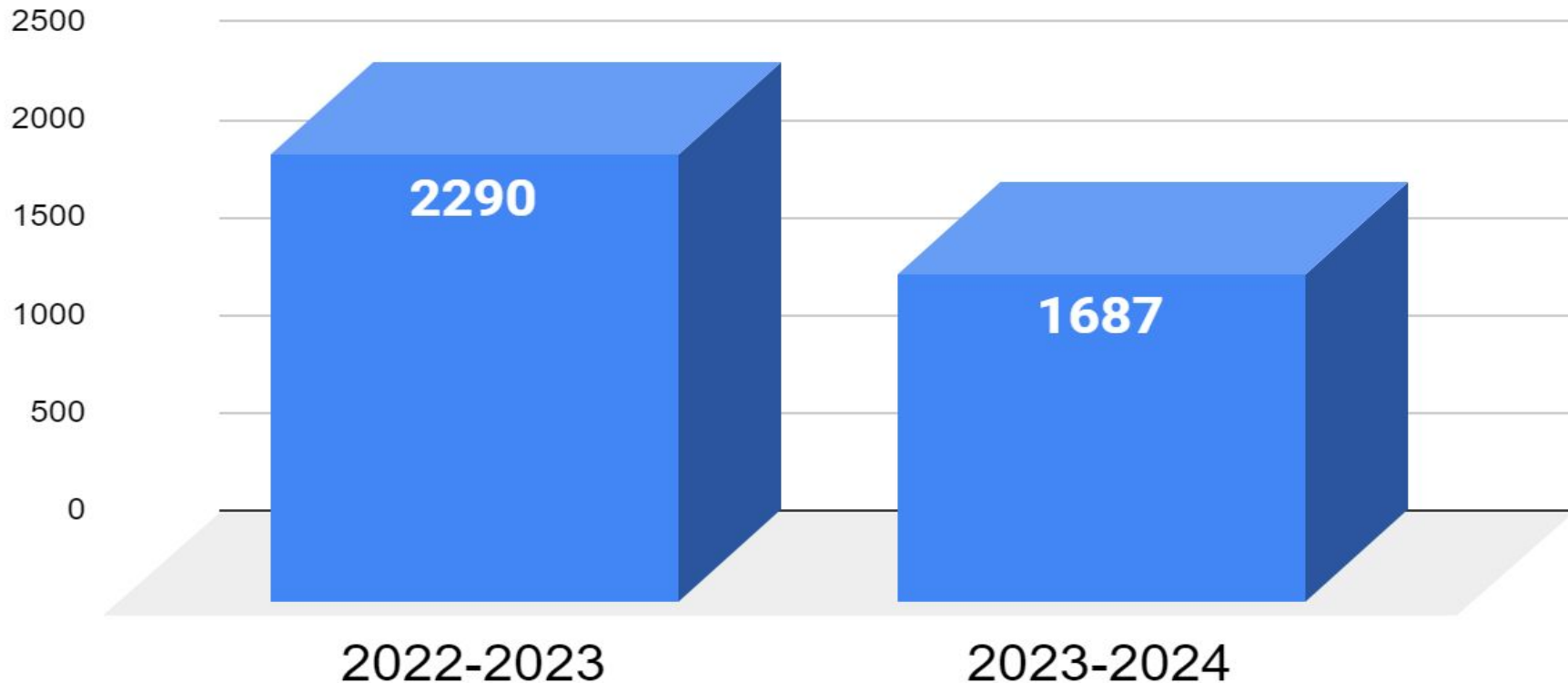




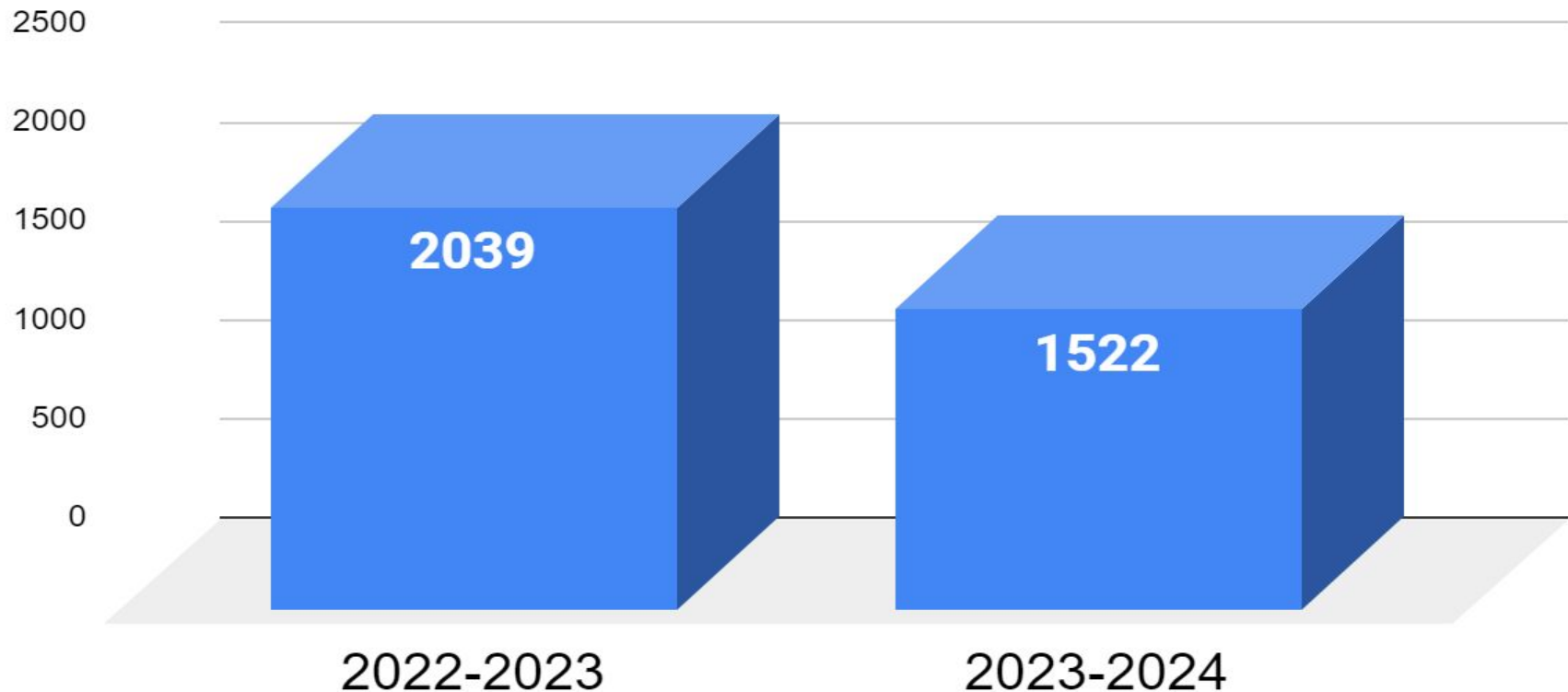
# PreK-Grade 5 Comparison of Unique Students w/Discipline Event



# Grades 6-8 Comparison of Unique Students w/Discipline Event



# Grades 9-12 Comparison of Unique Students w/Discipline Event



# Questions?



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# DAC DUIP Review

May 21, 2024

# Agenda

- Review April DAC feedback
- Timeline and next steps
- Q & A on any remaining DUIP questions
- Vote on preliminary DAC approval for 2024-25 District Unified Improvement Plan (DUIP)

# April DAC Draft DUIP Feedback

- **Overall changes for next year's DAC DUIP process:**
  - **Share what worked from last year's DUIP and what we need to work on**
  - **Provide time for DAC review of the District Performance Framework (DPF)**
  - **Give DAC members more time in breakout groups to discuss each major improvement strategy**
  - **Ensure DAC has more opportunity to provide authentic feedback incorporated into the DUIP**

# Draft DUIP Changes

- **Changes to the Draft DUIP since April:**
  - **Consistent “evidenced-based” language (MIS 1)**
  - **Resource linked to define durable skills (MIS 1)**
  - **Added school UIPs based on school needs/data and Jeffco Thrives (MIS 2)**
  - **Commitment to expand communication to stakeholders to close feedback loops (MIS 2)**
  - **Provided clarity to action steps (MIS 3)**
    - **Described actions that district will take for tracking interventions plus screener pilot for secondary students’ socio-emotional skills**



# April DAC Draft Additional Feedback

- **Other Considerations**
  - **Recommendations regarding dashboard tools**
  - **Importance of employee wellness**
  - **Support for mental health direction**
  - **Value of cultural sensitivity**
  - **Tracking impact and support of district initiatives**
  - **Focus on successful student transitions (e.g., 8th to 9th grade)**

# Timeline & Next Steps

- 4/16: Draft DUIP shared with DAC
- 5/21: DAC provides preliminary approval to revised DUIP
- July/Aug: Share alignment with school UIPs; overview of DAC DUIP engagement opportunities
- Sept: DAC DUIP Subcommittee reviews revised DUIP
- Oct: Board approval/DUIP summary (infographic) shared with DAC
- 10/16: Submit to Colorado Department of Education

# DUIP DAC Vote



After reviewing the 2024-25 draft DUIP, I give preliminary approval for this plan, given that the district will adjust the final plan based on end of year data and other stakeholder input for a final DAC DUIP Subcommittee review in August 2024.

Vote: *Yes* or *No*

# Resources



- [Revised Draft DUIP](#)
- [April DAC Draft DUIP Feedback](#)
- [CDE UIP Website](#)



JEFFCO 2025

**THRIVES**