District Accountability Committee
Agenda
May 20, 2025, 5:30-8:30

Jeffco Public Schools Ed. Center, Room 4E (*take elevators to the 4th floor and exit left*)
1829 Denver West Drive, Bldg. 27, Golden, CO 80401

Information/Action	**Welcome and Approval of Agenda and Minutes** (5:30-5:40) Therese Rednor will welcome members and guests and determine quorum. *****A quorum of at least half of the current membership and at least one DAC officer must be present to conduct DAC business that requires a vote.***** Members will approve the May agenda and April meeting minutes. **Materials:** May agenda and April meeting minutes	10 min	Therese Rednor, DAC Chair
Information	**Code of Conduct** (5:40-5:55) Update	15 min	Trace Faust, District Facilitator
Information	**FSCP Survey Update** (5:55-6:15) **Materials: Presentation**	20 min	Dr. Eaton, Executive Director, Instructional Data Services
Information/ Dialogue	**DUIP** *(*6:15-6:45) Update or Final Survey Share Out **Materials: Presentation**	30 min	Dr. Eaton
	Break (6:45-6:50)	5 min	
Information	**Board Presentation Share Out** (6:50-7:00) Recap of presentation	10 min	Therese Rednor & Elizabeth Armstrong, DAC Vice Chair

Information/Vote	**DAC Elections** (7:00-7:40) *Applications received from interested DAC members to serve as DAC officer positions*. **Materials**: application material (emailed with agenda) **Election Results**	40 min	Trace Faust
Information	**Meeting Updates (**7:40-7:45) **Upcoming Dates for 25-26 and Open Positions**	5 mins	Therese Rednor
Information	**Celebrations & Shout Outs (**7:45-7:55)	10 min	Therese Rednor & Elizabeth Armstrong
Information/Action	**Open Discussion & Adjournment** (7:55-8:00) Board member comments (if present) Submit your questions here (or scan this QR Code) Remember, you always have a resource through the DAC website	5 min	Therese Rednor

JEFFCO PUBLIC SCHOOLS
DISTRICT ACCOUNTABILITY COMMITTEE
MEETING MINUTES – APRIL, 2025

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

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

Guests:

1. Mallory Hamilton, Free Horizon Montessori
2. [Guest #2], Free Horizon Montessori

Minutes By Agenda Topic:

1. **Topic: Welcome and Approval of Agenda**
   Materials:
   - March Minutes
   - April Agenda

   Outputs/Outcomes

   - March minutes and April agenda approved

2. **Topic: DAC Membership Reminders**
   Contacts: Therese Rednor
   Materials:

   - **DAC Member Intent Form**
   - **2025-2026 DAC Membership Application**
   - **DAC AAR Coordinator Application**
   - **DAC Chair/Vice Chair Application**
   - **DAC Secretary Application**
   - **DAC Subcommittee Chair Application**

Outputs/Outcomes

- 2nd term process
- Recruitment updates
- Discussion: process update review, questions about the transparency of the process

3. **Topic: Free Horizon Montessori Charter School** (5:40-6:10)

Contacts: Jeff Baucum, DAC Charter Subcommittee Chair

Materials:

- **Charter SC Draft Letter for DAC Approval 4-11-25.pdf**
- Dissenting opinion shared verbally. Dissenting Opinion_ Free Horizon Montessori Charter Application.pdf

Outputs/Outcomes

- Process:
  - A lot of alignment in questions from district and subcommittee
- Summary:
  - See subcommittee recommendation approved by vote of the Committee of the Whole, above
  - Areas of review
    - Academics
    - Finances
    - Governance
    - Community Impact
- Tayo Adeeko, Executive Director of Charter and Innovation schools - summary of FHM history
- Questions:
  - What's the difference between an option school and a charter?
    - Option school is a school with no boundaries
  - How many option schools does the district have?
    - 16
  - Change the student experience?
    - NO
  - Committee reflections:
    - Hearing from both opinions about representation within the school as a concern - is becoming a charter going to fix this? Is there a trend over time to inform this?
      - Short answer: no
    - If they become a charter school, can they stop serving some students?
      - Enrollment is prioritized for the former Pleasant View boundary area
    - What is meant by the oversight being different between an option school and a charter school?
  - Comment: another perspective to be discussed: finances are fundamentally different
  - Teacher retention question
  - What's the population of the school:
    - 500 kids
  - What's the recruitment model: if you have a waitlist of 150% and only increasing the population by 17, what is going to be realistic for serving underserved populations?
  - How will this affect the district financially?
    - Effectively flat
  - Clarify: how many are on the committee, how did you get to the recommendation you've drafted?
    - 9 people on the committee
    - Preliminary vote before the recommendation was written

Vote:

- Motion: Therese Rednor made a motion to move the subcommittee recommendation forward for a vote
- Vote: 18 Yes
  11 No
  3 Abstain
  11 Absent from the vote

4. **Topic: Chronic Absenteeism**

Contacts: Trace Faust, District Facilitator

Materials:

- Review bucketed notes from March meeting; 4 groups to discuss the three questions

Outputs/Outcomes

- DAC report out to board at their meeting on May 7th.
- Alert: asynchronous, digital vote coming
- Group 1: **Data Transparency & Deep Analysis:** overall push is: what is the "why" for the absence?

- Group 2: **Supportive Structures & Interventions:** explore definitions, have some additional considerations, deep convo about belonging
- Group 3: **Innovative Practices & Systemic Change:** deep convo about the culture of stigmatization around absenteeism; need for normalizing the sharing of information about resources. Need to bring humanity in what people are experiencing to the top
- Group 4: **Policy Alignment & Advocacy:** hard to make a policy or advocacy recommendation because we don't know the data

5. **Topic: District Safety Efforts - Updates**

Contacts: Tara, Chief of Family & Community Partnerships

Materials:

- Safety Student Summit - SUMMARY Student Safety Enhancement Project_Presentation.pdf

Outputs/Outcomes

Discussion:

- Rarely is the concern one of not having adequate policies, but more often, it's a culture of not reporting.
- "Fostering opportunities" is an evidence-based program the team is implementing.
    - Results:, with a 95% graduation rate for foster youth, which is not matched in other communities

DAC 2025-2026 DRAFT Code Of Conduct

I. Member Responsibility

The DAC is comprised of parents and community Members who volunteer their time and effort to serve in an advisory role to the Jefferson County Board of Education. As such, each Member is a valuable and respected participant in the group. In an effort to promote vigorous and thorough discussions, along with encouraging full Member involvement at all meetings, each and every Member agrees to the following code of conduct:

1. Value all participants' time commitment by coming prepared and adhering to the timelines of the approved agenda.
2. Be present, participate, limit distractions, and engage fully in both the general meetings and subcommittee meetings.
3. Balance advocating for their perspective with actively listening to understand others.
4. Honor the different perspectives, values, and experiences of all DAC members by engaging in respectful communication and seeking to understand.
5. Avoid unwelcome verbal, written, or physical conduct that interferes with an individual's work on the DAC or creates an intimidating or hostile DAC environment.

II. Member Representation

A Member's obligation and responsibility when representing the DAC is to act in good faith and in the best interests of the DAC.

1. Members shall not speak as an individual on behalf of the DAC unless authorized to do so by the Chair and/or Vice Chair.
    a. Members shall not represent their own personal opinions as those of the DAC. In circumstances where uncertainty may arise, the Member should include a disclaimer such as *"While I am a member of the Jeffco District Accountability Committee, today I am representing my own individual views and should not be interpreted as an official position of the DAC."*
    b. Note: This does not limit Members' ability to cite their participation on the DAC as a personal qualification or experience.
2. Members shall not use their participation on the DAC to advance personal interests or the interests of third parties. These interests may be, but are not limited to:
    a. Financial Benefit
    b. Endorsement of personal, political candidacy, or professional interests.

III. Conflict of Interest

If a Member has, or reasonably appears to have, a personal, professional, or financial interest in a matter before the DAC or the District, the Member must disclose the conflict of interest to the DAC Executive Committee or the Committee-as-a-Whole prior to discussion. This Member must recuse themselves in any voting on the matter unless they have received prior approval from the Executive Committee.

IV. Compliance with the Code

This Code does not anticipate every situation that may arise; nor does it replace thoughtful and ethical behavior. Accordingly, this Code is intended to serve as a guide for Members of the DAC. Members are encouraged to bring questions about particular circumstances or suspected violations of the Code to the attention of a member of the Executive Committee. Complaints will be investigated by the DAC Executive Committee or by a person or persons designated by the Executive Committee within 60 days. A report of the findings must be provided to the designated Board of Education liaison within an additional 30 days. Every effort should be made to investigate and respond as expeditiously as possible. No retaliation will be taken against any individual reporting violations, and any instances of retaliation will be in direct violation of this Code.

DAC 2025 Student & Family Survey Results

May 20, 2025

JEFFCO PUBLIC SCHOOLS | ASSESSMENT & RESEARCH

Surveys in Jeffco Public Schools

Annual district wide surveys have been used in Jeffco for decades.

Since the 2022-2023 school year, Jeffco has partnered with Panorama to provide surveys with national benchmarks.

The district and schools use survey results to:

- Act on data and plan solutions at the school, classroom, and individual student levels
- Understand differences among student experiences to proactively create support structures
- View and understand the school/district holistic culture for students, families, and staff

PANORAMA EDUCATION

District Level CELEBRATIONS

DUIP GOALS - Met and Exceeded!

For the annual Jeffco student survey, the following areas will increase from the prior year:

The percent of favorability for **School Engagement** will increase:

- Elementary from 49% in 2023-24 to 51% in 2024-25 (grades 3-5) **MET!**
- Secondary from 24% in 2023-24 to 26% in 2024-25 (grades 6-12) **EXCEEDED!**

The percent of favorability for **School Belonging** will increase:

- Elementary from 63% in 2023-24 to 65% in 2024-25 (grades 3-5) **MET!**
- Secondary from 35% in 2023-24 to 37% in 2024-25 (grades 6-12) **EXCEEDED!**

District Level Response Rates

Survey window 1/21 - 2/7 (extended to 2/18)

Survey	Response Rate	Δ Since Winter 2024
Student	60% (36,834/61,531)	↓8%
Family (Including paper counts)	20% (11,529/57,941)	↑1%

Family Responses by Language

Format	Total Responses	English	Total Non-English	Spanish	Language other than English or Spanish
Paper	536	254	282	265	17
Online	10,993	10,761	232	225	7
Total	11,529	11,015	514	490	24

Other languages include: Arabic, Chinese, Dari, French, Russian, Somali, Swahili, Ukrainian, Vietnamese, Russian

There were no responses in Korean, Nepali, Pashto, or Portuguese

Winter 2025 Student Survey

Overall Results: Student Survey

Topic	% Favorable	Δ Since Winter 2024	National Percentile
3rd - 5th Graders (12,002 responses)			
Rigorous Expectations	78%	↑3	60th - 79th
Teacher-Student Relationships	75%	↑2	60th - 79th
Safety	69%	↑3	60th - 79th
Belonging	65%	↑2	40th - 59th
School Climate	64%	↑2	40th - 59th
Academics	60%	↓1	--
Engagement	51%	↑2	40th - 59th

Topic	% Favorable	Δ Since Winter 2024	National Percentile
6th - 12th Graders (24,832 responses)			
Rigorous Expectations	63%	↑3	40th - 59th
Safety	62%	↑1	60th - 79th
Academics	58%	↑1	--
Teacher-Student Relationships	53%	↑3	40th - 59th
School Climate	51%	↑5	60th - 79th
Belonging	39%	↑4	20th - 39th
Engagement	28%	↑4	40th - 59th

With the number of students at the district level taking the Jeffco student survey, Panorama's research indicates ***a change of +/- 1% in percent favorable would be statistically significant****.*

Overall District Trends: Student Survey

Highest scoring topic (percent favorable):

78% | 63%

Rigorous Expectations

(Grades 3-5 / Grades 6-12)

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Lowest scoring topic (percent favorable):

51% | 28%

Engagement

(Grades 3-5 / Grades 6-12)

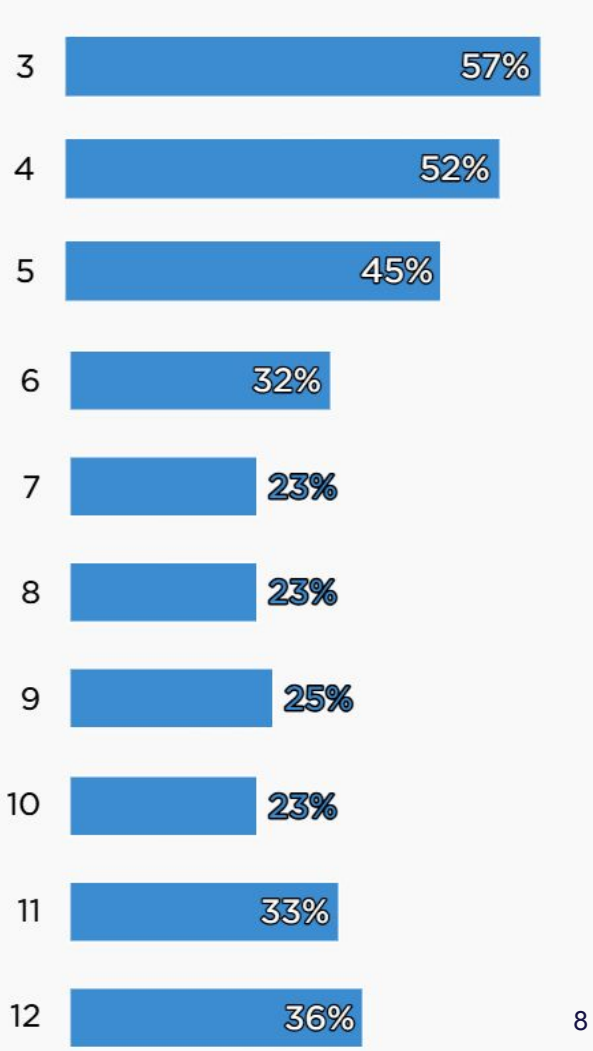
How attentive and invested students are in school.

Student Experience

Student Engagement by Grade

How attentive and invested students are in school.

School Engagement Questions
When you are not in school, how often do you talk about ideas from your classes?
How excited are you about going to your classes?
How often do you get so focused on activities in your classes that you lose track of time?
In your classes, how excited/eager are you to participate?
[Overall,] how interested are you in your classes?
How focused are you on the activities in your classes?



Student Experience: Safety

Perceptions of student physical and psychological safety at school.

3rd - 5th

Question	% responded favorably	Change from Winter 2024
How likely is it that someone from your school will bully you online?	85%	▲ 2
How often do students get into physical fights at your school?	82%	▲ 2
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	69%	▲ 3
How often do you worry about violence at your school?	67%	▲ 2
How often are people disrespectful to others at your school?	41%	▲ 4

6th - 12th

Question	% responded favorably	Change from Winter 2024
How often do students get into physical fights at your school?	70%	▲ 3
How likely is it that someone from your school will bully you online?	69%	▲ 2
At your school, how unfairly do the adults treat the students?	69%	▲ 1
How often do you worry about violence at your school?	68%	0
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	65%	0
How often are people disrespectful to others at your school?	32%	▲ 4

Winter 2025

Family Survey

Overall Results: Family Survey

Includes all languages and both paper and online survey submissions

Topic	% Favorable	Δ Since Winter 2024	National Percentile
Family Survey (11,529 responses)			
School Safety	74%	**0**	**20th - 39th**
School Climate	71%	**↑1**	**40th - 59th**
School Fit	68%	**↑1**	**40th - 59th**
Jeffco Strategic Plan	62%	**↑1**	--

Overall District Trends: Family

Highest scoring topic (percent favorable):

74%

20th–39th percentile

School Safety

Perceptions of student physical and psychological safety at school.

Lowest scoring topic (percent favorable):

62%

Custom topic, no comparison data

Jeffco Strategic Plan

6 custom questions

Family Experience: Strategic Plan Topic

Family Strategic Plan Questions	**Family** % favorable, change since 2024
Are your child's individual differences viewed as assets?	47%, no change lowest scoring
Are your child's strengths recognized?	62%, ↑2
How often is the communication you receive from the school/district applicable to you and your family?	66%, ↑2
Is your child challenged to improve?	67%, no change
Does your child have the supports needed to succeed?	69%, no change highest scoring

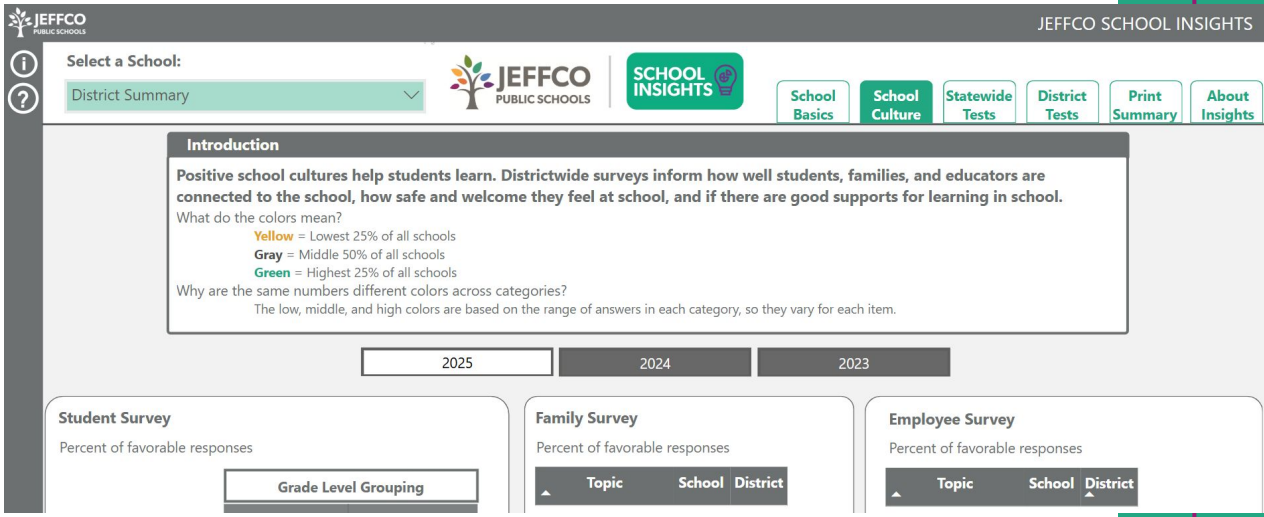
Access your school results

Access your school results

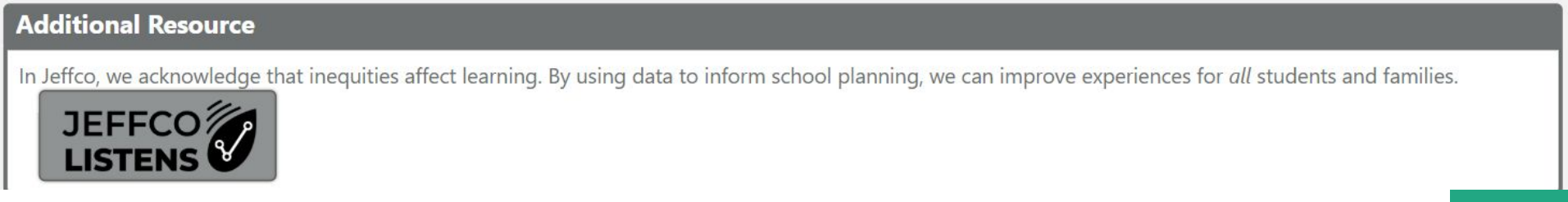
1. *Go to Jeffco School Insights – select your school*
   a. *Click on School Culture tab*

Access your school results

2. In the School Culture tab, you can see an overview of your schools culture data



3. Click "Jeffco Listens" button at bottom of School Culture page to be directed to the Panorama dashboard



Questions?

JEFFCO PUBLIC SCHOOLS

2025-26 District Unified Improvement Plan Draft Review

DAC
May 20, 2025

Agenda

- Timeline
- UIP context
- Draft District UIP
- Discussion
- Preliminary approval vote

Timeline

- May: 2025-26 DUIP feedback and preliminary DAC approval

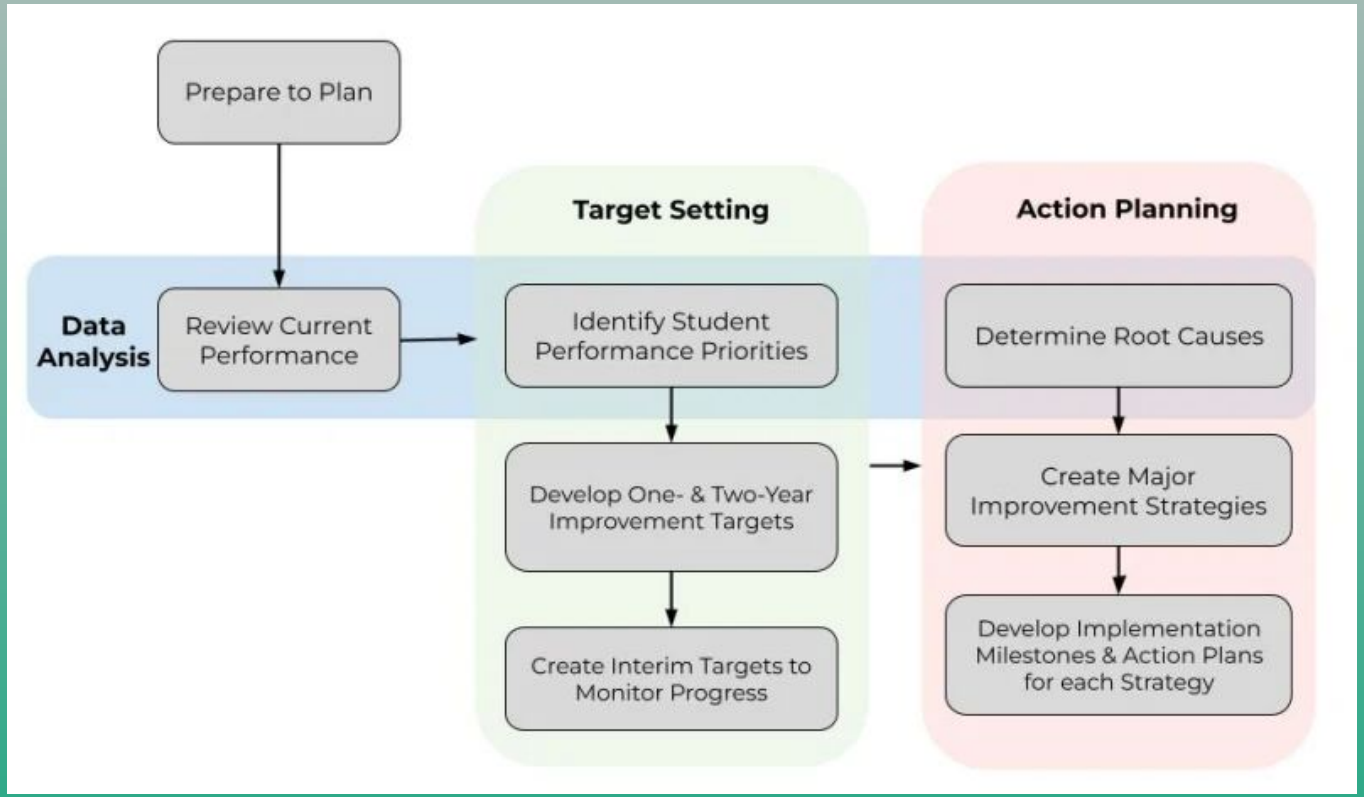
- Fall

    - Returning DAC subcommittee members review final draft plan & recommend to Board
    - Board presentation
    - Submit to CDE by October 15, 2025

UIP Overview

- In 2009, the Colorado Department of Education (CDE) introduced the Unified Improvement Plan (UIP) to:
- Streamline school and district efforts
- Meet state & federal improvement planning requirements
- Reduce the number of separate plans schools/districts required to complete
- Shift from planning as an “event” to planning as a critical component of “continuous improvement”

CDE's Unified Improvement Plan Process



Alignment to Strategic Plan Milestones

- DUIP student performance priorities aligned to Jeffco Thrives (district strategic plan) key student outcomes
  - Early literacy
    - 3rd grade Reading
  - Ready for Algebra I
    - 5th & 8th grade Math
  - Postsecondary workforce readiness
    - 9th graders on track
    - 12th grade on-time graduation
    - Postsecondary workforce readiness

Alignment (cont'd)

- DUIP major improvement strategies aligned to Jeffco Thrives

Strategic Plan Goal	Major Improvement Strategy (MIS)
Goal 1: Instructional Excellence	#1. Monitor & strengthen the instructional core for all students and student groups
Goal 2: Culture of Safety and Belonging	#2. Expand a culture of safety & belonging

- Expectation: School UIPs align to district major improvement strategies

Student Performance Priorities

- **Academic Growth**: Below 50th+ percentile to close opportunity gaps
- **Course Failures**: for secondary students
- **Graduation and Dropout Rates**: especially for historically underserved students
- **Student Engagement and Belonging:** Improved but still low on annual district survey
- *Year-end data pending for attendance, behavior, and socio-emotional well-being*

Root Causes

District goals and the best way to achieve them are not aligned across the organization to help all students learn well, stay safe, and feel like they belong, including:

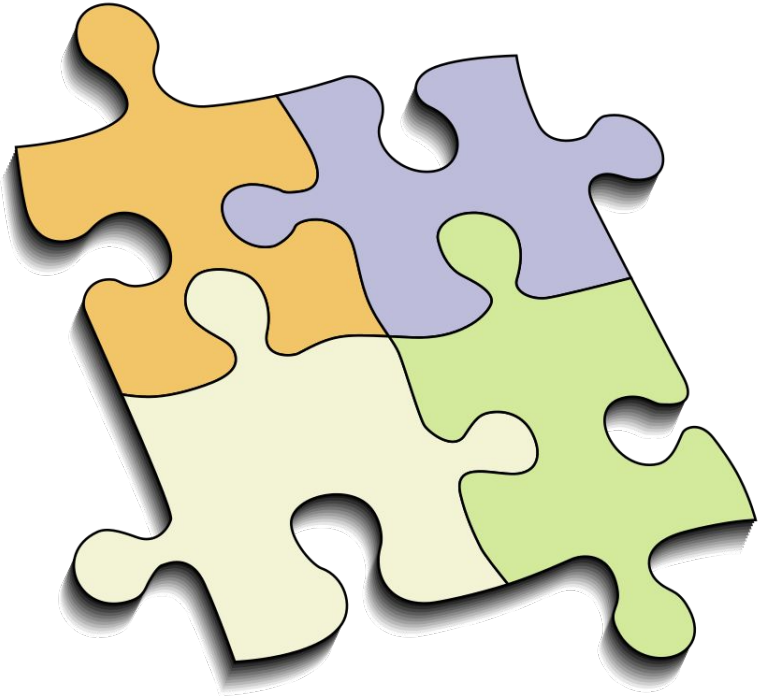
- high quality learning materials and teaching
- checking on student progress
- teaming with educators
- student and family belonging
- district-wide discipline expectations
- mental and behavioral health needs
- using tiered strategies (MTSS)

MTSS: Multi-Tiered System of Supports

New DUIP Approach

New next year

- DUIP major improvement strategies and action steps will connect across these two goals for improved collaboration and cross-team work



Action Item #1

Central services teams give schools useful support and training to . . .

Instructional Excellence	Safety & Belonging
. . . deepen the use of high quality, district-approved learning materials and tests in every classroom	. . . match ways to support all kinds of learners based on each student's interests, strengths and needs using tiered supports (MTSS)

MTSS: Multi-Tiered System of Supports

Action Item #2

Central services teams help all staff apply the depth and complexity of Colorado Academic Standards to support . . .

Instructional Excellence	Safety & Belonging
. . . strong academic challenge for all students' learning experiences every day	. . . social-emotional wellness and skills for all students to be able to learn at grade level

Action Item #3

Central services teams share ways to improve "in the moment" checking on . . .

Instructional Excellence	Safety & Belonging
. . . student learning progress and how to change teaching as needed	. . . student social, emotional, and behavioral needs to help students be ready to learn

Action Item #4

Central services and school teams meet regularly to . . .

Instructional Excellence	Safety & Belonging
. . . review academic results to help tailor teaching to student needs	. . . review climate, social, emotional, and behavioral data to help students be ready to learn

Action Item #5

Through school and classroom visits, central services team and school teams provide useful feedback on . . .

Instructional Excellence	Safety & Belonging
. . . lesson planning and matching teaching to student learning needs	. . . social, emotional, and behavioral skills to improve student supports

Jeffco's Instructional Excellence Arc of Learning

Improve Outcomes for All & Close Opportunity Gaps

Develop a Common Culture of Instructional Excellence

- Internalization
- High-Quality Instructional Materials
- Data Literacy

Deepening Implementation

Monitor & Strengthen the Instructional Core

- Academic Monitoring/Obs & Feedback
- Learning Walks

Develop a Culture of Belonging & Deep Engagement

2024

‹-Turnkey Decks-›

Sept	Oct	Nov	Dec	Jan	Feb	Mar	May
Defining PLCs	Refining Internalization-Quality Exemplars	Refining Academic Monitoring-Circulation & Feedback	School Visits	MOY Data Literacy & Team Planning	Instructional Leadership	School Visits	Looking Back/ Looking Forward

2025

DUIP Action Steps

2025-26 Performance Target Outcomes

Targets to be determined when 2024-25 results reported for:

- READ Act & Elementary Literacy
- Grade 5 Math
- Grade 8 Math
- P/SAT
- Freshman credits earned
- Graduation rates
- Concurrent Enrollment enrollment/completion
- Attendance
- Discipline
- *Jeffco Listens* culture survey

DAC Feedback

In table groups, talk about:

- What resonates with you about this plan?
- What suggestions do you have for the DUIP?

Record your ideas on the note catcher.

Appendix Resources

Root Causes Alignment to Major Improvement Strategies (MIS)

Root cause list from slide #9:

- Using high quality classroom learning materials and teaching practices to meet all students' needs (MIS #1 & #2)
- Checking on how students are making progress everyday in learning and social, emotional, and behavioral growth (MIS #3 & #5)
- Teaming with other educators to make lessons better (MIS #4 & #5)
- Trying different ways to help all students and families feel like they belong (MIS #1 & #4)
- Applying district-wide discipline expectations (MIS #4 & #5)
- Supporting students' mental and behavioral health needs (MIS #1 & #2)
- Using tiered strategies (MTSS) to support students depending on what all, some and few need to learn and grow (MIS #1 & #3)

MTSS: Multi-Tiered System of Supports

DAC DUIP Notecatcher February 18, 2025

Group 1: Early Literacy

Questions/Clarifications	Reflections/Suggestions	District Response
• Does the state mandate core literacy? • Should we have a different response to data from different schools? Growth versus achievement? • How difficult is it to adjust resources/programs if we're not seeing the growth we expect? • Do we have student data such as focus groups?	• Discuss learning walk strategies (commonalities and what we've learned from this practice across different contents) • Ensure we leverage student voice • Make sure all different kinds of learners are engaged in the follow up • Make sure those learners who need challenges (students with ALPs, etc) get a voice and opportunities in the resources we use for early literacy • Continuing to reconcile District Performance Framework (being green mostly) and the current mid year data (not all being on track, some red)	• Colorado mandates all schools to use an approved core resource for early literacy. • The district has adjusted and incorporated teacher input into the implementation of components of HMH and other early literacy core resources and intervention materials - working to marry these resources with the art of teaching our educators provide. Curriculum rollouts have been much more intentional with lessons learned from first years of HMH Into Reading (and other resource) implementations. • Also, our teaching & learning team provided

		input to our vendors based on stakeholder feedback. For example, we provided feedback to HMH and they provided changes to their foundational skills resources to better align with research and student need. ● Next steps to engage our younger students to learn more about their experiences. ● Our teams support schools in their planning based on their current data and help to progress monitor with Lexia, DIBELS8, MAP, and other, curriculum based assessments differentiated by their school's data.

DAC DUIP Notecatcher February 18, 2025

Group 2: Math

Questions/Clarifications	Reflections/Suggestions	District Response
• Are you looking at cohort data? (YI, Y2, Y3 of IM) • Is there a place to evaluate if the new resource is working? • How do you differentiate for the variety of learners? • How can we help our kids in math with IM? • How can we measure other transferable, durable skills (math & beyond)? • How do we support students in later grades to catch up with the new curriculum resource? Would we consider starting a new resource in kindergarten and then move with them through the grades?	• Few trends are notable • How not seen an implementation dip, which is promising. ○ Looking at what other resources, PD, etc. do we need. • IM data is promising for progress for students with disabilities.	**Article from District in Alabama-seeing progress:** https://www.npr.org/2025/03/17/nx-s1-5328723/alabama-math-learning-teaching-test-scores **Implementation Evaluation:** • MAP and Interim Assessments • Learning Walks all schools **IM Resources on Website: Videos and Unit Letters for Families** https://www.jeffcopublicschools.org/learning/curriculum/mathematics **Durable Skills: Communication, Leadership, Critical Thinking and Collaboration** IM integrates Math Language Routines K-12 The Unrealized Promise of High Quality Instructional Materials High Quality Curriculum Implementation

Group 3: Postsecondary Workforce Readiness (Attendance/Chronic Absenteeism and Graduation Rates/ Dropout Rates)

Questions/Clarifications	Reflections/Suggestions	District Response
● When do you think the Jeffco credit recovery landscape will be presented for each school? ● Is there a process to follow-up for at-risk for dropout? ● Do they track teacher absenteeism? Does that impact student attendance? ● Is there a correlation between teacher absenteeism and student performance? ○ What do school admin do about it?	● For most schools, summer school is the primary credit recovery option. ● Need to consider the cost of summer school for students who cannot afford it so there's not an additional barrier for students. ● The District Academic Leadership Team will come together after the environmental scan of high school offerings for credit recovery to determine the best systemic approach for credit recovery across all high schools. ● Credit recovery options need to be shoved out to parents so that they know that their students need it and how to sign up for it. ● Can family liaisons support these efforts to share the credit recovery needs/ options to families? ● Absenteeism is highest for health problems like	● A district Credit Recovery study is scheduled to be completed at the end of this school year. The current intention is that this study will be introduced to schools during the first semester of next school year. ● Each student who drops out of school in Jeffco has an Advocate in the Student Engagement Office assigned to work with the student and family to assist with identifying school options and potential community support. ● Each high school promotes the credit recovery options available in their building on their websites. Counselors work directly with students and families to ensure they are aware of their needs to recover credits and the potential options. (See example here

	asthma, cold/flu, and diabetes. Air quality can affect these health issues. ● Do schools know that air quality needs to be considered to help students be healthy enough to attend? ● Monitoring of students' health-bring nurses and director of health services to a strategy meeting. ● Consider ways to track chronic absenteeism to differentiate between types (health vs other reasons)	for Chatfield High School) ● Summer school options for credit recovery will be available regionally and also in a fully online format. These will be communicated district-wide and students in needs of credit recovery are identified for direct conversations by high school counselors. ● Students who qualify for Free and Reduced Lunch will be able to access summer credit recovery at no cost. ● Family Liaisons and others working in student and family support roles share information about summer school and credit recovery options directly with students and families. ● In situations where health is a concern that is impacting attendance, school nursing staff are engaged to assist in problem solving and identifying support. Attendance Data Requested: ● DAC requested 2017-18 and

		2018-19 attendance and truancy data, and rates by subgroups ○ Unfortunately, the attendance data for these years has a different data set, and does not have student level and subgroup data available ● 2016-2019 Chronic Absenteeism Rate by Schools ● 2014-2019 Truancy Rates By School ● 2014-2019 Attendance Rates By School ● 2014-2019 Attendance Rates By Articulation Areas

DAC DUIP Notecatcher February 18, 2025

Group 4: Concurrent Enrollment

Questions/Clarifications	Reflections/Suggestions	District Response

• Warren Tech - Is this included in CE
• Clarification about requirements of teaching
• Data questions increase from 23-24, 24-25
• AP & CE - Do these work together?
• ASCENT growth
  ○ Questions about program
  ○ 9 CE credits connect to plan
• Are these available to MLs?
• Is there a place to see which high schools offer CE courses?
• Maximum number of credits a student could leave with in CE?
	• Point out state transfer vs. national (AP vs CE)
	• Guarantee transfer in state of CO
		• Yes, Warren Tech (WT) Concurrent Enrollment (CE) is included in our overall district data. In 23-24, 262 of the 440 CE courses offered in Jeffco were provided through WT programs.
		• Teacher requirements for CE are set by the Higher Learning Commission. Requirements include: a master's in content area, a master's in something else plus (or including) 18 graduate level credit hrs in the content area, or a CTE postsecondary credential for CTE CE courses.
		• Oftentimes AP and CE courses align in content and transfer into a postsecondary institution as the same credit. We have number of courses that are "co-seated" for AP and CE allowing students the flexibility in choosing which credit they send or transfer to their postsecondary

• Businesses involved with CE?		institution. • Accelerating Students through Concurrent Enrollment (ASCENT) is a fifth-year scholarship program that allows eligible seniors to remain enrolled at the high school and take a fifth year consisting entirely of college classes at a Jeffco partner college. More information can be found here. ASCENT Growth is primarily attributed to the state of Colorado lifting the pre-existing cap on this program to allow for expansion. However, due to recent legislation, this program has been capped again for 25-26, which will be the final year ASCENT is available in Colorado. • Programs are available for our MLLs, however some courses do have higher set prerequisites requiring a certain level of mastery for RWC in English. • Existing CE options by school can be found here by selecting the “explore

		postsecondary opportunity courses" link near the top of the page and navigating to the school of choice via the tabs. ● We do not set a maximum number of credits for students. This would be dependent on a student's course plan, registration, and scheduling. ● We do not currently partner directly with local businesses or industries to support CE, with the exception of specific Work Based Learning concurrent enrollment courses for specialized pathways and programs. More information: https://www.jeffcopublicschools.org/learning/career-college-pathways/postsecondary-opportunities

District Unified Improvement Plan (DUIP)
2025-26

What are our greatest needs?

Student Performance Priorities

Academic growth
Secondary course completion
Graduation and dropout rates
Attendance
Social/emotional well-being
Student engagement and belonging
College and career readiness

What should improve?

Root Causes

There is uneven alignment across the district in best approaches to reach goals in the following areas:

- teaching with **high-quality materials**
- **checking student progress** for learning, social, emotional, and behavioral growth
- **teaming** with other educators to make lessons better
- strengthening **belonging** for all students/families
- applying **district-wide discipline** expectations
- supporting students' **mental/behavioral health** needs
- using **tiered strategies** (multi-tiered system of supports, or MTSS) to support student needs

How will we get there?

Major Improvement Strategies

in the areas of

Teaching and **Belonging**

Give schools useful support and training...	
to deepen the use of high-quality, district-approved learning materials and tests	and match ways to support all kinds of learners based on strengths and needs (MTSS)
Apply the depth/complexity of Colorado Academic Standards...	
to ensure strong academic challenge for all students' learning experiences every day	for social-emotional wellness and skills so all students can learn at grade level
Share ways to improve "in-the-moment" checking on...	
student learning progress and shift instructional practices as needed	students' social, emotional, and behavioral needs to help them with readiness for learning
Plan for central office/school teams to meet regularly...	
to review academic results and tailor teaching to student needs	to review climate, social, emotional, and behavioral data to help students with readiness for learning
Visit schools/classrooms often to give feedback...	
on lesson planning and matching teacher-to-student learning needs	on social, emotional, and behavioral skills to improve student supports

DUIP goals will be set when end-of-year results are reported

Complete DUIP link (when available)

DAC Role Applying To: **DAC AAR Coordinator 2025-26**

Name: **NO APPLICANTS**

What motivated you to apply for the position of DAC Articulation Area Representative Coordinator?
How familiar are you with the role and responsibilities of an Area Articulation Representative?
What skills and strengths do you possess that you believe make you a suitable candidate for this position?

DAC Role Applying To: **DAC Chair 2025-26**

Name: **Therese Rednor**

Tell us why you are interested in the leadership position with DAC I'm interested in serving as the chair of DAC for the 2025/2026 school year for several reasons. I am passionate about community involvement, and I welcome opportunities to create bridges of communication between several different stakeholders so that decision-makers in the Jeffco school district have access to the variety of opinions and ideas that come from DAC members. I seek out best practices so that DAC continues to improve, and I value working with others. I have a trusted working relationship with our DAC facilitator which I think can even be more robust next year in service to DAC members and DAC voices being heard by the BoE. I have served as DAC Chair for the past three cycles and I am seeking this opportunity to serve again. The 2024/2025 year had many challenges. These challenges have brought forward new opportunities for DAC to engage more purposefully with both the Board of Education and the district, and I would be honored to be a part of that work.

DAC Role Applying To: **DAC Secretary 2025-26**

Name: **OTTO,** Kate

Please tell us a little about yourself. I'm interested in this position because I want to continue to contribute more, and I've been secretary on our school's PTA for several years, so I feel like this is a role that I can successfully fulfill.

DAC Role Applying To: **DAC Subcommittee Chair - Budget 2025-26**

Name: **Crystal Marine**

Please tell us about your leadership experience and why you are interested in this position on the DAC.

Over the past year as Budget Subcommittee Chair, I worked to transform the process, ensuring that we had a functioning subcommittee and our recommendations were not only data-driven but also deeply reflective of the priorities and concerns raised by SACs and individual schools. A key focus of mine was elevating direct feedback from these groups, making sure their voices were heard at the district level. I also made it a priority to close the feedback loop- ensuring SACs and schools better understood how their input was considered and how it influenced decision-making.

While I am proud of the progress we have made, I believe there is still much more to accomplish. I am passionate about continuing this work, refining the process further, and strengthening the impact of the Budget Subcommittee. My goal is to build on the momentum we've created and ensure that Jeffco's budgeting process remains transparent, inclusive, and reflective of the needs of our schools and communities. I am excited about the opportunity to continue leading in this capacity and look forward to the work ahead.

DAC Role Applying To: **DAC Subcommittee Chair - Charters 2025-26**

Name: **NO APPLICANTS**

Please tell us about your leadership experience and why you are interested in this position on the DAC.

DAC Role Applying To: **DAC Subcommittee Chair - DUIP 2025-26**

Name: **Hannah Hoong**

Please tell us about your leadership experience and why you are interested in this position on the DAC. I have served on the DUIP subcommittee as an active member this past year. I have also been on my school SACs, which has given me an opportunity to review school level UIP data and plans and provide feedback. I am interested in serving as the Chair to continue to support the work of subcommittee as well as strengthening the communication and feedback loop around the DUIP with the entire DAC.

DAC Role Applying To: **DAC Subcommittee Chair - FSCP 2025-26**

Name: **Evie Hudak**

Please tell us about your leadership experience and why you are interested in this position on the DAC. I have been the Chair of the FSCP Subcommittee for the past few years and would like to continue. Throughout my time on the DAC, I have served on this committee and have gained a great deal of experience and knowledge about family-school-community partnerships. Added to this is the work I have done through much of my life to improve family engagement. I have been an active PTA leader for over 30 years. When I was a State Senator, I added provisions into the laws to increase family engagement, especially on accountability committees. I would like the opportunity to continue contributing to the DAC and the district in this role.

DAC Role Applying To: **DAC Vice Chair 2025-26**

Name: **Elizabeth Armstrong**

Tell us why you are interested in the leadership position with DAC I am a Jeffco graduate, and a mom of two wonderful students in elementary and middle school. In my professional life, I am a certification manager in the aerospace community, responsible for ensuring federal regulatory compliance and successful project management for aircraft modification. You have entrusted me with serving you as the Vice Chair for this committee for the last year, and as the Secretary on the executive committee the previous year. Both of these terms, along with participating in bylaw and code of conduct review and an audit of how we are meeting our obligations as a DAC, alongside Therese have given me insights into our strengths and areas for growth. Participating in DAC meetings, and in my children's schools, I've been privileged to listen to the experiences of parents, teachers, and administrators alike. I will continue to be a voice for those perspectives on the executive committee, and in guiding the essential efforts of the DAC. I will provide continuity from the previous year while also striving to ensure that DAC is fulfilling it's mission in being an accountability mechanism, as well as a catalyst for the voices of it's membership and those we represent. I understand the duties of the Vice Chair and will be available to fulfill them.