

## District Accountability Committee - Agenda

Feb 18, 2025

5:30-8:30 pm

Jeffco Public Schools Ed. Center, **Room 4E** (take elevators to the 4th floor)

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

<i>Information/ Action</i>	<p><b>Welcome and Approval of Agenda and Minutes (5:30-5:45)</b></p> <p>Rednor will welcome members and determine quorum. Members will approve the agenda for the evening and minutes from the prior month.</p> <p>Introduction of mid-year members.</p> <p><b>Materials:</b> Agenda and minutes from the prior month (emailed with agenda)</p>	15 min	Therese Rednor, DAC Chair
<i>Information</i>	<p><b>DAC Special Project: Chronic Absenteeism (5:45-6:00)</b></p> <p><b>Materials:</b> Presentation</p>	15 min	Jeremy Felker, Executive Director – Student Data
<i>Information/ Discussion</i>	<p><b>DUIP mid-year data review with alignment to the district strategic plan (6:00-6:50)</b></p> <p>The DAC will review mid-year performance data for district mid-year progress monitoring of the District Unified Improvement Plan.</p> <p><b>Materials:</b> Presentation and Table Discussions. Carol Eaton, Executive Director instructional Data Services Shayley Levensalor, Executive Director Teaching &amp; Learning Dave Kollar, Director Student Engagement Office Heather Waldron, Director C&amp;I Post second Workforce Ready Jeremy Felder, Executive Director Student Data; Beth Grabois, Director Curriculum &amp; Instruction</p>	50 min	Carol Eaton, Executive Director instructional Data Services
<b>BREAK (6:50-7:00)</b>			
<i>Information</i>	<p><b>SAC Survey Action Planning (7:00-7:42)</b></p> <p>Workshop</p>	42 min	Annie Contractor, DAC Secretary
<i>Information</i>	<p><b>AAR Post Meeting Time (7:42-8:30)</b></p>	48 min	Michelle Kuenzler, AAR Chair
	<p><b>Adjournment</b></p> <p>Remember you always have a resource through <a href="#">the DAC website</a>. <a href="#">DAC and Subcommittee meeting schedules</a> can be found on the DAC Website.</p>		

JEFFCO PUBLIC SCHOOLS  
DISTRICT ACCOUNTABILITY COMMITTEE  
**DRAFT** MEETING MINUTES – JANUARY, 2025

Attendees: ~~Strikethrough~~ means did not attend.

At Large Member - VACANT	Corky Guy	Erin Norton	Jessica Gregg	Laura Grims	Columbine AAR - VACANT
Amanda Bryan	Standley Lake AAR - VACANT	At Large Member - VACANT	Julia Morgan	Bear Creek AAR - VACANT	Therese Rednor
<del>Amanda Gomez</del>	Crystal Marine	Evie Hudak	Conifer AAR - VACANT	Leslie Dennis	Charter School AAR - VACANT
Annie Contractor	David Alex	Giselle Arroyo	Karena Hamm	Option School AAR - VACANT	
Aubrey Allmond	Dawn Fritz	Greg Aigner	Kate Otto	<del>Matthew Noll</del>	
<del>Austin Long - resigned - VACANT</del>	JCEA HS Rep - VACANT	Hannah Hoong	Katie Koivisto	Michele DeAndrea-Austin	
Jefferson AAR - VACANT	Diego Rodriguez	Jaelyn Uttley	Option Schools AAR - VACANT	Michelle Kuenzler	
Caitlin Fitzpatrick	Elizabeth Armstong	Jeanine Baird	Kaylie Weese	Monica Keegan	
Carsten Engebretsen	Emily Lubkert	Jeff Baucum	Kim Bierbrauer	Rob Applegate	
Cheryl Secorski	Eric Koch	Ralston Valley AAR - VACANT	Kristina Stuber	Sara Kuntzler	

Minutes By Agenda Topic:

1. Topic: Welcome and Approval of Agenda (5:30-5:40)

**Materials:**

- [January Agenda](#)
- [November Minutes](#)

**Outputs/Outcomes**

- Will not address absenteeism tonight.
- Nov minutes and adjusted agenda approved

2. Topic: Update on DAC Leadership Status (5:45-5:55)

**Contact:** Tara Pena

**Materials:** N/A

**Outputs/Outcomes**

3. Topic: Table Conversation / Individual QR Code: Community Needs (5:55 - 6:35)

**Contact:** Trace Faust: [tfaust@keystone.org](mailto:tfaust@keystone.org)

**Materials:** Community Update email, January 17th 2025

## Discussion/Questions/Feedback

- District already has a lot of safety measures in place, but they are not visible to many people
- Partners: Ralston House, CASA, Children's Hospital
- Goal: get coordinated, create guidelines around what everyone is doing, accelerate timelines - deadlines for documenting what is in place, making them available to the public, why and how the district does things
- Full presentation to the board of education on February 13th. Willing to come back and present here to DAC.


Questions via QR Code:

1. What feels most important to learn more about and/or provide thoughts on as a DAC?
  - a. Who are the "experts" for the safety summit?
  - b. Many comments related to cost-benefit tradeoffs with visitor management system upgrades
  - c. Adding curriculum for students: is this curriculum already decided?
    - i. Some pieces already in place.
    - ii. Some are "curriculum adoption process" - would follow research process
    - iii. What about CDE School Safety Resource Center
2. What topics are missing from the Friday Community Update?
  - a. Have already heard: crisis communications
3. What else needs to be said?
  - a. Increase the district's readiness to respond to crises - more will come! Specifically, timely communication, and district needs to be first and most frequent communicator (long discussion on this)
    - i. Include - what kind of information will be released, and by whom (sheriff's office, district, etc) - set the expectations
  - b. Recommendation: invite district comms team to be in dialogue about the constraints the district faces and how we can do this better.

## Outputs/Outcomes

### 4. Topic: SAC Survey Work (6:45-7:30)

**Contact:** Crystal Marine: [crystal.marine12@yahoo.com](mailto:crystal.marine12@yahoo.com)

**Materials:**  24-25\_DAC Budget Recommendations (2).pdf

## Questions/Feedback:

- What is the district's role, if any, in getting additional funding? This presentation basically said: there isn't enough money across the board
  - State funding is low
  - So, what other sources of funding exist, and how can we access them?
  - Budget committee made a recommendation to a rank choice, which didn't happen this year. This is important to know what is NOT being prioritized
    - Support for this change
  - Bell Middle School in Golden (middle school rep) - get saved by CTE funding - Career and Technical Education (Perkins Grant, comes from federal government)
  - Alameda Artic - there is no accountant working on tracking expenses against a grant, for example. What can the district offer to support accessing additional funding?
    - No accountant available to schools
    - District provides support by tracking CTE credits held by teachers
- How many schools are fully staffed? A big priority was "staffing." So, what is happening at the school level?
  - Both, we never had enough staffing for interventions, electives, etc. Always had to make tradeoffs.
  - Middle school rep: the hardest place to fully staff is Special Education. If you check openings, that's where we have them. Especially paras.
    - Kids who need interventions often have to give up their elective in order to get the intervention.

- Experience of declining enrollment impacts this
- Demographics changing in different parts of the district, impacts “at risk” funding that means cuts to programming.
- Always feels like there are winners and losers.
- Equitable funding - what are the concerns?
  - If title I goes away, that will impact schools
  - Some schools can raise 6 figures via PTA/PTO, many cannot - inequality in access to community fundraising
  - Principal who is an expert in Student Based Budgeting is giving this presentation to articulation area (Columbine AA)
  - Tight budget year in state government
    - Jeffco is likely to be particularly negatively impacted by proposed new school funding formula - *now is a good time to engage at the state level for education funding*
- DAC → SAC support questions
  - Feedback on slide
  - Consider: what have you heard in this feedback before? What progress can you point to from last year? What is one action we can take as a DAC to be responsive?

**Amendments:**

**Vote:** call for objections to this being presented to the board - **no objections**

caveat: Tara Peña: must be presented to and approved by Superintendent and Chief of Staff - it may need to go into a standard, district template

**Outputs/Outcomes**

- Presentation approved for delivery to the Board, with the caveat of approval by Superintendent and Chief of Staff, and reformatting into district template.
5. **Additional business: Panorama survey**
- Jan 21 - Feb 6
  - Please promote

6. **Chronic Absenteeism: A Special Project by DAC (7:30 - 7:45) - **TOPIC STRICKEN FROM AGENDA TO ACCOMMODATE COMMUNITY NEEDS CONVERSATION****

**Contact:** Trace Faust: [tfaust@keystone.org](mailto:tfaust@keystone.org)

**Materials:** N/A

**Questions/Feedback**

**Outputs/Outcomes**

7. **Topic: AAR Post Meeting Time (7:45-8:30)**

**Discussion**

- Concerns for kids of migrants, making sure families feel prepared for potential threats of deportations
  - Privacy and confidentiality of students is important to the district
  - Actions:

- 3 family ambassadors in place - wrap-around supports and resources
- Optional letter for principals, if they decide their context calls for it
- Family resources page -
  - know your rights,
  - updating your contact information
  - FAQ: Under federal law, immigration status does not preclude students from the right to an education in Jeffco
- Working with 8 municipalities and law enforcement in partnership if ICE shows up
- Today: schools and churches no longer considered “sensitive locations” that are off limits from ICE raids
- How community members can be supportive:
  - Direct families to FRST team for vanguard support
  - If you know a family:
    - Help them know their rights - immigration resource page has links to external partners ([Family Ambassadors - Jeffco Public Schools](#))
    - Develop and share a family safety plan

### **Outputs/Outcomes**

# Jeffco Attendance Data Trends



# CDE Attendance Data Definitions

- **Attendance Rate** is the **Total Student Days Attended** divided by the **Total Student Days Possible** for each student.
- A **Chronically Absent** student is absent 10 percent or more of the days enrolled during the school year.
  - All absences (unexcused and excused) are included.
  - The rate is the percentage of students enrolled who are chronically absent.

# 2023-24 CDE Attendance Data Summary

- Jeffco's district **attendance rate increased** from 91.0% to **91.7%**.
  - Colorado's rate increased from 90.8% to 91.5%
- Jeffco's district **chronic absenteeism rate decreased** from 28.3% to **25.3%**.
  - Colorado's rate decreased from 31.1% to 27.7%.

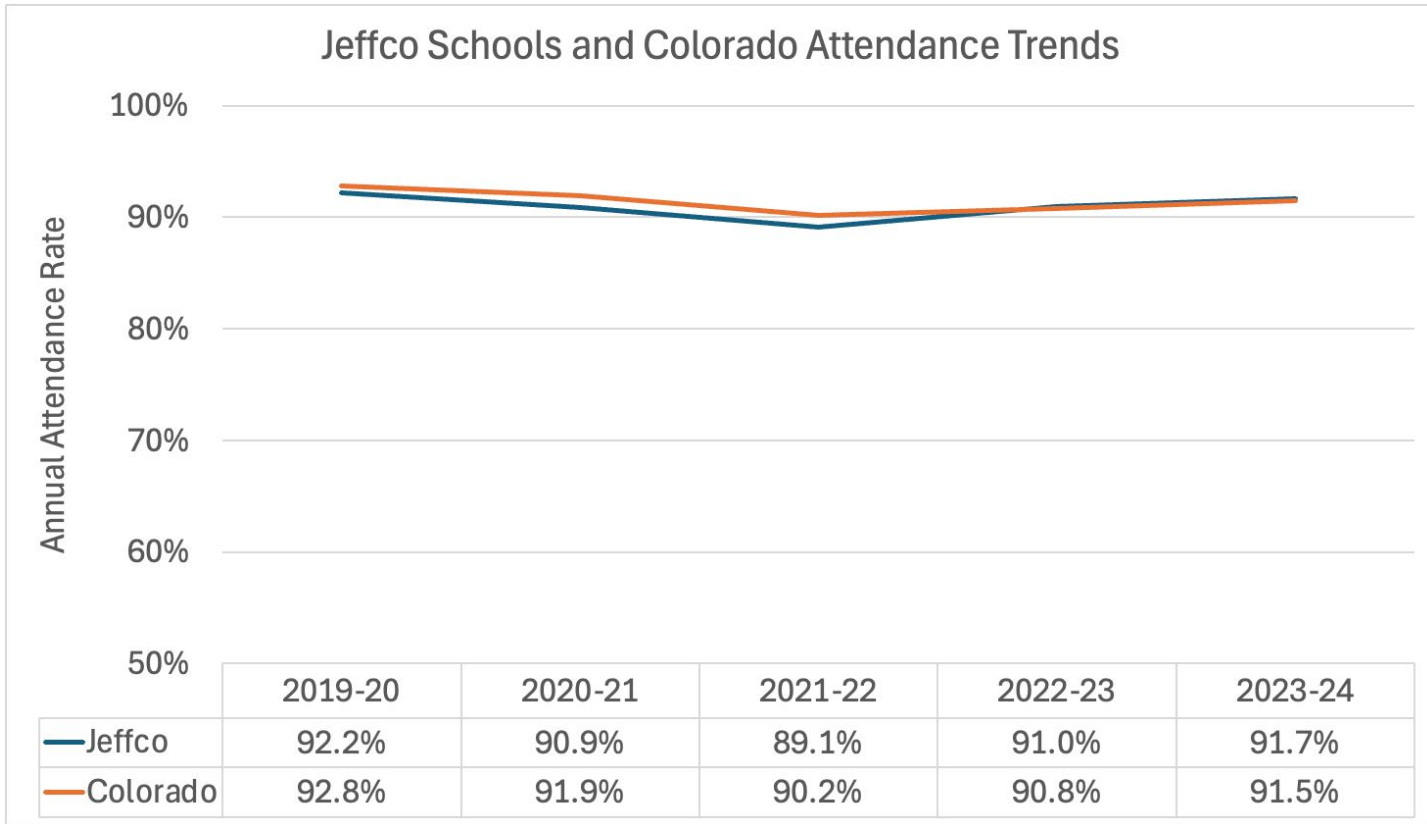


# CDE Attendance Data Trend Considerations Due To COVID-19 Impacts

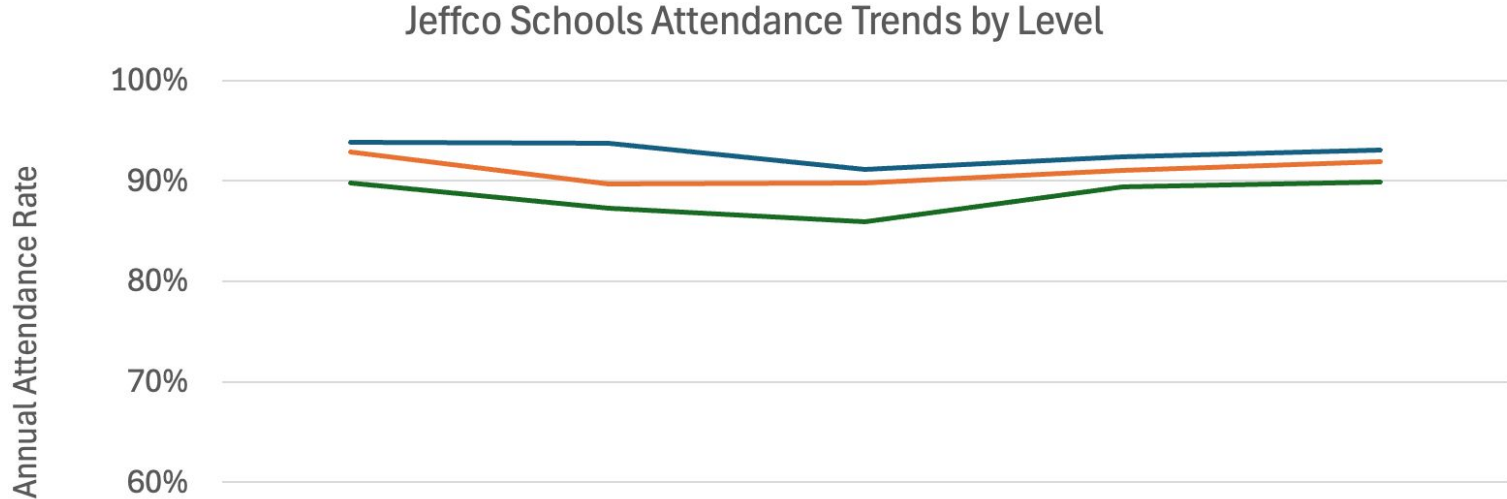
For three school years, COVID-19 significantly affected attendance rates due to remote learning, closures, and mandated quarantines. Review trend data with caution.

- In 2019-2020, all school buildings were closed early and attendance was only reported when buildings were open from 8/1/19 - 3/12/20.
- In 2020-2021, the district shifted between remote and in-person learning in response to State and County Health Department mandates.
- In 2021-2022, district complied with State and County Health Department mandated quarantines and general recommendations to stay home when experiencing cold/flu symptoms.

# State and Jeffco Attendance Rate Trend

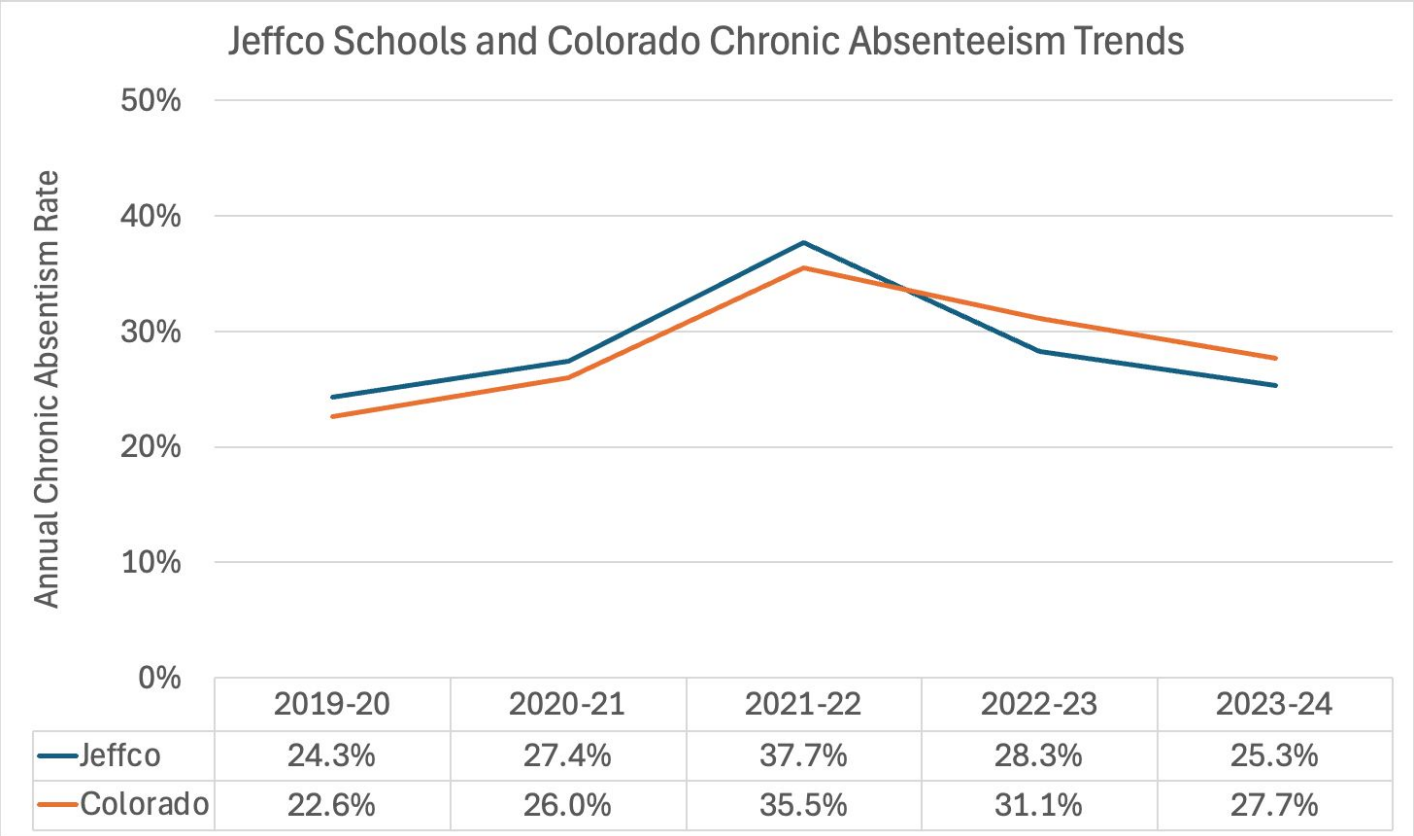


# Jeffco Attendance Rate Trend by Level

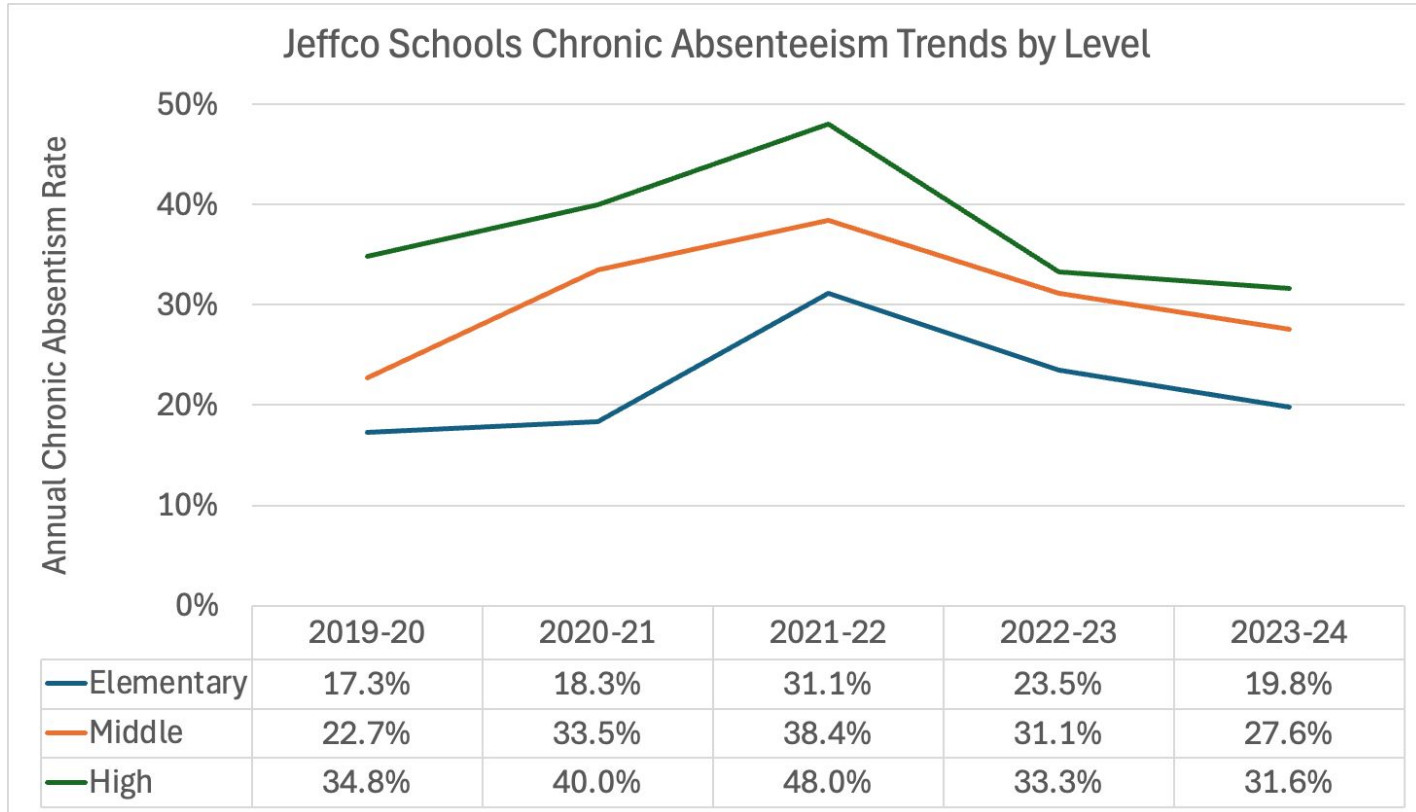


	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary	93.8%	93.7%	91.1%	92.4%	93.1%
Middle	92.9%	89.7%	89.8%	91.0%	91.9%
High	89.8%	87.3%	85.9%	89.4%	89.9%

# State and Jeffco Chronic Absenteeism Rate Trend



# Jeffco Chronic Absenteeism Rate Trend by Level



# Jeffco Attendance Data Reports

- [Attendance Rates by School.pdf](#)
- [Attendance Rates by Articulation Area.pdf](#)
- [Chronic Absenteeism Rates by School.pdf](#)

# CDE's New Strategic Plan

**Wildly Important Goal:** Increase student engagement by reducing K-12 student chronic absenteeism by more than 50% from its pandemic high of 35.5% in 2021-22 to 15% in 2027-28.

## Strategies

- Strengthen capacity to boost attendance across all grade levels
- Expand resources to strengthen student and staff wellbeing and belonging
- Expand resources and support for students' physical, mental, and behavioral health
- Strengthen educator skills for providing engaging, innovative instruction
- Enhance family and community partnerships to boost student engagement



JEFFCO PUBLIC SCHOOLS

# 2024-25 District Unified Improvement Plan Mid-Year Progress

DAC  
February 18, 2025



# District Presenters

- Carol Eaton, Assessment & Research
- Jenn Edgar, Postsecondary Opportunities
- Jeremy Felker, Student Data Privacy & Reporting
- Beth Grabois, Teaching & Learning (Math/Science)
- Shayley Levensalor, Teaching & Learning
- Tara Peña, Family and Community Partnerships

# Agenda

- District Performance Framework
- Overview of Mid-Year District Academic Data
- District UIP Goal Monitoring
  - Bright Spots & Challenges
  - Strategy Discussions
- Next steps

# District Performance Framework



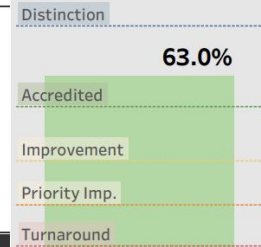
## 2024 Preliminary District Performance Framework

1420: Jefferson County R-1

Grade Levels: EMH - (1 Year)

Accreditation Rating	Official Rating based on SINGLE-YEAR DPF Report
<b>Accredited</b>	<b>63.0/100</b> Points Earned

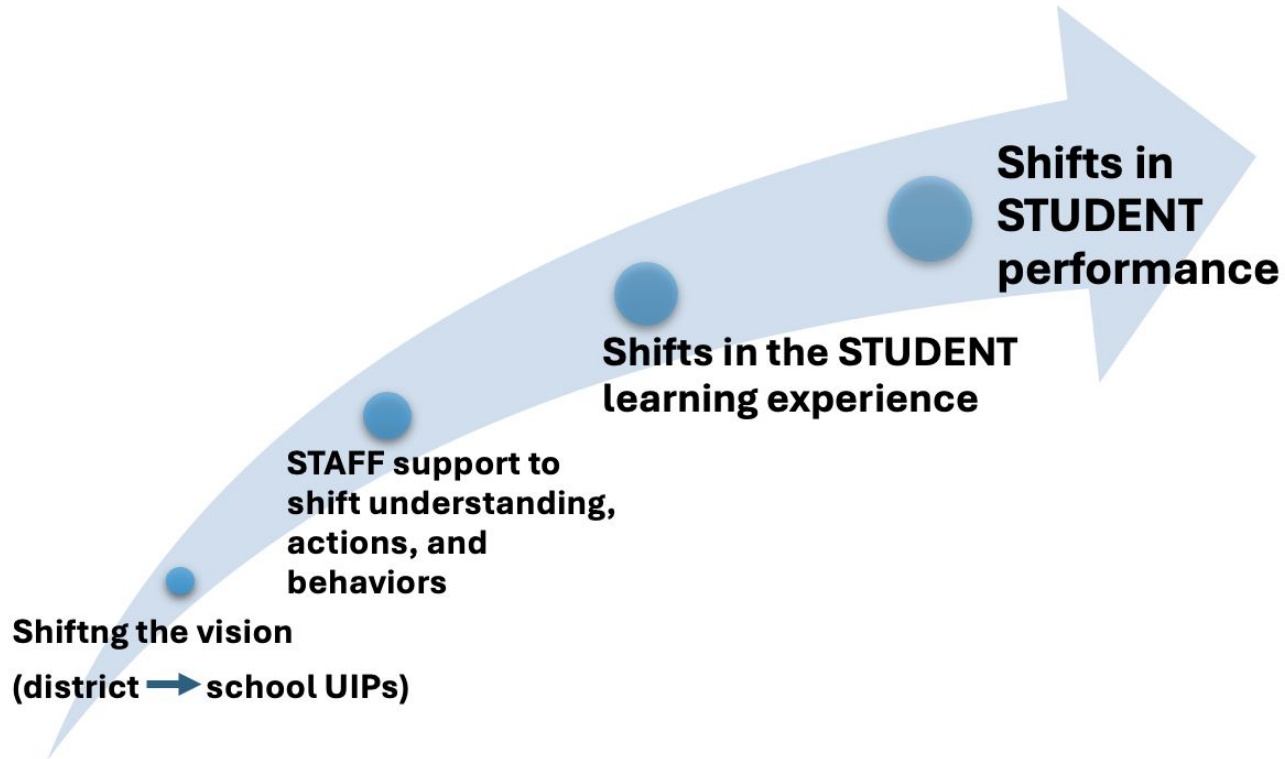
The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.











Indicator Rating Totals			
Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	63.2%	19.0/30	Meets
Academic Growth	63.1%	25.2/40	Meets
Postsecondary & Workforce Readiness	62.5%	18.8/30	Meets

Accreditation categories are based on the total percentage of points earned.  
**Accredited with Distinction:**  
74.0% - 100%

# Mid-Year Data Progress Monitoring



# DIBELS 8 Beginning and Middle-of-Year Performance

Grade K	Reference Data (Compare these results against a wider population)
Jefferson County School District R-1	24-25 BOY  <b>4769</b>
	24-25 MOY  <b>4755</b>
Grade 1	Reference Data (Compare these results against a wider population)
Jefferson County School District R-1	24-25 BOY  <b>4782</b>
	24-25 MOY  <b>4747</b>
Grade 2	Reference Data (Compare these results against a wider population)
Jefferson County School District R-1	24-25 BOY  <b>4970</b>
	24-25 MOY  <b>4961</b>
Grade 3	Reference Data (Compare these results against a wider population)
Jefferson County School District R-1	24-25 BOY  <b>5333</b>
	24-25 MOY  <b>5289</b>

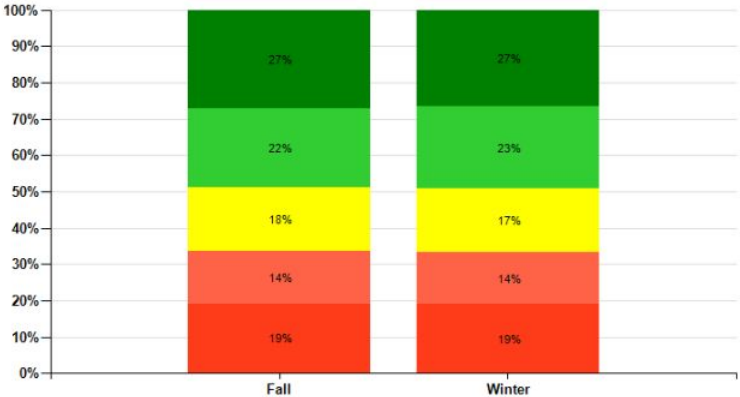
BOY = beginning-of-year; MOY = middle-of-year

# BOY to MOY 2024 Elementary Level MAP Achievement

## Reading

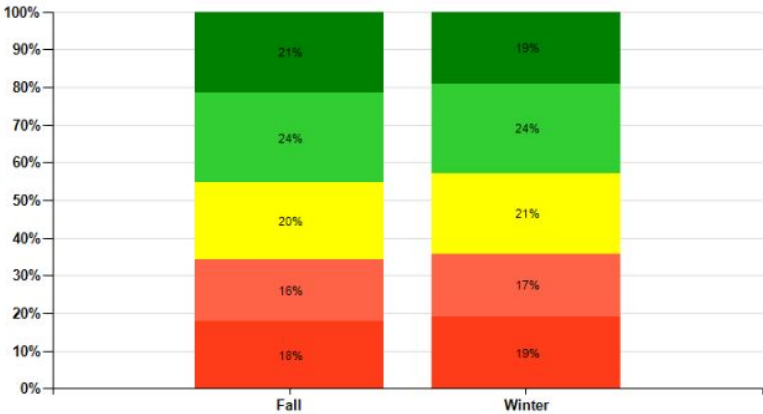
## Math

All Students



N Count: 24,573      24,550

All Students



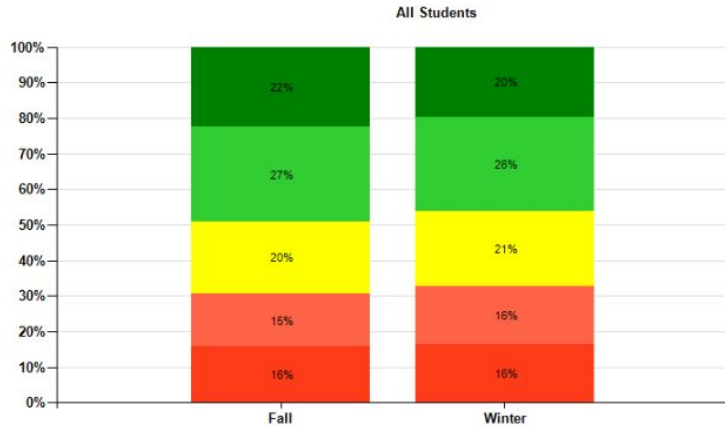
N Count: 14,899      14,821

BOY = beginning-of-year; MOY = middle-of-year

N Count = total number of students tested (grades 1-5 reading; grades 3-5 math)

# BOY to MOY 2024 Middle Level MAP Achievement

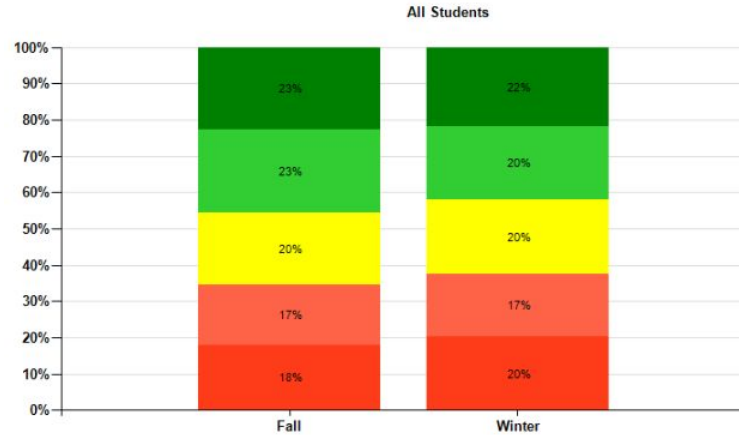
## Reading



N Count: 15,058

14,311

## Math



N Count: 14,918

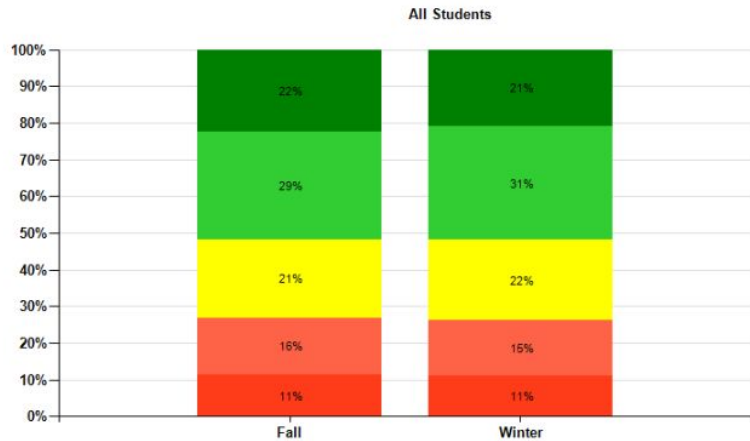
14,270

BOY = beginning-of-year; MOY = middle-of-year

N Count = total number of students tested (grades 6-8 math)

# BOY to MOY 2024 High Level MAP Achievement

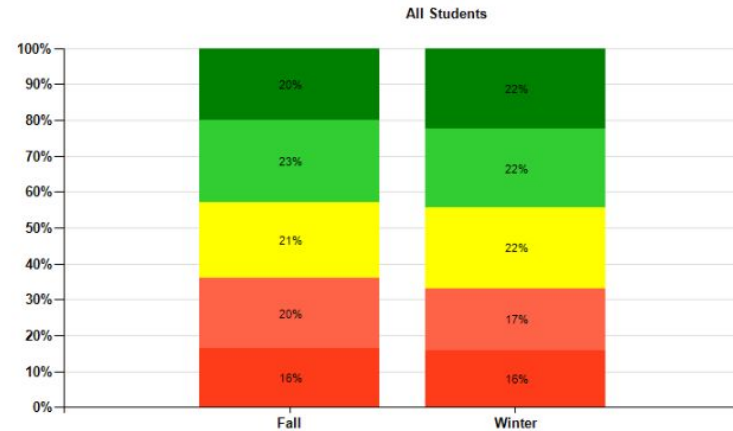
## Reading



N Count: 10,326

9,599

## Math



N Count: 8,890

8,365

BOY = beginning-of-year; MOY = middle-of-year

N Count = total number of students tested (grades 9 and 10)



## Fall to Winter MAP Reading - Median Growth

Grade	2022-2023	2023-2024	2024-2025
1	44	44	<b>47</b>
2	53	51	<b>55</b>
3	50	49	<b>49</b>
4	50	48	<b>48</b>
5	47	48	<b>46</b>
6	48	45	<b>44</b>
7	47	46	<b>44</b>
8	51	49	<b>50</b>
9	53	53	<b>54</b>
10	50	49	<b>51</b>

## Fall to Winter MAP Math - Median Growth

Grade	2022-2023	2023-2024	2024-2025
<b>3</b>	42	42	<b>45</b>
<b>4</b>	35	41	<b>45</b>
<b>5</b>	40	42	<b>39</b>
<b>6</b>	44	39	<b>41</b>
<b>7</b>	44	45	<b>43</b>
<b>8</b>	49	52	<b>51</b>
<b>9</b>	56*	55*	<b>56*</b>
<b>10</b>	52*	50*	<b>53*</b>

\* All students enrolled in Algebra I, Geometry, or equivalent course take MAP Math

# Jeffco and Colorado 4-Year Graduation Rates and Dropout Rates

4-Year District Graduation & Dropout Rates					
Year		# of Graduates	Graduation Rate	# of Dropouts	Dropout Rate
2019 - 2020	<i>Jeffco</i>	5,259	84.8	609	1.5
	<i>Colorado</i>	55,220	81.9	8,561	1.8
2020 - 2021	<i>Jeffco</i>	5,425	85.8	612	1.5
	<i>Colorado</i>	55,842	81.7	8,292	1.8
2021 - 2022	<i>Jeffco</i>	5,243	84.9	719	1.8
	<i>Colorado</i>	56,284	82.3	10,524	2.2
2022 - 2023	<i>Jeffco</i>	5,230	85.0	585	1.5
	<i>Colorado</i>	N/A	83.1	N/A	2.1
2023 - 2024	<i>Jeffco</i>	5,093	84.6	682	1.8
	<i>Colorado</i>	58,318	84.2	N/A	1.9

# Jeffco and Colorado Extended Graduation Rate and Completion Rate Cohorts

Early & Extended Graduation   Completion Rates by Cohort (Anticipated Year of Graduation)						
Cohort		3-year (Early)	4-year (On-Time)	5-year (Late)	6-year	7-year
2020 - 2021	<b>Jeffco</b>	0.3   0.9	85.8   87.9	88.6   91.5	89.2   92.5	89.3   92.8
	<b>Colorado</b>	N/A	81.7   83.2	85.7   87.7	86.7   88.9	87.1   89.6
2021 - 2022	<b>Jeffco</b>	0.2   1.0	84.9   87.8	87.9   91.3	88.3   92.2	
	<b>Colorado</b>	N/A	82.3   84.1	86.1   88.3	87.1   89.5	
2022 - 2023	<b>Jeffco</b>	0.3   1.0	85.0   87.4	87.8   90.9		
	<b>Colorado</b>	N/A	83.1   84.6	86.8   88.8		
2023 - 2024	<b>Jeffco</b>	0.4   1.3	84.6   87.3			
	<b>Colorado</b>	N/A	84.2   85.6			
2024 - 2025	<b>Jeffco</b>	.5   1.3				
	<b>Colorado</b>	N/A				

Highlighted cells identify the 4-year and the 7-year graduation and completion rates for the cohort.

Shaded cells identify the cohort data for 2023-24.

# DUIP Mid-Year Progress



# Early Literacy DUIP Goals

- Bright Spots
  - Gr. K DIBELS 8 reduction in below benchmark
  - Gr. 2 MAP Reading Growth @ 55 MGP
- Improvement Areas
  - Gr. 3 DIBELS 8 reduction in below benchmark
  - Gr. 4 MAP Reading MGP growth for student groups including Free/Reduced Lunch, Special Education, and Hispanic

# Math DUIP Goals

- Bright Spots
  - Gr. 8 MAP Math achievement
  - Gr. 8 MAP Math Growth @ 51 MGP
- Improvement Areas
  - Gr. 5 MAP Math achievement and MGP growth
  - Gr. 8 MAP Math MGP for student groups except G/T

# Reading & Math Strategies

- Investment in quality, research and standards-based curriculum
  - Illustrative Mathematics K-12 Implementation with a teacher learning focus on academic monitoring and feedback
  - HMH and other CDE approved elementary literacy resources in all K-5 classrooms with a focus on structured literacy
  - Piloting high quality resources in middle school English Language Arts Classrooms



# Reading & Math Strategies

- Reading Interventions
  - Read Plans
  - Lexia Core5
  - Lexia PowerUp
  - Orton-Gillingham OG
- Math Interventions
  - Khan Academy Learning Paths
  - Zearn

# Postsecondary Workforce Ready DUIP Goals

- Bright Spots
  - Gr. 9-10 MAP Reading & Math MGP Growth
  - Concurrent enrollment participation
  - Attendance & chronic absenteeism
  - Graduation rates for neighborhood high schools and key subgroups
  - Dropout rates for neighborhood high schools
- Improvement Areas
  - Freshman on-track with 3 credits first semester
  - Graduation rates for students of color and key subgroups are lower than the district rates
  - Dropout rates for for students of color and key subgroups are higher than the district rates

# Postsecondary Workforce Ready Strategies (Dropout Rate/Attendance)

- Prioritizing Strong Attendance
- Case Management Redesign
- Dropout Outreach/Reengagement Focus
- Withdraw Protocol Alignment
- Credit Recovery District-wide Analysis

# Postsecondary Workforce Readiness

## DUIP Goal: Concurrent Enrollment Participation

Unique students participating in concurrent enrollment classes will increase from 7,295 in 2023-2024 to 7,660 in 2024-2025 (5%)

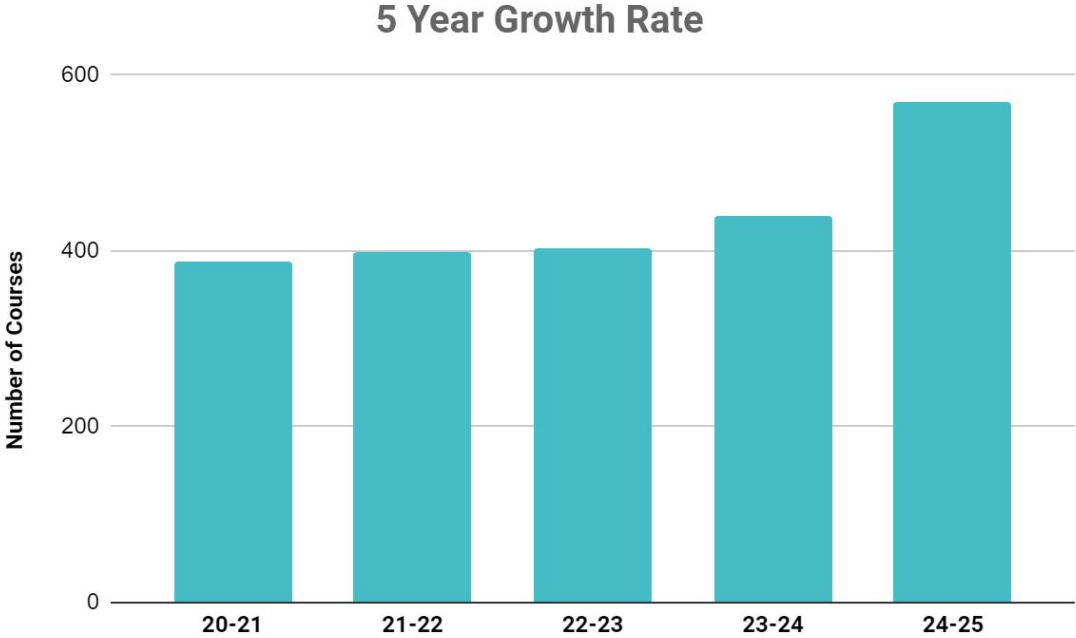
Mid year data shows we are on track to meet this goal.

Fall 2023: 3,210

Fall 2024: 3,379

# Postsecondary Workforce Readiness

## DUIP Goal: Concurrent Enrollment Course Offerings



In the past 5 years, the number of concurrent enrollment courses offered in our high schools & DCTS has grown by 50%

# Concurrent Enrollment Growth Strategies

Strategies Used:

- [Concurrent Enrollment Expansion & Innovation Grant](#):
  - Provided funding to reimburse teachers for graduate course work to meet qualifications to become a Concurrent Enrollment instructor
  - Provided funding to pay CE, AP and IB teachers to [crosswalk like courses](#) to build understanding
- Create Concurrent Enrollment course opportunities for underserved schools through the [College 4 All](#) program

# Discussion Groups

Choose a breakout group for a 20-minute conversation.

1. Early Literacy
2. Math
3. Postsecondary Workforce Readiness
  - a. Attendance/Chronic Absenteeism
  - b. Graduation Rates/Dropout Rates
4. Concurrent Enrollment

# Next Steps

- January-April: Monitor 2024-25 DUIP and draft 2025-26 DUIP
- May: 2025-26 DUIP preliminary DAC approval



# Summary of Suggestions on How DAC Can Better Support SACs

## 1. Improved Communication and Transparency

- Regular, concise updates (emails, newsletters, or one-pagers) with DAC meeting notes, agenda topics, district decisions, and budget updates.
- Clarify how feedback from SACs is used and provide acknowledgment.
- Share DAC proposals to the board and provide follow-up on SAC feedback.
- Make DAC information accessible and clear (e.g., less jargon, more infographics).

## 2. Collaboration and Learning Opportunities

- Facilitate connections between SACs in similar areas or with similar demographics for sharing ideas and best practices.
- Highlight successful SACs and share models of excellence for inspiration.
- Organize open houses, articulation meetings, or combined sessions for shared learning and networking.

## 3. Guidance and Resources

- Provide resources and frameworks for SACs, including meeting best practices, budget explanations, and family engagement strategies.
- Develop promotional materials to increase SAC attendance and parent involvement.
- Offer guidance for SAC roles and responsibilities, such as executive summaries on budget and improvement planning.
- Include resources tailored to non-educators and parents for better understanding of school operations and priorities.

## 4. DAC Representation and Involvement

- Ensure DAC representatives attend SAC meetings at least once per semester for direct communication and support.
- Increase DAC presence at schools, particularly in underrepresented or struggling areas.

## 5. Parent and Community Engagement

- Provide tools and ideas to engage parents, especially in diverse and underserved communities.
- Advocate for family involvement and provide visibility for SAC work, similar to PTA/PTO structures.

## 6. Specific Support Areas

- Help with parent education around budgets, funding (e.g., mill levies), and district priorities.
- Provide data support and context for SAC decision-making.
- Support equity advocacy for underfunded schools and communities.
- Tailor resources to unique needs of charter schools and small schools.

## 7. Operational Improvements

- Make DAC meetings more relevant and action-oriented, addressing specific school and community needs.
- Reduce redundancy and focus on localized solutions in articulation areas.
- Implement term limits for DAC members to ensure fresh perspectives.

## 8. Appreciation and Feedback

- SACs appreciate the streamlined survey process and improved relevance this year.
- Continued efforts to make DAC processes and resources more accessible are valued.