


District Accountability Committee - Agenda

Tuesday, September 16, 2025, 5:30-8:30 pm

Jeffco Public Schools Ed. Center, Room 4E

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

(Take elevators to the 4th floor. Exit left. Room 4E is on your left-hand side)

<p><i>Information/ Action</i></p>	<p>Welcome and Approval of Agenda and Minutes (5:30-5:35) Therese Rednor will welcome members and guests and determine the quorum.</p> <p>**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.**</p> <p>Members will approve the agenda.</p> <p>Materials: Agenda</p>	<p>5 min</p>	<p>Therese Rednor, DAC Chair</p>
<p><i>Information</i></p>	<p>Year-end review and Look Ahead (5:35-5:55)</p> <p>Materials: DAC 2025-2026 Monthly Meeting Agenda DAC End of Year Report 2024-25</p>	<p>20 min</p>	<p>Elizabeth Armstrong, DAC Vice Chair</p>
<p><i>Information</i></p>	<p>DUIP Review (5:55-6:30)</p> <p>Review</p> <p>Materials: DAC DUIP Presentation, 2025-26 DUIP Infographic, DUIP Target Outcomes</p>	<p>35 min</p>	<p>Dr. Carol Eaton, Executive Director of Instructional Data Services</p>
<p><i>Information/ Action</i></p>	<p>FSCP (6:30-6:45)</p> <p>Review Policy KB & Updates</p> <p>Materials: Jeffco KP Policy</p>	<p>15 min</p>	<p>Evie Hudak, FSCP Subcommittee Chair</p>
BREAK (10 MIN)			
<p><i>Information/ Discussion</i></p>	<p>Budget discussion (6:55-7:40)</p> <p>DAC Budget Year at a glance Budget Labs</p>	<p>45 min</p>	<p>Crystal Marine, Budget Subcommittee Chair</p>
<p><i>Information</i></p>	<p>FSCP Subcommittee - SAC Kickoff Debrief (7:40- 8:05)</p> <p>Membership Request Review Table Discussions</p>	<p>25 min</p>	<p>Evie Hudak, FSCP Subcommittee Chair</p>
<p><i>Information</i></p>	<p>DAC Drive (8:05-8:15)</p> <p>How to use Please review Member list</p>	<p>10 min</p>	<p>Crystal Marine, Budget Subcommittee Chair</p>
<p><i>Information/ Action</i></p>	<p>Closure discussion & Adjournment (8:15-:20) Submit your questions by scanning this QR Code</p>  <p>Remember you always have a resource through the DAC website</p>	<p>5 min</p>	<p>Therese Rednor, DAC Chair</p>

JEFFCO PUBLIC SCHOOLS

DISTRICT ACCOUNTABILITY COMMITTEE

2025-2026 MONTHLY MEETING AGENDA

This year as a DAC we are focusing on meeting our responsibilities described in state statutes, providing radical transparency, and valuable advice to the board on budget priorities. We are deeply grateful for our members and the time they put into this work and would like to live that gratitude by honoring your time and commitment. To that end, we have included below a preliminary agenda for topics to be covered each month that DAC meets. We will organize our agendas to set clear expectations for not only the topics covered, but the level of involvement that will be requested of members for each meeting.. Please see the meeting sections key below. Each agenda item on monthly agendas will be categorized to give members an understanding of how we are expecting to engage as a DAC.

Below you will also find the DAC responsibilities inventory, with the responsible committee or subcommittee identified, and the months when the responsibilities are expected to be met.

2024-2025 Monthly Preliminary DAC Agenda

Date	Time	Location	Preliminary Agenda Items	Section
Aug. 12, 2025 DAC Retreat	5:30 to 7:30 p.m.	Ed Center Rm 4E	District Organization Overview Board (Subcommittee) Priorities Board Docs and School Insights Presentation FSP Toolkit Presentation & Feedback	Update & Input
Sept. 16, 2025	5:30 to 7:30 p.m.	Ed Center Rm 4E	Pework: Preliminary DUIP Redlined Presentation from May, DUIP and Budget Level-Set Budget: Subcommittee Schedule, Budget Lab and SAC Information SAC Survey Discussion FSCP Brief on Parent Engagement Policy Updates DUIP Recommendation Vote	Information Information Update & Input Update & Action Action
Oct. 21, 2025	5:30 to 7:30 p.m.	Ed Center Rm 4E	SAC Survey Presentation/Discussion Special Project Discussion Budget Discussion Bylaw Review Charter Presentation Level-Set	Update & Input Update & Input Update Action Information
Nov. 18, 2025	5:30 to 7:30 p.m.	Ed Center Rm 4E	1338 Presentation Budget Discussion	Information Input

			Subcommittee Reports	Information
Jan. 20, 2026	5:30 to 7:30 p.m.	Ed Center Rm 4E	SAC Survey Results SAC Chair Principal Survey Design Budget Recommendation Review & Vote Bylaw Vote	Update Update & Input Update & Action Action
Feb. 17, 2026	5:30 to 7:30 p.m.	Ed Center Rm 4E	Special Project Presentation and Discussion SAC Kickoff Planning Subcommittee Reports	Information & Input Information & Input Information
Mar. 17, 2026	5:30 to 7:30 p.m.	Ed Center Rm 4E	DAC Advertising Special Project School Related Legislative Briefing SAC Chair Principal Survey Results Subcommittee Reports	Information Information & Input Information Update & Input Update
Apr 21, 2026	5:30 to 7:30 p.m.	Ed Center Rm 4E	Conduct and Discipline vote Special Project Presentation and Discussion DUIP Presentation and Discussion (breakout groups) Subcommittee Reports	Action Update & Input Update & Input Update

May 19, 2026	5:30 to 7:30 p.m.	Ed Center Rm 4E	DAC Leadership Elections	Action
			Preliminary DUIP Vote & Elections	Action
			Subcommittee Reports	Update

Meeting Sections Key:

1. **Dialogue:** Meeting section prioritizing member questions and comments. Best practice: facilitation techniques that maximize ability to participate, not full group/hand raising, nor presentations.
2. **Updates:** Presentation/readout format, minimal discussion, but time reserved for questions/clarifications. Substantial input should happen outside the primary DAC meeting.
3. **Action/Decision:** Formal or informal decision-making via votes of the DAC body.
4. **Information Session:** Presentation format from a district entity or related organization. Session must be related to one of DAC’s four directives and must reserve dedicated time for member questions and input. Must include a contact name and email for DAC member follow-up.
5. **Input Session:** topic requiring DAC input as per statute. Input from members should be documented. Best practice: facilitation techniques that maximize ability to participate, not full group/hand raising, nor presentations.
6. **Member Concerns:** dedicated time for members, especially AARs, to bring forth issues and concerns from their communities. Issues should be documented. Best practice: document action steps and parties responsible for action.

District Accountability Committee Responsibilities Inventory

Responsibilities	CofW or Sub	Agenda Month
Recommending to its local school board priorities for spending school district moneys	Budget	SEP, OCT, NOV, JAN
Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable)	DUIP	SEPT, APR, MAY
Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC's option, reviewing any renewal application prior to consideration by the local school board	Charter	AS NEEDED, OCT
Providing input and recommendations from the school accountability committee of each school of the school district to facilitate the evaluation of the performance of the school's principal	AARs/Full DAC	NOV, & JAN
Providing input to the local school board concerning the creation and enforcement of its school conduct and discipline code	FULL DAC	ONGOING
At least annually, cooperatively determining, with the local school board, the areas and issues, in addition to budget issues, that the DAC shall study and make recommendations upon	Full DAC	ONGOING
Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations	Full DAC	NOV

For districts receiving ESEA funds, consulting with all required stakeholders with regard to federally funded activities	Budget	OCT
Publicizing opportunities to serve and soliciting parents to serve on the DAC	FSCP	MAR
Assisting the district in implementing the district's parent engagement policy	FSCP	SEP
Assisting school personnel to increase parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy	Full DAC	SAC KICKOFF, AUG
Meet at least quarterly to discuss whether school district leadership, personnel, and infrastructure are advancing or impeding implementation of the school district's improvement plan.	DUIP	SEPT & MAY

Jeffco District Accountability Committee (DAC) End-of-Year Report

2024-2025

Prepared by: DAC Executive Committee

Date Submitted: 09/09/2025

I. DAC Overview

1. DAC Mission and Role

The purpose of the DAC is to serve in an advisory role to the Jefferson County Board of Education (BOE). The DAC advises the BOE on matters related to budget, improvement priorities, student achievement, and parent and community engagement. Specifically, the DAC shall fulfill the duties of a school district accountability committee as defined in Colorado Revised Statutes, Section 22-11-301, et seq.

2. Meetings

The District Accountability Committee met as a whole on the third Tuesday of every month of the school year except for December. Four subcommittees (District Unified Improvement Plan, Budget, Family School Community Partnership, Charter), and the ad hoc Bylaws committee met throughout the year. The DAC held a retreat, and a School Accountability Kickoff event in August to engage with our principals and SAC Chairs. Articulation Area Representatives of DAC planned and held three articulation area meetings with SAC Chairs to listen and learn about current issues at the school level and support SACs with resources gleaned at the district level. DAC Executive Committee members engaged with the Board of Education on four different occasions.

● Key Accomplishments

- *SAC Budget Survey administration and results evaluation*
- *DUIP recommendations approval and preliminary approvals after updates from DAC Feedback*
- *Increased membership and engagement in the DAC, including implementation of a mentorship program*
- *Update of the DAC bylaws*
- *DAC input on the Student Safety initiatives prior to implementation*
- *First ever special project focusing on chronic absenteeism*

II. Subcommittee Reports

A. Family, School, and Community Partnerships (FSCP) Subcommittee

1. **Objectives & Goals** *Plan AAR Kickoff, SAC Kickoff, and new DAC member orientation; review input from SACs to determine family engagement priorities and needs; help AARs work more effectively with SACs.*
2. **Summary of Work Completed** *Successfully trained AARs, SACs, and new DAC members; helped the AARs change their interactions with SACs to have 3 Articulation Area Accountability meetings during the year. Reviewed input from the SAC Kickoff, SAC Survey, and DAC meetings to determine areas that SACs need the most help and guided the AAR breakouts at DAC meetings to focus on relevant issues. Reviewed the draft of the district's Family Engagement Toolkit and gave input. Met monthly throughout the year (including the summer).*
3. **Challenges & Opportunities** *The committee has requested access to the internally facing Family Engagement Toolkit. It is a marvelous resource that could be used by SACs throughout the district, but it seems to be a private document unavailable. Also the committee requests the results of the Panorama survey on family-school partnerships, to use that information to inform our work.*
4. **Future Considerations** *Better coordinated and more timely communication throughout the district about the SAC Kickoff; to improve attendance. The committee is considering improvements and will work with the DAC to enact it for next year. The committee also plans to review the district's KB Policy on family engagement, to inform input to the BOE about updating the policy, as required by state law.*

B. Budget Subcommittee

1. Objectives & Goals

The Budget Subcommittee's primary goal for the 2024–2025 school year was to strengthen transparency and engagement in the district's budget process. Specific objectives included:

- *Providing DAC members and the community with a clear understanding of the Jeffco budget cycle and processes.*
- *Reviewing financial data, trends, and allocations to identify opportunities for alignment with district priorities.*
- *Developing recommendations to the Board of Education rooted in equity, sustainability, and community input.*

- *Facilitating communication between district staff, schools, and the community to ensure feedback informs decision-making.*

2. Summary of Work Completed

- Budget Review Processes: Aligned subcommittee work with the district's annual budget cycle to ensure timely engagement prior to school-level budget allocations in January and district budget presentation in May.*
- Recommendations to the Board: Delivered input on budget priorities with an emphasis on transparency, equitable resource allocation, and alignment with student success goals. Recommendations highlighted the lack of overall change in priorities year over year for school level communities. The request for more purposeful, intentional work by the DAC was made as the budget outlook is not positive, with systemic changes and significant overhaul needed for future balanced budgets.*
- Community Feedback: Redesigned and executed a district-wide SAC survey in November/December, gathering valuable perspectives from families, staff, and community members that was budget focused. Summarized results for presentation to the DAC and included feedback in recommendations to the Board that included feedback around the new structure with SROs in school buildings and the financial responsibility for the salary contribution of these positions.*
- Education & Training: Partnered with district finance staff to provide an updated training session for DAC members on the budget process. Simplified technical presentation/language into accessible materials with a goal to empower stakeholders to participate effectively.*

3. Challenges & Opportunities

- Challenges*
 - Ongoing budget constraints driven by enrollment declines, inflationary pressures, and state-level funding shortfalls.*
 - Complexity of financial reporting, which required significant time and effort to translate into community-friendly language.*
 - Limited participation from some stakeholder groups despite outreach efforts, creating gaps in representation, especially with charters.*
- Opportunities*
 - Growing momentum around transparent budget conversations and the use of DAC and SAC channels for community engagement.*
 - Stronger partnerships with district leadership (e.g., Superintendent, Finance team) to bring expertise, accountability, and transparency into*

the process.

4. Future Considerations

- a. *Early Engagement: Continue emphasizing preliminary budget discussions in the fall to ensure SACs and communities can meaningfully influence January allocations.*
- b. *Enhanced Training: Expand budget literacy resources for DAC, SACs, and families, ensuring tools are accessible in plain language and multiple languages.*
- c. *Community Input Channels: Build on survey success with additional methods (listening sessions, town halls) to capture a wider range of voices.*
 - i. *More tailored communication and engagement with charter community as their budget process is significantly different from the public schools.*
- d. *Strategic Planning: Link budget decisions more explicitly to district strategic priorities and student outcomes, ensuring clear communication on how resources support long-term goals/strategic planning.*
- e. *Board Collaboration: Strengthen feedback loops with the Board of Education by requesting review on the impact recommendations had on the process and any changes to the overall budget and/or process that occurred based on DAC recommendations would be hugely beneficial.*

C. District Unified Improvement Plan (DUIP) Subcommittee

1. Objectives & Goals

- a. *Review of revisions to the preliminarily approved DUIP from the previous spring based on test scores to make a recommendation to the full DAC*
- b. *Review of test scores as available during the year against goals and the previous year's DUIP*
- c. *Review preliminary DUIP in spring to make a recommendation to the full DAC for Board of Education Input*

2. Summary of Work Completed

- a. *Met monthly during the school year to review achievement data, request additional data and provide feedback from SACs on school level perceptions of the DUIP.*
- b. *Provided input resulting in revisions to DUIP and data presentations*

3. Challenges & Opportunities

- a. *The timeline of the preliminary DUIP draft prior to achievement data availability and a compressed schedule at the beginning of the school year to evaluate released data and resulting revisions to the DUIP.*

4. Future Considerations

- a. *It would be useful to have a level-set presentation on the DUIP to provide to DAC Members so that time in the meeting can be spent on the current year's specific challenges.*
- b. *At the beginning of the year it would be helpful to provide DAC Members with a revised DUIP highlighting the changes from the preliminarily approved DUIP the previous spring so that pivots due test data can be quickly reviewed.*

D. Charter Schools Subcommittee

1. Objectives and Goals

- a. *Implementation of the district's new rubric in evaluating renewals and application*
- b. *Timely review of renewal or new applications*

2. Summary of Work Completed

- a. *Conducted a Charter U to better inform the DAC Community about the role and operations of Charters in Jeffco*
- b. *Review of four charter renewals applications according to new rubric*
- c. *Suggested changes to charter rubric based on review experience*
- d. *Review of Option to Charter conversion application and recommendation*

3. Challenges & Opportunities

- a. *The new rubric was cumbersome and confusing to use and required some additional consideration*

4. Future Considerations

- a. *Does Jeffco want the DAC to continue to review charter renewals and is there a revised tool?*

III. Special Projects & Initiatives

1. **Chronic Absenteeism**
 2. **Recommendations to the board and requests for collection of additional data that would inform additional suggestions**
 3. **Receiving and interpreting requested information for more targeted interventions**
-

IV. Summary & Recommendations

1. **Overall Reflection on DAC's Work This Year**
 - a. *This year the DAC worked on refocusing on meeting our statutory requirements, and role as a board advisory committee*
 2. **Key Recommendations for Next Year's DAC**
 - a. *Continued special project engagement*
 - b. *Distributing level set information to DAC members in advance of meetings to ensure meetings are focused on providing input and advice to the board on current issues*
 3. **Potential Areas for Growth and Improvement**
 - a. *Earlier and reimagined SAC survey*
 - b. *Strengthening the link with SACs and providing better communication*
-

V. Appendices

Agendas, minutes, and presentation materials can be found on the Jeffco DAC website <https://www.jeffcopublicschools.org/about/board-of-education/board-advisory-committees/district-accountability-committee>



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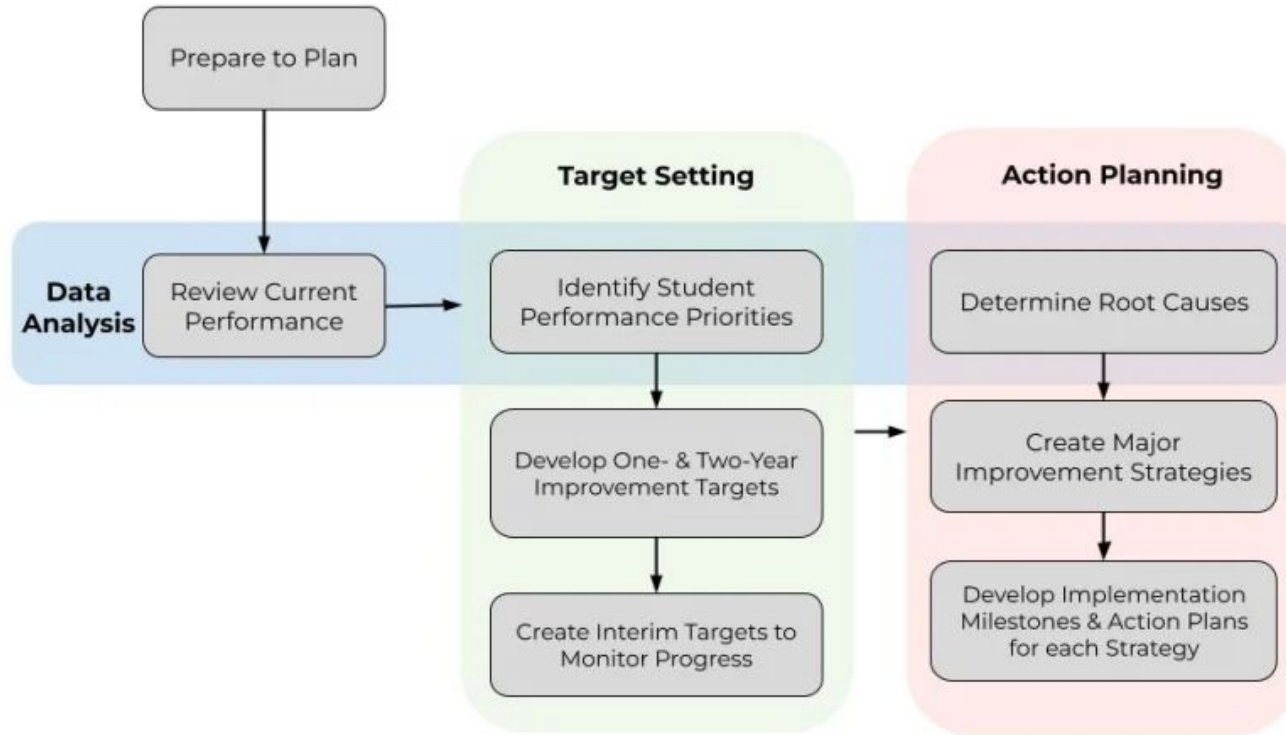
DUIP (District Unified Improvement Plan)

DAC
September 16, 2025

Agenda

- DUIP Background and Review
- 2024-25 District Outcomes
 - Overall CMAS and PSAT/SAT Results
 - Updated DUIP Targets
- Discussion
- Next steps

CDE's Unified Improvement Planning Process



DUIP and Strategic Plan Alignment

- DUIP major improvement strategies aligned to [Jeffco Thrives](#)

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

- Expectation: School UIPs align to district major improvement strategies

School Level Major Improvement Strategies

- MIS #1 - Culture of Instructional Excellence
- MIS #2 - Culture of Safety and Belonging

Intentional alignment and symmetry to district MIS's

Flexible to school-specific needs



DAC DUIP May 2025 Feedback

What Resonates?	Suggestions
Implementation of high-quality materials	Consistent implementation – provide supports to school staff
Mental and behavioral health	Bright spots – share best practices across schools
Connected goals - elevating teaching and belonging to the same level	Budget – cost of DUIP initiatives
Give strategies time to work	Alleviate funding stress – supports for teachers, support staff, and administrators

Grade	CMAS MATH - %Met/Exceeded				
	2023 %M+E	2024 %M+E	2025 %M+E	Δ from 2024	Δ from 2023
3	48	49	50	+1	+2
4	40	41	44	+3	+4
5	42	43	45	+2	+3
6	32	33	38	+5	+6
7	31	37	36	-1	+5
8	39	42	42	No change	+3

%M+E =
percent met/
exceeded

Δ =
percentage
pt. difference

	CMAS English Language Arts - %Met/Exceeded				
Grade	2023 %M+E	2024 %M+E	2025 %M+E	Δ from 2024	Δ from 2023
3	48	51	50	-1	+2
4	53	51	51	No change	-2
5	56	57	58	+1	+2
6	49	50	52	+2	+3
7	50	51	53	+2	+3
8	48	49	49	No change	+1

%M+E = percent met/exceeded; Δ = percentage pt. difference

CMAS Growth Data

Grade Level	ELA/RW*	Math
4	55	52
5	50	48
6	46	51
7	44	50
8	48	51
9	N/A	57
10	51	51
11	53	54

*ELA - CMAS English language arts; RW - P/SAT Reading & Writing

- CDE does not calculate growth from 8th grade CMAS to 9th grade PSAT for English language arts

2024-25 Performance Target Outcomes

Targets 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:

- Observations or questions about the District UIP developed last year with the DAC
- How can this information support your work with SACs for school UIP development?

Share out one consideration to whole group

DUIP Next Steps

2025-26 DUIP Completion

- Returning DAC subcommittee members review final draft plan & recommend to Board on 9/24/25
- Board presentation in early October
- Submit to CDE by October 15, 2025

2026-27 DUIP Process

- Monitor progress on current DUIP first semester
- Develop next year's draft DUIP second semester with DAC

Student Performance Priorities

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

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

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)

What are our greatest needs?

What should improve?

How will we get there?

2024-25 District Unified Improvement Plan (DUIP) Performance Targets

READ Act Goals

GOAL: The percent of students scoring "well below" and "below" benchmark for **DIBELS 8** will decrease by:

- K - 30 points
- 1 - 20 points
- 2 - 10 points
- 3 - 10 points

Grade	DIBELS 8 BOY % Below/ Well Below	DIBELS 8 EOY % Below/ Well Below	Met/ Approached Not Met	Percentage Point Decrease
K	60%	18%	Met ▾	42
1	42%	21%	Met ▾	21
2	39%	27%	Met ▾	12
3	34%	29%	Not Met ▾	5

GOAL: Beginning of Year to End of Year **MAP Reading** growth will meet or exceed the 55th percentile for grades 1, 2, and 3 including demographics for specialized populations: Students eligible for free/reduced lunch (FRL), Students of color, gender, multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)

Map Reading Growth Grades 1-3 (Combined)	Met/ Approached Not Met	Observed median growth
All students	Met ▾	63rd
Students eligible for free/reduced lunch (FRL)	Approached ▾	52nd
Students of color	Approached ▾	54th
Gender	Met ▾ Met ▾	Female 62nd Male 64th
Multilingual learners	Not Met ▾	44th

Gifted/Talented	Met ▾	65th
Students with Individualized Educational Programs (IEPs)	Not Met ▾	46th

Literacy Goals

GOAL: The percent of students who met/exceeded on CMAS ELA Grade 3 will increase from 51% to 53% in 2024-25 and from 53% to 56% in 2025-26.		
CMAS ELA Achievement	Met/ Approached Not Met	Change from 2024
2025 - 50%	Not Met ▾	1 percentage pt decrease

MAP Reading Growth Grade 3	Met/ Approached Not Met	Observed median growth
All students	Met ▾	59th
Students eligible for free/reduced lunch (FRL)	Not Met ▾	48th
Students of color	Approached ▾	50th
Gender	Met ▾ Met ▾	Female 58th Male 59th
Multilingual learners	Not Met ▾	45th
Gifted/Talented	Met ▾	64th
Students with Individualized Educational Programs (IEPs)	Not Met ▾	42nd

GOAL: The **CMAS ELA Grade 4** Median Growth Percentile will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations: Students eligible for free/reduced lunch (FRL), Students of color, gender, multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)

CMAS ELA Growth Grade 4	Met/ Approached Not Met	Observed median growth
All students	Met ▾	55th
Students eligible for free/reduced lunch (FRL)	Not Met ▾	46th
Students of color	Not Met ▾	48th
Gender	Met ▾ Approached ▾	Female - 55th Male - 54th
Multilingual learners	Approached ▾	50th
Gifted/Talented	Met ▾	65th
Students with Individualized Educational Programs (IEPs)	Not Met ▾	47th

Mathematics Goals

GOAL: The percent of students who met/exceeded on **CMAS Math Grade 5** will increase from 43% to 45% in 2024-25 and from 45% to 48% in 2025-26.

CMAS Math Achievement	Met/ Approached Not Met	Change from 2024
2025 - 45%	Met ▾	2 percentage pts

GOAL: The **CMAS Math Grade 5** Median Growth Percentile will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations :Students eligible for free/reduced lunch (FRL), Students of color, gender, multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)

CMAS Math Growth Grade 5	Met/ Approached Not Met	Observed median growth
All students	Not Met	48th
Students eligible for free/reduced lunch (FRL)	Not Met	45th
Students of color	Not Met	46th
Gender	Not Met Not Met	Female -49th Male - 48th
Multilingual learners	Approached	51st
Gifted/Talented	Met	55th
Students with Individualized Educational Programs (IEPs)	Not Met	44th

GOAL: The percent of students who met/exceeded on **CMAS Math Grade 8** will increase from 42% to 44% in 2024-25 and from 44% to 47% in 2025-26...

CMAS Math Achievement Grade 8	Met/ Approached Not Met	Change from 2024
2025 - 42%	Not Met	No change

GOAL: The **CMAS Math Grade 8** Median Growth Percentile will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations: Students eligible for free/reduced lunch (FRL), Students of color, gender, multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)

CMAS MATH Growth Grade 8	Met/ Approached Not Met	Observed median growth
All students	Approached	51st
Students eligible for free/reduced lunch (FRL)	Not Met	43rd
Students of color	Not Met	46th
Gender	Approached Approached	Female - 50th Male - 51st

Multilingual learners	Not Met ▾	43rd
Gifted/Talented	Met ▾	57th
Students with Individualized Educational Programs (IEPs)	Not Met ▾	48th

Postsecondary Workforce Readiness (PWR) Goals

Freshman On Track	Met/Not Met	Observed percent
Increase the percent of freshman earning 6 credit hours by the end of their 9th grade year from 74% to 76%	Met ▾	76%

Graduation Rates	Met/Not Met	Observed percent
The 4-year graduation rate for the 2023-2024 cohort will increase from 85.0% to 86.0% (one-year target) and for the 2024-2025 cohort 87.0% (two-year target)	Not Met ▾	2023-24 cohort - 84.6%
The 7-year graduation rate from the 2020-2021 cohort will increase from 89.6% to 90.6% (one-year target) and for the 2021-2022 cohort to 91.6% (two-year target)	Not Met ▾	2020-21 cohort - 89.3%

PSAT and SAT

GOAL: The P/SAT grades 9-11 Math and P/SAT grades 10-11 Reading/Writing Growth Percentiles will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations: Students eligible for

free/reduced lunch (FRL), Students of color, gender, multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)		
P/SAT 9 Math Growth	Met/ Approached Not Met	Observed median growth
Overall	Met ▾	57th
Students eligible for free/reduced lunch (FRL)	Not Met ▾	47th
Students of color	Approached ▾	53rd
Gender	Approached ▾ Met ▾	Female - 54th Male - 59th
Multilingual learners	Not Met ▾	39th
Gifted/Talented	Met ▾	67th
Students with Individualized Educational Programs (IEPs)	Not Met ▾	40th

P/SAT 10 Reading/Writing Growth	Met/ Approached Not Met	Observed median growth
Overall	Approached ▾	51st
Students eligible for free/reduced lunch (FRL)	Not Met ▾	48th
Students of color	Not Met ▾	49th
Gender	Approached ▾ Approached ▾	Female - 52nd Male - 50th
Multilingual learners	Not Met ▾	42nd
Gifted/Talented	Met ▾	60th
Students with Individualized Educational Programs (IEPs)	Not Met ▾	46th

P/SAT 10 Math Growth	Met/ Approached Not Met	Observed median growth
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Overall	Approached ▾	51st
Students eligible for free/reduced lunch (FRL)	Not Met ▾	42nd
Students of color	Not Met ▾	46th
Gender	Approached ▾ Approached ▾	Female - 51st Male - 51st
Multilingual learners	Not Met ▾	46th
Gifted/Talented	Met ▾	59th
Students with Individualized Educational Programs (IEPs)	Not Met ▾	43rd

SAT Reading/Writing Growth	Met/ Approached Not Met	Observed median growth
Overall	Approached ▾	53rd
Students eligible for free/reduced lunch (FRL)	Not Met ▾	48th
Students of color	Approached ▾	50th
Gender	Approached ▾ Met ▾	Female - 50th Male - 57th
Multilingual learners	Not Met ▾	38th
Gifted/Talented	Met ▾	57th
Students with Individualized Educational Programs (IEPs)	Not Met ▾	42nd

SAT Math Growth	Met/ Approached Not Met	Observed median growth
Overall	Approached ▾	54th
Students eligible for free/reduced lunch (FRL)	Not Met ▾	48th
Students of color	Approached ▾	51st

Gender	Approached ▾ Approached ▾	Female - 54th Male - 53rd
Multilingual learners	Not Met ▾	39th
Gifted/Talented	Met ▾	57th
Students with Individualized Educational Programs (IEPs)	Not Met ▾	44th

Concurrent Enrollment	Met/Not Met	Observed percent
The number of unique students participating in concurrent enrollment classes will increase from 7,295 in 2023-24 to 7,660 in 2024-25	Pending	

Other Indicators

Attendance	Met/Not Met	Observed percent
The annual district attendance rate will increase from 91.7% in 2023-24 to 92.7% in 2024-25	Not Met ▾	91.6%
The annual district chronic absenteeism rate will decrease from 25.3% in 2023-24 to 22.3% in 2024-25	Not Met ▾	26.6%

Engagement	Met/Not Met	Observed percent
For the annual Jeffco student survey, the following areas will increase from the prior year:		
The percent of favorability for <i>School Engagement</i> will increase: <ul style="list-style-type: none"> Elementary from 49% in 2023-24 to 51% in 2024-25 (grades 3-5) 	Met ▾	51%

<ul style="list-style-type: none"> Secondary from 24% in 2023-24 to 26% in 2024-25 (grades 6-12) 	Met ▾	28%
<p>The percent of favorability for <i>School Belonging</i> will increase:</p> <ul style="list-style-type: none"> Elementary from 63% in 2023-24 to 65% in 2024-25 (grades 3-5) 	Met ▾	65%
<ul style="list-style-type: none"> Secondary from 35% in 2023-24 to 37% in 2024-25 (grades 6-12) 	Met ▾	39%

Discipline

Note: Due to the development of a Jeffco discipline PowerBI dashboard using calculations aligned to CDE discipline reporting, these targets are not reportable for 2024-25 but will be included with a new baseline for the revised calculation for 2025-26 DUIP targets.

The overall out of school suspension rate for the district will decrease from 33.8% in 2023-24 to 32.3% in 2024-25.

Decrease the risk ratio for disproportional out of school suspensions for:
 Black/African American from 6.1 to 4 risk ratio
 Hispanic from 2.7 to 1.7.

(What this means: Black/African American students are 6.1 times as likely to be suspended as White students and Hispanic students are 2.7 times more likely to be suspended than White students)

Book District Policies - Jeffco Public Schools

Section K: School-Community-Home Relations

Title Family-School-Community Partnership Policy

Code KB

Status Active

Adopted October 14, 1999

Last Revised December 17, 2018

The district recognizes that family-school-community partnerships are essential for improved student achievement, school success, and a positive learning environment. "Family-school-community partnership" means collaboration between families, school staff, and community, as knowledgeable and equal partners in order to support the shared goal of educating students effectively.

This school district and the schools within its boundaries, in collaboration with families and the community, shall establish programs and practices that enhance family-school-community partnerships and reflect the specific needs of students, their families, school staff, and the community. The district shall foster and support active family-school-community partnership practices.

To this end, the Board supports the development, implementation and regular evaluation of family-school-community partnership practices in each school and at the district level, including but not limited to local school accountability committees, PTAs and/or other parent organizations, and community organizations. In order for family-school-community partnerships to be highly impactful on student learning, the practices must be (1) linked to learning, (2) relational, (3) collaborative, (4) systemic, (5) **CULTURALLY AND LINGUISTICALLY RESPONSIVE**, and (6) sustained. The following research-based components, **WHICH ARE IN STATE LAW 22-7-302(5), C.R.S.**, will be used as a comprehensive and coordinated framework to guide family-school-community partnership work:

- **Standard 1: Welcoming WELCOME all families into the school community** - Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. THE SCHOOLS TREAT FAMILIES AS VALUED PARTNERS IN THEIR CHILDREN'S EDUCATION AND FACILITATE A SENSE OF BELONGING IN THE SCHOOL COMMUNITY.
- **Standard 2: Communicating COMMUNICATE effectively** - Families and school STAFF SUPPORT staff to engage in regular, PRACTICE, TIMELY, AND two-way, meaningful communication about student learning SO THAT ALL FAMILIES CAN EASILY UNDERSTAND AND CONTRIBUTE TO THEIR CHILDREN'S EDUCATIONAL EXPERIENCE.
- **Standard 3: Supporting SUPPORT student success** - Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively. SCHOOLS BUILD THE CAPACITY OF FAMILIES AND EDUCATORS TO CONTINUOUSLY COLLABORATE TO SUPPORT STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING.
- **Standard 4: Speaking SPEAK up for every child** - Families are empowered to be advocates for their own and other children and to ensure that students are treated fairly

~~and have access to learning opportunities that will support their success.~~ SCHOOLS AFFIRM FAMILY AND STUDENT EXPERTISE AND ADVOCACY SO THAT ALL STUDENTS ARE TREATED FAIRLY AND HAVE ACCESS TO RELATIONSHIPS AND OPPORTUNITIES THAT WILL SUPPORT THEIR SUCCESS.

- **Standard 5: ~~Sharing~~ SHARE power** - Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. SCHOOLS PARTNER WITH FAMILIES IN DECISIONS THAT AFFECT CHILDREN AND FAMILIES, AND TOGETHER – AS A TEAM – INFORM, INFLUENCE, AND CREATE POLICIES, PRACTICES, AND PROGRAMS.
- **Standard 6: ~~Collaborating~~ COLLABORATE with community** - ~~Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.~~ SCHOOLS COLLABORATE WITH COMMUNITY ORGANIZATIONS AND MEMBERS TO CONNECT STUDENTS, FAMILIES, AND STAFF TO EXPANDED LEARNING OPPORTUNITIES, COMMUNITY SERVICES, AND CIVIC PARTICIPATION.