Comprehensive Boundary Study Findings and Reports

June 2024

Reports by FLO Analytics, GBSM Inc.
Commissioned by Jeffco Public Schools

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JEFFCO PUBLIC SCHOOLS

Table of Contents

Introductory Letter (Jeffco Public Schools)

Final Report (FLO Analytics)

Appendices with Previous Reports (FLO Analytics)

Community Engagement Memo (GBSM)

Survey Insights Slideshow (GBSM)

Focus Group Insights Slideshow (GBSM)

Presentations to Jeffco Board of Education

- September
- February
- April
- June

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A Message from Jeffco Public Schools

June 2024

Background

For more than two decades, shifting demographics have changed the landscape of our community. Jeffco Public Schools serves 91% of all school-aged children in the county. Yet, the district's enrollment continues to decline. Lower birth rates and the rising cost of housing have resulted in fewer school-age children in Jeffco over the past two decades. This is also a state and nation-wide trend.

Enrollment in Jeffco began declining more than two decades ago, it accelerated during the pandemic when Jeffco lost an additional 5,000 students over three years. These losses affected most Jeffco schools, leading to nearly 50 elementary schools that were filling fewer than 60% of the seats in their building. The district had run out of road. It had 30,000 empty seats and its smallest schools were no longer sustainable.

In the spring of 2021, Allendale Elementary was closed, followed by Fitzmorris Elementary the following year. By June 2024, an additional 19 small elementary, K-8, and middle schools would be closed. This amounted to 21 boundary changes between the 2020-21 and 2023-24 school years. Recognizing the significant impact of these changes on the community and enrollment continuing to decline, the Board of Education requested that the district commission and complete a boundary study to begin planning for the future.

Boundary Study findings

It is important for our Jeffco community to know that, at the time of publication, the district does not expect to recommend any additional school closures in the next three years. The closure of 21 schools in the past three years better positions Jeffco to endure continued enrollment declines which are expected to result in 1,000 fewer students each year until at least the 2027-28 school year.

The boundary study on the following pages—the collection of reports and analysis conducted by our partners FLO Analytics with community engagement from GBSM—is an important step in building a long-term roadmap and transparently sharing our findings with our community. It does three things:

1. The boundary study provides insight into how the district, in the short-term, can strengthen our systems with:
    a. A refined point of view about what we should be tracking (e.g., consistency in how we track program-based enrollment)
    b. A renewed focus on re-evaluating our methodologies for calculating key metrics (e.g. enrollment projections and building capacities) and working with our principals on strategic choice management.
    c. An annual data reporting process that provides decision-makers with accurate, timely and relevant data.
2. The boundary study finds that the district can, consistent with its principles in this process (outlined below), make very small adjustments aligned with established enrollment patterns and trends.
3. The boundary study shares longer-term insights into enrollment trends to guide the district as we deal with:
    a. Growth in two isolated areas of our district
    b. Continued declines in most areas of our district that, at some point in the future, will require additional school consolidations.

As the district embarks on a capital planning process that includes all of our buildings, we will incorporate these findings into a strategic capital plan that helps us plan responsibly and proactively for our future. By planning for our enrollment reality alongside our capital resources, we can ensure that each dollar invested supports student learning in the long run.

Values and approach

Our partners in this work, FLO Analytics, encouraged the district to clearly and explicitly define, from the start of the project, how we would make decisions about what boundary changes to consider. As a result, the district distilled several internal guiding principles, informed by Jeffco's values, past experiences and current challenges. These principles included:

1. **Make Only the Most Critical Moves:** Focus on decisions that make the most progress toward our goals while affecting the fewest students
2. **Minimize Disruption:** If we adjust a boundary, grant an exemption to allow current students to remain at their schools despite boundary adjustments
3. **Understand the Pattern:** If we adjust a boundary, explore patterns in choice enrollment to align the change with what families are already choosing

4. **Support Strategic Choice Management:** Consider practices to manage choice enrollment at the small proportion of Jeffco schools that are nearing or are over their 100% of their designed capacity
5. **Consider All Options:** Evaluate multiple ways to achieve our goals and analyze the impact on students, our community, and schools
6. **Think Ahead:** Marry insights with a long-term Strategic Capital Plan so that we can make decisions that support our community now and in the future
7. **School leaders are key:** Future decisions should be made with principal leadership and community engagement
8. **Maximize our resources:** Make decisions that ensure that we responsibly use financial resources to support student outcomes

These principles were a beacon as we evaluated dozens of potential changes, and the impact of those changes, modeled by our partners at FLO. Our principles align with those that FLO articulates in the report. There were times when these principles were in conflict with one another. Above all, we prioritized minimizing disruption to our community. The final findings in this report represent the changes that will help us make progress, today, toward responsible and proactive planning for our future while disrupting the least number of families in the process.

However, we also recognize the utility of revisiting these findings and evaluating additional changes regularly to align with, for example, where families live and don't live or where the school choices they are making demonstrate a clear pattern or preference. Aligned with Principle 3, we should capitalize on opportunities to make changes in alignment with families choices and its overall goals as they arise.

What we've learned: Boundaries and behavior

In the past, boundary changes helped to balance enrollment across schools about half the time. However, simply moving boundary lines without closing a school and eliminating that option is unlikely to force a change in enrollment behavior of our families. The primary reason for this is school choice, which has been Colorado state law for more than 30 years. In the 2023-24 school year, 40% of Jeffco families chose schools outside of their designated boundaries. Even after closing 21 schools, most Jeffco schools have excess capacity and the ability to choice-enroll students from outside of their boundary.

As a result of surveys and focus groups with Jeffco families, we learned more about why Jeffco families make the school choices they do, whether they are choosing their neighborhood school, a nearby traditional school, an option school, or a charter

school. In short, our conversations with families have illustrated that the reasons behind school choice are varied, complex, and deeply personal to families – there is no one single driver of choice that could likely influence behavior on a large scale.

One crucial insight from this boundary study has been that specialized programming does not necessarily draw in new families to Jeffco, instead, these programs simply encouraged more movement within the district itself. The idea that there are more students out there who can be attracted via specialized programming and reverse Jeffcos enrollment declines is a myth..

What has been affirmed through this process is that families value quality school experiences. They typically rate factors such as instructional/academic quality, feelings of connection, and supports that meet their child's needs, and distance from home/work as important factors in their school choice. The research has also provided clarity on how families evaluate the quality of a school. Most families (71% of survey respondents) get their information about the quality of a school from word-of-mouth sources. Just over half of survey respondents rely on direct experience with schools to inform their perspective on the quality of the school.

We can be smarter today than we were yesterday

In Jeffco, we often talk in terms of "the truth" and "the hope." The truth is, further boundary adjustments beyond the 21 recently made, are unlikely to result in more robust enrollment in under-enrolled schools. Essentially, boundary adjustments will not fix declining enrollment. However, the hope is, boundary adjustments and established processes to manage choice enrollment will support more sustainable enrollment in the few areas of our district that are experiencing growth and over-enrollment in schools. Due to the fact that 91% of Jeffco students attend a Jeffco school, students who do not receive an offer to attend their school of choice, will likely attend another Jeffco school, thus growing the enrollment at that school. This is something we will need to monitor and track, annually. On average 54% of students who attended a consolidated school enrolled at one of their named receiving schools, and on average 87% of students who attended a consolidated school re-enrolled at a Jeffco school for the following year.

Additionally, information is power and we intend to share this information throughout our system, with our school leaders, and publicly on the FCB dashboard. The insights gained on choice enrollment from the survey and focus groups, along with more accessible building capacity calculations, historic capture rates, and

enrollment projections can help us collaboratively plan for how best to serve existing Jeffco students in their region, articulation area, and school.

School leaders are key: Working in partnership with our school principals

One of our guiding principles is that school leaders are key. This means that future decisions that would impact school communities should be made with principal leadership and community engagement. Jeffco recognizes and respects its school principals as trusted leaders in their communities. As we reached the final phase of the boundary study, we consulted with principals whose school communities are implicated in this report. Their input was invaluable in evaluating the impact of possible changes on their school communities. Furthermore, in May 2024, the district offered a preview of findings from the boundary study to school principals.

Moving forward

As we contemplate our next steps, we would like to reiterate that, at this time, the district does not expect to recommend additional school closures in the next three years. Over the coming months, Jeffco staff will create an action plan from the boundary study findings that it will bring forward to the Board of Education in August 2024. In September 2024, the Board will study and take action on the district's recommendation for the minor, short-term, boundary changes based on the study's findings. This timeline is aligned with the 2025-26 choice enrollment process which will launch in December 2024.

Additionally, the longer-term findings outlined in the boundary study require significant planning. The district is preparing to do its third concentrated demographic study which will focus on the City of Arvada. Previous studies focused on the City of Edgewater and the City of Wheat Ridge. These studies provide both the district, and its municipal partners, with a clearer understanding of shifting or changing demographics specific to school-aged children.

Related to long-term findings, following the release of official October Count numbers for the 2024-25 school year, the district will reexamine the report finding on articulation-area sustainability and future consolidations. Should the October Count data be on track with the projections that led to the findings, the district will put together a prospective timeline for community engagement and planning. It should be noted that, as documented in the report, some of this work is more urgent and will be prioritized as such.

Finally, the boundary study addresses new builds that were previously anticipated in two areas of Jeffco. While the boundary study finds that growth in student enrollment can be accommodated at Jeffco's existing schools without new buildings, this summer the district's internal planning team will run impact studies on two scenarios – building the two schools or not building the schools and the impact each scenario would have on surrounding schools. It should be noted that the grade configurations originally anticipated for the new buildings in 2018 are currently misaligned with the actual growth in student population we are seeing in 2024. The impact study will be conducted based on a grade configuration aligned with the actual need. We anticipate that the Board will study this in late fall 2024 for a decision by the end of the calendar year.

In conclusion, we wish to share our gratitude to the current and previous Board for their support of the boundary study project. We are also grateful to our partners at FLO Analytics and GBSM for their expertise and partnership.

In many ways, this process was unique in that it followed on the heels of 21 boundary changes over three years. Yet, our partners were agile, flexible and innovative in their thinking. This approach, which resulted in findings related to short-term improvements and long-term planning for future footprint adjustments, provides the district and our Board a critical guide where there was previously none.

JEFFERSON COUNTY PUBLIC SCHOOLS

Boundaries and Articulation Area Analysis

Final Report

Prepared for:

Jeffco Public Schools

May 30, 2024

Project No. F2466.01.001

Prepared by:

FLO Analytics

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Boundaries and Articulation Area Analysis

Final Report

The material and data in this report were prepared under the supervision and direction of the undersigned.



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CONTENTS

1 Introduction 2
1.1 Background 2
1.2 Project Components and Deliverables 2
2 Boundary Modeling Process 5
2.1 Guiding Principles and Model Parameters 5
2.2 Timeline and Meeting Schedule 6
2.3 Data and Methodology 6
2.3.1 Data Inputs 6
2.3.2 Data Assumptions 7
2.4 Boundary Modeling 7
3 Key Findings and Final Recommendations 8
3.1 Key Findings Across All Analyses Completed in the Project 8
3.2 Final Articulation Area Recommendations 10
3.2.1 Articulation Areas with No Recommendations 10
3.2.2 Short-Term Recommendations 11
3.2.3 Long-Term Boundary Considerations 16
3.3 Additional Recommendations 18

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FIGURES AND TABLES

Figures

Figure 1-1 Boundary and Articulation Area Analysis Project Timeline
Figure 3-1 Trailstone Development Boundary Adjustment
Figure 3-2 Blue Heron ES and Westgate ES Option Area Recommendation
Figure 3-3 Fairmount ES and Mitchell ES Option Area Recommendation

Tables

Table 1-1 Boundary Project Components and Deliverables
Table 1-2 Board Presentations
Table 3-1 Articulation Areas with No Boundary Adjustment Recommendations
Table 3-2 Articulation Areas with Short-Term Recommendations
Table 3-3 Articulation Areas with Long-Term Elementary Boundary Considerations
Table 3-4 Articulation Areas with Long-Term Secondary Boundary Considerations
Table 3-5 Articulation Area with Long-Term Articulation Area-Wide Boundary Considerations

APPENDIXES

Appendix A Enrollment Trends, Boundary Alignment, and Enrollment Analysis
Appendix B School Choice Analysis
Appendix C Analysis of Membership Projections
Appendix D School Program Analysis

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ABBREVIATIONS

the Board	Jeffco Board of Education
the District	Jefferson County Public Schools
EMA	enrollment modeling application
ES	elementary school
FLO	FLO Analytics
GBSM	GBSM, Inc.
HS	high school
Jeffco	Jefferson County Public Schools
K-8	kindergarten through eighth
MS	middle school
SIS	student information system

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EXECUTIVE SUMMARY

This final report is the culmination of the boundary and articulation area analysis completed by FLO Analytics and GBSM, Inc., for Jefferson County Public Schools (the District, Jeffco).

All deliverables were developed with the primary goal of providing the District with objective research and analysis of student enrollment trends (past, present, and future, including special programs and school choice) to inform school boundary planning and support District leadership's long-term planning decisions to best serve the needs of all students in Jeffco.

This report provides key findings and recommendations from across the analyses, including short-term recommendations and long-term considerations for school boundaries, to foster more sustainable school enrollment. The recommendations are meant to provide a roadmap so that the District can plan responsibly in partnership with the Jeffco Board of Education (the Board), families, school leadership, educators, and the broader community.

Key Findings

1. The District enrolls a high percentage of students who live in Jefferson County. However, due to student population declines, enrollment has also declined and is projected to continue to decline in most areas of the District. This results in underenrolled schools and creates the need to continually assess the District's enrollment footprint.
2. There are a number of schools that are under 60 percent utilization or are projected to be in the future. The District should include solutions for this in their long-term strategic planning.
3. There are high levels of school choice within the District. In some cases, this exacerbates the low enrollment of already underutilized schools or the over enrollment of schools that are at or over capacity. The District does not yet have formal guidance established to strategically manage school choice in alignment with student enrollment monitoring systems and facility planning.
4. Program offerings are one of many factors that influence family decision-making about which school to send their child to. The District does not centrally track enrollment in all special programs; this makes it challenging to analyze student enrollment in those programs and to create long-term planning for quality program offerings that provide equitable geographic access for all students. Note: FLO did not analyze the quality of programs.

Recommendations for Consideration

- Implement boundary changes that optimize system efficiency and create a more sustainable enrollment footprint.
- Establish a clear methodology for determining school capacities and set utilization parameters.
- Create a mechanism for special program enrollment to be tracked in the Student Information System.
- Develop a strategic choice management plan that includes more clearly delineating between the number of students who live in a boundary and the number of choice students as drivers of future enrollment patterns.
- Develop an annual reporting system and structure to regularly evaluate enrollment trends, projections, and facility capacities to inform long-term planning and promote transparent information-sharing.

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1 INTRODUCTION

This final report is the culmination of the boundary and articulation area analysis completed by FLO Analytics (FLO) and GBSM, Inc. (GBSM), for Jefferson County Public Schools (the District, Jeffco). This report provides an overview of the entire project, describes the boundary modeling process, and provides the final findings and recommendations. This report includes the following sections:

- Section 1: introduction to the project, background on the project, and a list of the project components and deliverables.
- Section 2: a description of the boundary modeling process.
- Section 3: key findings and recommendations.

The other memoranda that FLO produced for this project are included as appendixes, along with the final community engagement memo produced by GBSM.

1.1 Background

On December 7, 2022, the District released an RFP for a boundary and articulation area analysis. The RFP stated that due to a shift in demographics, declining enrollment, and high rates of school choice within the District, the District sought to do the following:

> *Hire an experienced and analytical leader or organization to conduct a comprehensive study of the district's current school boundaries, articulation patterns, enrollment patterns, and student assignment protocols and policies, in an effort to make strategic recommendations, grounded in the District's current and anticipated context, to District staff that could be, in turn, implemented.*

FLO responded to the RFP and was ultimately awarded the contract on February 27, 2023, with an expected completion date of July 31, 2024.

1.2 Project Components and Deliverables

Beginning in March 2023, FLO and GBSM team members worked closely with District staff to plan the course of the project, understand the needs of the District, set expectations for deliverables, and determine the timeline. The deliverables and timeline were adjusted as needed throughout the project to meet the needs of the District. The final timeline is in Figure 1-1.

All deliverables were developed with the primary goal of providing the District with objective research and analysis of student enrollment trends (past, present, and future, including special programs and school choice) to inform school boundary planning and support District leadership's long-term planning decisions to best serve the needs of all students in Jeffco.

The final project consisted of seven main components and accompanying deliverables (Table 1-1). FLO completed all the data analytics components and GBSM, in consultation with FLO, completed the community engagement portion of the work.

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Figure 1-1: Boundary and Articulation Area Analysis Project Timeline

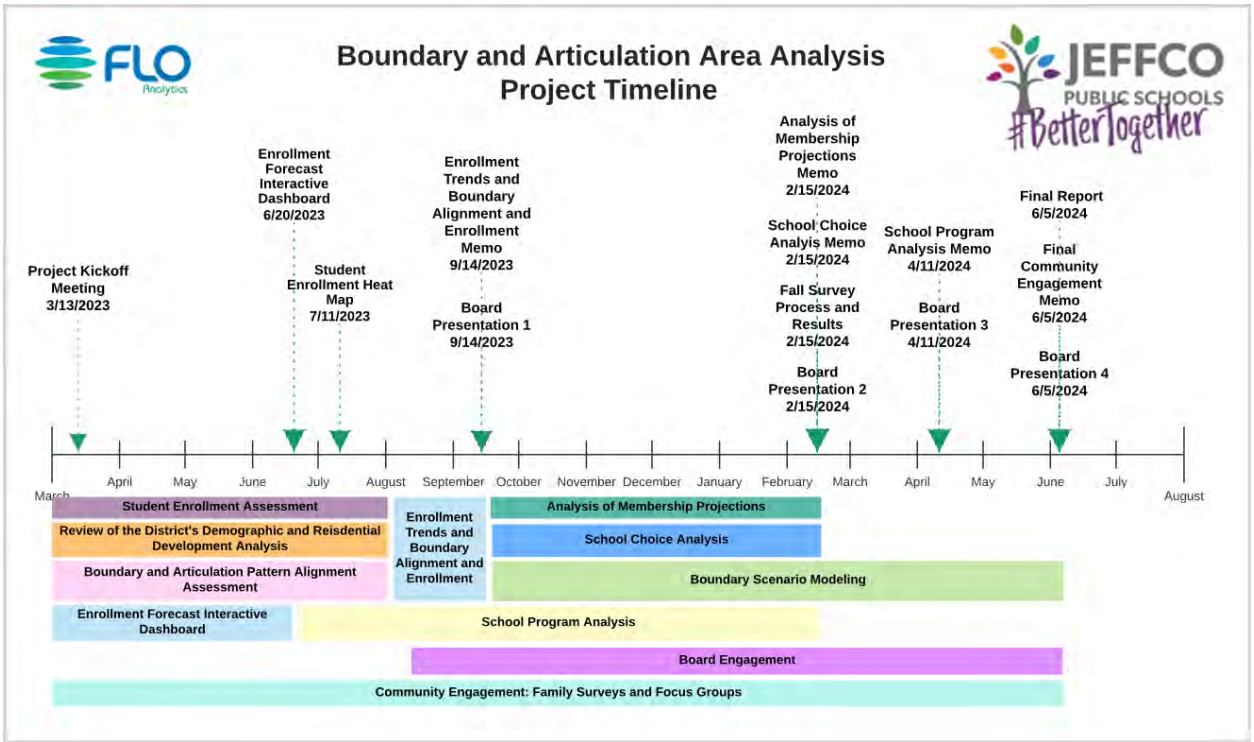


Table 1-1: Boundary Project Components and Deliverables

Project Component	Deliverable
The *Enrollment Trends and Boundary Alignment and Enrollment Report* included the following: • Student enrollment assessment • Review of the District's demographic and residential development analysis • Boundary and articulation pattern alignment assessment	*Enrollment Trends and Boundary Alignment and Enrollment Reporting Memo* (Appendix A)
School choice analysis	*School Choice Analysis Memo* (Appendix B)
Analysis of the District's membership projections	*Analysis of Membership Projections Memo* (Appendix C)
Enrollment forecast interactive dashboard	Enrollment Forecast Interactive Dashboard and Heat Map
School program analysis	*School Program Analysis Memo* (Appendix D)
Boundary scenario modeling	Final report (this document)
Community engagement (including family surveys and focus groups)	*Final Survey and Focus Group* Memo produced by GBSM (Appendix E)

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Throughout the course of the project, FLO and GBSM gave presentations to the Jeffco Board of Education (the Board) to provide updates on the project and present the deliverables (Table 1-2).

Table 1-2: Board Presentations

Number	Date	Presentation Content
1	September 14, 2023	• FLO and GBSM introduced the project including information about each organization, the purpose of the project and the proposed timeline. • FLO presented the *Enrollment Trends and Boundary Alignment and Enrollment Reporting Memo*. • GBSM presented the initial community engagement plans including the fall survey.
2	February 15, 2024	• FLO presented the following memos: – *Enrollment Trends and Boundary Alignment and Enrollment Reporting Memo* – *School Choice Analysis Memo* – *Analysis of Membership Projections Memo* • GBSM presented the *Fall School Enrollment Survey Process and Results*.
3	April 11, 2024	• FLO presented the following memos: – *Analysis of Membership Projections Memo* – *School Choice Analysis Memo* – *School Program Analysis Memo*
4	June 5, 2024	• FLO presented the final report. • District staff presented the *Community Engagement Memo* produced by GBSM; it included the fall survey and the spring focus groups process and results.

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2 BOUNDARY MODELING PROCESS

A boundary modeling process helps school districts to understand the potential current and future enrollment implications when considering changes to school attendance area boundaries. The process consists of the District developing guiding principles, developing the tool used to model the boundary changes (an enrollment modeling application [EMA]), incorporating District enrollment projections into the EMA, and scenario development with continuous feedback from the District. The results of this process are short-term recommendations and identifying a set of areas to continue to monitor long-term for potential changes due to future enrollment.

All the boundary options were developed and evaluated with the primary goal to best serve all students in Jeffco as reflected in the guiding principles.

2.1 Guiding Principles and Model Parameters

In the early stages of the boundary modeling process, the District established a set of principles to guide the boundary review to ensure the scenarios reflected the District's priorities, goals, and values and ensure the options were ones the District could realistically implement. At times, the principles conflicted. Above all, the District prioritized minimizing disruption to students, families, and communities through this process. The guiding principles are listed below:

A clear thread throughout the guiding principles is creating a roadmap to continuously progress towards a sustainable enrollment footprint across its buildings to support the needs of all students while minimizing disruption to communities.

1. Evaluate multiple ways to achieve our goals and analyze the impact on students, our community, and schools, all with the primary focus of how to maximize resources to best serve all students.
2. Affect as few current students as possible through boundary changes.
3. Reduce the impact to students who live in Phase I or Phase II Regional Opportunities for Thriving Schools boundary change areas.

A set of parameters were also developed for creating the boundary scenarios for modeling:

1. Balance enrollment for schools that have low or high utilization (enrollment does not need to be balanced precisely among all schools).
2. Align boundary adjustments with existing student choice patterns.
3. Avoid boundary changes in school walk zones.
4. Review school option areas (where students are zoned for two schools) for benefits to students.
5. Review future residential development areas for boundary changes that would not impact current students.

These principles and parameters directly led to a series of recommendations that have low short-term impacts on current students and provided insights into potential long-term considerations for balancing enrollment.

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2.2 Timeline and Meeting Schedule

FLO and the District met six times during the boundary modeling process, with all work taking place between October 2023 and April 2024. In the first meeting on October 2, 2023, FLO and the District outlined the boundary modeling process and timeline, discussed guiding principles, confirmed the data to be used in the EMA, and established the meeting schedule for the process. FLO reviewed all articulation areas in addition to those flagged by the District. Between October 2023 and March 2024, FLO and the District held five more meetings to continue to refine the boundary options into the final recommendation.

2.3 Data and Methodology

To assess the viability of boundary changes, FLO performed desktop modeling in both geospatial and data analysis software and ran each option through the EMA. The EMA incorporates the District's current student information system (SIS) data, projected enrollment, and school capacity information, and it produces statistics on current and potential future enrollment for schools based on boundary changes. The EMA takes into account current student transfers into non-neighborhood schools when generating statistics.

2.3.1 Data Inputs

FLO used the following data inputs from the District in scenario development and the EMA:

- Current year (2023–24) SIS data including student location, residing attendance area/attending school to determine transfer rates, and student demographic characteristics
- Enrollment projections by grade and by school for 2027–28
- Current elementary, middle, kindergarten through eighth, and high school attendance area boundaries (school names in figures and text use ES, MS, K-8, and HS as an abbreviation) and option area boundaries
- Articulation area boundaries
- List of Phase I and Phase II Regional Opportunities for Thriving Schools school closures
- Facility capacity for each school, minus the capacity for pre-kindergarten classrooms (buildings are designed to go up to or over the capacity)
- School locations and walk zones around each school

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2.3.2 Data Assumptions

The following data assumptions were used within the data inputs and EMA:

- School choice patterns continue in the future (District-created enrollment projections).
- Current students choice enrolling continue to choice enroll to the same school even if boundaries are changed in their home attendance area.
- Current students choice enrolling to consolidated schools within a scenario are moved to the next nearest school with capacity.

One challenge with the modeling process was how to account for student choice. For example, the District's enrollment projections assume that, in the future, schools will continue accepting choice students at the same rate they have historically. This created unique challenges given recent boundary changes resulting from consolidations.

- Program classrooms were kept in the capacity total for a school, and pre-kindergarten classrooms were removed (e.g., Gifted and Talented, International Baccalaureate).
- Pre-kindergarten students were not included in the enrollment totals.

Data not included in the boundary modeling: school condition, school age, recent renovations, and capacity required for programming.

2.4 Boundary Modeling

In the process of developing and considering boundary options, it was crucial to first analyze and understand past, future, and projected student enrollment trends (as explained in the memos FLO produced) and have a better understanding of what matters most to families in making school enrollment decisions (as seen in the results of the fall 2023 family survey conducted by GBSM).

Spring 2024 family focus groups also provided a deeper understanding of family decision-making and educational values.

FLO modeled boundary options with the District using enrollment balancing solutions that included the following:

1. Changing boundary lines
2. Grade reconfiguration
3. Creating option schools
4. School consolidations

The District's goal in this process was to develop a long-term roadmap for managing continued enrollment declines. FLO and the District partnered to explore multiple options to balance enrollment.

The final boundary options were drawn from what was learned in prior work, and options were classified as either short-term recommendations or long-term boundary changes:

- **Short-term recommendations** are on a smaller scale, more time sensitive, or reflected a need to balance enrollment in the next two school years.
- **Long-term boundary changes** are larger considerations the District could implement in the future based on projected and actual enrollment and are to be made in tandem with the District's strategic capital plan. The District and the Board should continue their efforts to engage school leaders, educators, families, and community members in their long-term planning processes.

The final recommendations in Section 3 include short-term recommendations for six out of the 17 articulation areas and long-term considerations for six out of the 17 articulation areas.

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3 KEY FINDINGS AND FINAL RECOMMENDATIONS

The following findings reflect the learning from all the analyses completed as part of this project. The considerations for boundary changes (which incorporate the enrollment trends and projections analyses) and additional recommendations seek to provide options for District leadership consideration to address the findings.

These recommendations were developed in consultation with District staff with the goal of determining changes that could be made to enable the District to better serve all students.

Most of these recommendations are meant to provide a starting point for larger conversations with the Board, families, school leadership, educators, and the broader community about future potential changes. Some of the recommendations are specifically for changes to internal District protocols and workflows (e.g., creating internal systems for monitoring student enrollment trends).

3.1 Key Findings Across All Analyses Completed in the Project

The following key findings are from the analyses FLO completed for this project prior to the boundary modeling and the family feedback received through the fall 2023 survey. FLO's analysis included the student enrollment assessment, a review of the District's demographic and residential development analysis, school choice analysis, analysis of membership projections, and analysis of the location and accessibility of school programming. These findings form the basis of the recommendations in the following subsections. It is also important to note that while some of these findings explain the need for short-term action, most of the findings are a starting point and present opportunities for the District to delve deeper into the areas identified in order to inform the long-term strategic planning. For more information about these findings, please see the memos in the appendixes. The following are the overall findings for the District.

These findings represent lessons learned from all of the analyses completed in connection with family feedback received through the survey that can help the District develop long-term plans that will best serve all students in Jeffco.

1. **The District enrolls a high percentage of students who live in Jefferson County. However, due to student population declines, enrollment has also declined and is projected to continue to decline in most areas of the District. This results in a need for District to create a long-term plan to strategically use its facilities and instructional resources to support students.**
    a. 91 percent of children who reside in Jefferson County attend Jeffco schools.
    b. Student enrollment has steadily declined over the past ten years by 10.4 percent with declines in all but one articulation area.
    c. These declines are due to lower fertility rates, lower number of households with school age children, and reduced residential development.
    d. The declines in the District's enrollment were less than the declines in the student-aged population in the county indicating that declines in District enrollment were attributable to population loss and not enrollment in charter schools, private schools, home schools, or transfers into other districts.

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2. **There are a significant number of schools that are under 60 percent utilization[1] or are projected to be in the future. and the District should include solutions for this in their long-term strategic planning.**

    a. The District has experienced an 18 percent decline in facility utilization over the past ten years with a recovery of 8 percent in 2023–24 resulting from the closure of 15 elementary schools in 2022–23.

    b. There are 18 schools that are under 60 percent capacity in 2023–24, and 28 total schools are projected to be under 60 percent capacity by 2027–28.

    c. There are seven schools that are over 100 percent capacity in 2023–24, and six schools that are projected to be over capacity by 2027–28. Choice is driving over utilization for all of these schools.

3. **There are high levels of school choice in the District. In some cases, this exacerbates the low enrollment of already underutilized schools or the over enrollment of schools at or over capacity. The District does not yet have formal guidance established to support principals in strategically managing school choice aligned with student enrollment monitoring systems and facility planning in the context of declining enrollment.**

    a. Just over 60 percent of students who reside in Jefferson County and are enrolled in the District attend their resident school (this ranges from 56 percent at the elementary level to 65 percent at the high school level).

    b. Only one-half of the boundary changes implemented in the last ten years resulted in an enrollment balancing effect within two years, indicating there are factors other than a boundary change that may have a larger impact on where students attend school.

    c. The boundary changes that did have impacts were those resulting from school consolidation. According to the District, on average 54 percent of students who attended a consolidated school enrolled at one of their named receiving schools, and on average 87 percent of students who attended a consolidated school enrolled at a Jeffco school.

    d. Boundary adjustments can help balance enrollment among schools to a degree, but due to the high choice-in rates for students, boundary changes alone will not balance enrollment. Strategic choice management is needed along with boundary adjustments to balance enrollment.

4. **Program offerings are one of many factors that influence family decision-making about which school to send their child to. The District does not centrally track enrollment for all programs; this makes it challenging to analyze student enrollment in those programs and create long-term planning for quality program offerings that provide equitable access for all students.**

    a. There is not a strong correlation (positive or negative) between the number of programs offered at a school and utilization, choice-in, or choice-out; this does not take into account the size of, or enrollment into, the programs and does not take into consideration other factors that drive enrollment.

    b. While the total number of programs may not drive enrollment, particular programs at individual schools may drive enrollment, though the effect of each program varies significantly by school. Therefore, even when survey results indicate interest in new or

[1] A utilization of 60 percent is the level many of the districts FLO works with use because it indicates schools may be nearing 50 percent utilization.

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additional programming, if a program were to be established the data suggests it may not necessarily drive enrollment.

c. This being said, programming is important to families and there are programs in areas in the District that have limited accessibility from a walkability, transportation, and program capacity standpoint.

d. There are also some geographic areas in the District in which there appears to be an oversaturation of programming.

Note: FLO did not analyze the quality of programs, nor program eligibility, application processes, or pathways (e.g., from elementary to middle).

3.2 Final Articulation Area Recommendations

The final articulation area recommendations are grouped by articulation area and divided into three categories:

1. Articulation areas with no boundary adjustments
2. Short-term recommendations
3. Long-term boundary considerations

All final recommendations were developed and evaluated with the primary goal to best serve all students in Jeffco as reflected in the guiding principles.

Short-term recommendations are on a smaller scale, more time sensitive, or reflect a need to balance enrollment in the next two years. Long-term boundary considerations are based on enrollment and may result in the need for boundary changes in future school years in alignment with the District's long-term strategic planning process. For most articulation areas, the District has indicated that it will support school leaders in strategically managing choice enrollment at schools that are projected to exceed 100 percent utilization based on current choice enrollment patterns in alignment with District Choice Enrollment Policy last revised November 13, 2023.

3.2.1 Articulation Areas with No Recommendations

For four articulation areas, there are no short-term recommendations or long-term considerations. These include Conifer, Evergreen, Pomona, and Wheat Ridge articulation areas. The District will continue to monitor enrollment projections for these articulation areas.

Boundary adjustments are not recommended for these articulation areas for a similar set of reasons:

- Three of the articulation areas had Phase I or Phase II closures that affected current students (Table 3-1). To limit further impact on students, further short-term changes in these areas were not desired.
- Three of the articulation areas do not have option areas, and all but one have moderate or zero enrollment declines. Pomona's projected enrollment decline, the only one that is "high," will be addressed with the closure of Moore MS.
- None of the articulation areas have projected increases in enrollment.
- Few schools in the Wheat Ridge articulation area has projected utilizations over 100 percent of capacity and choice management is recommended for these areas. Articulation areas in more urban areas tend to have higher choice-out rates due to the higher availability of nearby schools, but this does not necessitate boundary adjustments. These rates may also change after the Phase II school closures in Pomona and should be reviewed again to see the effects on choice in those areas.

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Table 3-1: Articulation Areas with No Boundary Adjustment Recommendations

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027[a]	Enrollment Increases to 2027[a]	Projected Utilization Over 100% (2027)	Choice-Out of School Attendance Area (2022)[b]
Conifer	No	No	Moderate	No	No	Low (9–14%)
Evergreen	Yes	Yes	Moderate	No	No	Middle (7–24%)
Pomona	Yes	No	High	No	No	High (11–42%)
Wheat Ridge	Yes	No	No	No	Peak at Pennington ES, Prospect Valley ES	High (5–42%)

Notes
ES = elementary school.
HS = high school.
[a]Moderate enrollment declines or increases are less than 15% of change from 2023 to 2027. Less than a 1% enrollment decline or increase is considered no change.
[b]Low choice-out in an articulation area means that schools have a choice-our rate of 20% or less. Middle choice-out is 21–30%, and high is greater than 30%.

3.2.2 Short-Term Recommendations

There are four short-term recommendations in the following seven articulation areas:

1. Ralston Valley and Standley Lake articulation areas (Trailstone development)
2. Bear Creek and Dakota Ridge articulation areas (Blue Heron ES/Westgate ES option area)
3. Arvada West and Golden articulation areas (Fairmount ES/Mitchell ES option area)
4. Jefferson articulation area (Jefferson Junior/Senior High study)

Option areas are driving the short term boundary adjustments in Bear Creek, Dakota Ridge, Golden, and Arvada West articulation areas, and the projected overutilization of Three Creeks K-8 is driving the boundary change in Ralston Valley and Standley Lake articulation areas. Projected decreases in enrollment are driving potential boundary changes in the Jefferson articulation area.

3.2.2.1 Ralston Valley and Standley Lake Articulation Areas

Three Creeks K-8 currently has high enrollment and is expected to continue increasing over the next four years. The District has taken steps to reduce overutilization by limiting the number of students from other attendance areas who can choice-in to the school. To reduce some of the projected future enrollment in the school, it is recommended that students who move into the new Trailstone development in the City of Arvada, south of Candelas Parkway, attend Meiklejohn ES and Ralston Valley HS in the Ralston Valley articulation area, and Wayne Carle MS in the Standley Lake articulation area (Figure 3-1). There are no current students in this area.[2]

Guiding Principle:

2. Affect as few current students as possible through boundary changes.

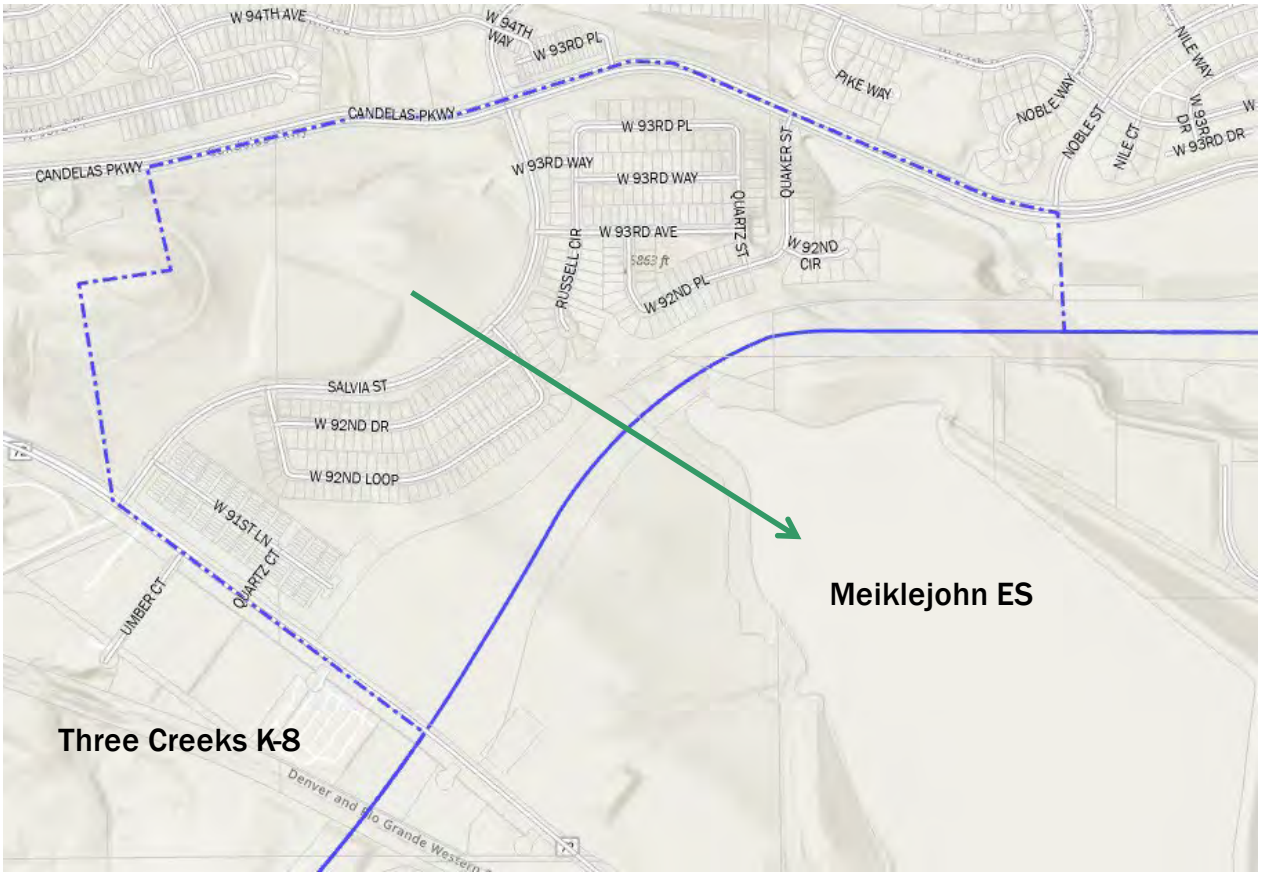
Parameter:

5. Review future residential development areas for boundary changes that would not impact current students.

[2] The Board will take action on this recommendation in June 2024.

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Figure 3-1: Trailstone Development Boundary Adjustment



The Board will consider this change in June 2024 to take effect for the 2024–25 school year. Further decisions about potential boundary changes to accommodate expected developments in the Three Creeks K-8 area will be made in tandem with the District's Strategic Capital Plan. Ralston Valley is the only articulation area with a projected enrollment increase of 263 students over the next four years, primarily due to new developments in the region.

3.2.2.2 Blue Heron ES/Westgate ES Option Area

Guiding Principle:

2. Affect as few current students as possible through boundary changes.

Parameter:

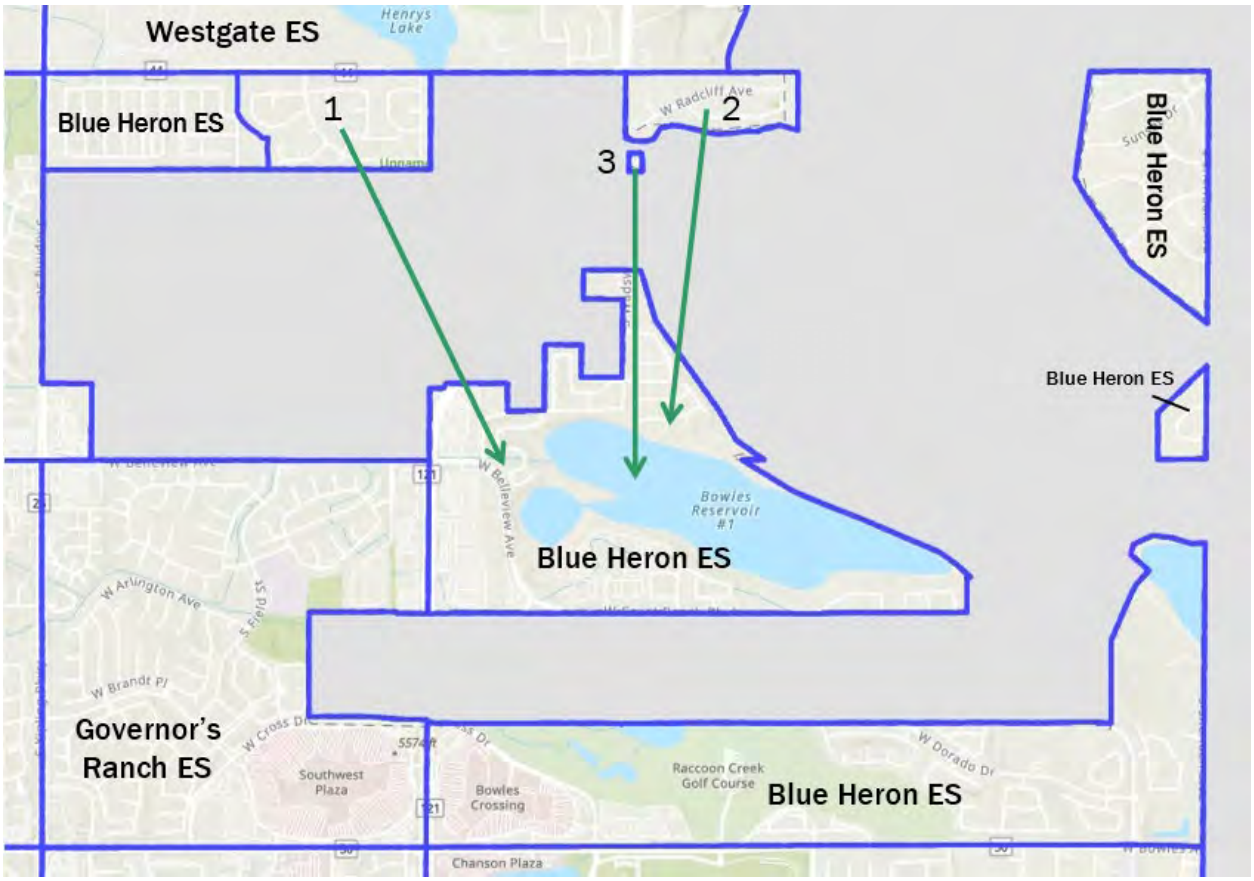
4. Review school option areas (where students are zoned for two schools) for benefits to students.

The other short-term recommendations involve removing the two existing elementary school option areas. The first option area is the Blue Heron ES/Westgate ES option area, made up of three small areas located northwest of the Marston Reservoir (Figure 3-2) that have a combined total of 24 current resident elementary school students. This option area is split between two articulation areas, Bear Creek and Dakota Ridge, and students are also assigned to Carmody MS and Bear Creek HS. The recommendation is for the option area to be incorporated into Blue Heron ES and feed into Summit Ridge MS and Dakota Ridge HS. Students in this area could still choose to go to Westgate ES or other schools. This aligns with the patterns in school choices families are already making.

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The District will continue the practice of managing choice enrollment at schools in the Bear Creek articulation area, and if needed the District will designate an alternate right-to-attend school in alignment with the District Choice Enrollment Policy last revised November 13, 2023. The capacity at Red Rocks ES will also be evaluated to determine whether over enrollment can be resolved through recalculating building capacity (e.g., including portables in capacity) along with implementation of strategic choice management.

Figure 3-2: Blue Heron ES and Westgate ES Option Area Recommendation



Notes. The areas in gray are zoned for Denver Public Schools.

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3.2.2.3 Fairmount ES/Mitchell ES Option Area

The second option area is the Fairmount ES/Mitchell ES option area, made up of three areas north of North Table Mountain adjacent to the Tablerock neighborhood (Figure 3-3). This option area is split between two articulation areas, Golden and Arvada West, and students are assigned to Bell MS and Golden HS. Two parts of the option area (labeled 1 and 2 in the figure) have no current resident students and would join the Mitchell ES attendance area. The third area (labeled 3 in the figure), the Wildhorse Ranch neighborhood, has 22 current resident students, of which the majority currently attend Mitchell ES. This area would also join the Mitchell ES attendance area. These three areas would continue to attend Bell MS and Golden HS which aligns with families' current choice patterns. Students in the center area, the Tablerock neighborhood, currently attend Fairmount ES in the Arvada West articulation area. This area would continue to be aligned to its current schools. This area would be joined to the existing Fairmount ES attendance area (labeled 4 in the figure) to create a connected Fairmount ES attendance area.

Guiding Principle:

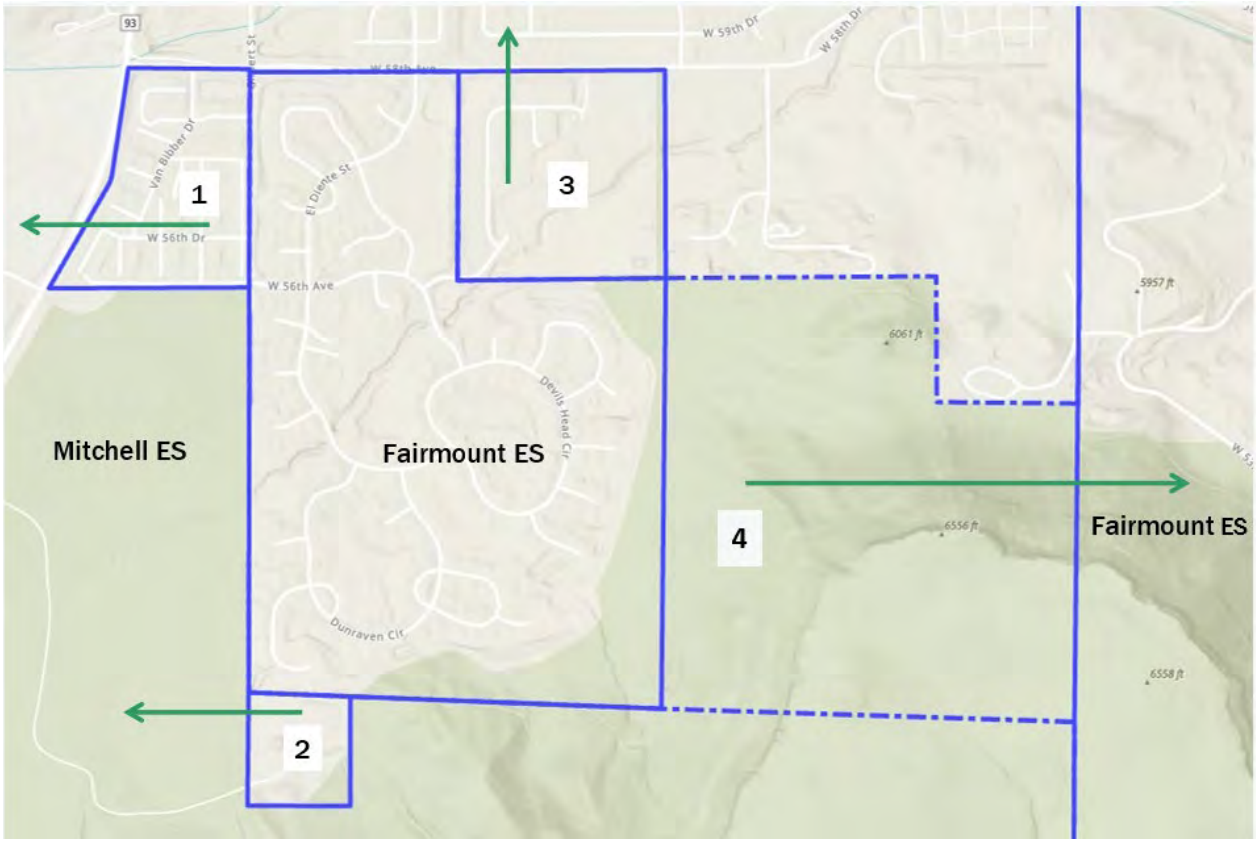
3. Reduce the impact to students who live in Phase I or Phase II Regional Opportunities for Thriving Schools boundary change areas.

Parameters:

4. Balance enrollment for schools that have low or high utilization.

5. Align boundary adjustments with existing student choice patterns.

Figure 3-3: Fairmount ES and Mitchell ES Option Area Recommendation



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3.2.2.4 Jefferson Articulation Area Study

Enrollment projections suggest that the Jefferson articulation area is not sustainable. By the 2027–28 school year the Jefferson articulation area will have enough capacity to serve more than 2,000 students, but enrollment projections suggest it will serve less than 1,200. Enrollment in the Jefferson articulation area is projected to have a high decline (30.9 percent) by 2027–28 (Table 3-2). This includes projections that Jefferson Junior/Senior will only serve approximately 372 students in grades 7-12 in the 2027–28 school year. Students in grades K-12 who live in the Jefferson articulation area, primarily choice-out to Wheat Ridge articulation area schools (25 percent) and Lakewood articulation area schools (22 percent). This level of enrollment is not sufficient to sustainably provide quality instruction or experiences to students. The District should look at 2024-25 October count information, and if the information confirms these findings, the District should design a plan for long-term sustainability aligned with existing choice patterns with community engagement, principal leadership, and in tandem with the District's strategic capital plan.

Guiding Principle:

1. Evaluate multiple ways to achieve our goals and analyze the impact on students, our community, and schools, all with the primary focus of how to maximize resources to best serve all students.

Parameters:

1. Balance enrollment for schools that have low or high utilization.

2. Align boundary adjustments with existing student choice patterns.

Table 3-2: Articulation Areas with Short-Term Recommendations

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027[a]	Enrollment Increases to 2027[a]	Projected Utilization Over 100% (2027)	Choice-Out of School Attendance Area (2022)[b]
Arvada West	Yes	No	Moderate	No	Arvada West HS	Middle (9–25%)
Bear Creek	Yes	Yes	Moderate	No	Red Rocks ES	Middle (10–24%)
Dakota Ridge	Yes	Yes	Moderate	No	No	Low (7–14%)
Golden	No	Yes	Moderate	No	No	High (10–34%)
Jefferson	Yes	No	High	No	No	Low (12–20%)
Ralston Valley	Yes	No	No	Moderate	Three Creeks K-8	Middle (7–25%)

Notes
ES = elementary school.
K-8 = kindergarten through eighth.
[a]Moderate enrollment declines or increases are less than 15% of change from 2023 to 2027. Less than a 1% enrollment decline or increase is considered no change.
[b]Low choice-out in an articulation area means that schools have a choice-our rate of 20% or less. Middle choice-out is 21–30%, and high is greater than 30%.

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3.2.3 Long-Term Boundary Considerations

There are seven remaining articulation areas with a recommendation for future boundary considerations based on enrollment patterns and projections leading up to the 2027–28 school year. These can be grouped into the following three categories:

1. Elementary considerations
2. Secondary considerations
3. Articulation area-wide considerations

Guiding Principles:

1. Evaluate multiple ways to achieve our goals and analyze the impact on students, our community, and schools, all with the primary focus of how to maximize resources to best serve all students.

Parameters:

1. Balance enrollment for schools that have low or high utilization.

2. Align boundary adjustments with existing student choice patterns.

3.2.3.1 Elementary Considerations

For five articulation areas, Alameda, Arvada, Columbine, Lakewood, and Standley Lake, enrollment projections suggest that by 2027–28 low enrollment in the elementary schools may impact the availability of school resources to provide thriving school environments. Four articulation areas currently have four elementary schools but may only need three in the future. Columbine currently has five elementary schools and may only need four in the future. All have moderate to high enrollment declines and only one has a school projected to be over 100 percent enrollment in the future (Table 3-3). Four of the articulation areas also had Phase I closures (excluding Columbine). It is recommended that decisions about potential consolidation or boundary adjustments be made by including community engagement and principal leadership.

Table 3-3: Articulation Areas with Long-Term Elementary Boundary Considerations

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027[a]	Enrollment Increases to 2027[a]	Projected Utilization Over 100% (2027)	Choice-Out of School Attendance Area (2022)[b]
Alameda	Yes	No	High	No	No	Low (11–20%)
Arvada	Yes	No	Moderate	No	Lawrence ES	High (12–31%)
Columbine	No	No	Moderate	No	No	Low (7–17%)
Lakewood	Yes	No	Moderate	No	No	Middle (14–26%)
Standley Lake	Yes	No	Moderate	No	No	High (17–42%)

Notes
ES = elementary school.
[a]Moderate enrollment declines or increases are less than 15% of change from 2023 to 2027. Less than a 1% enrollment decline or increase is considered no change.
[b]Low choice-out in an articulation area means that schools have a choice-our rate of 20 percent or less. Middle choice-out is 21–30%, and high is greater than 30%.

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3.2.3.2 Secondary Considerations

One articulation area, Chatfield, has a recommendation for future considerations of secondary schools. Currently, the Chatfield articulation area has three buildings that serve middle school grades, which is unique. Most articulation areas serve middle school grades in one building (there are three articulation areas serving middle school grades in two buildings). By the 2027-28 school year, enrollment patterns suggest the area may only need two buildings to serve middle school grades.

Guiding Principles:

1. Evaluate multiple ways to achieve our goals and analyze the impact on students, our community, and schools, all with the primary focus of how to maximize resources to best serve all students.

Parameter:

1. Balance enrollment for schools that have low or high utilization.

Table 3-4: Articulation Areas with Long-Term Secondary Boundary Considerations

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027[a]	Enrollment Increases to 2027[a]	Projected Utilization Over 100% (2027)	Choice-Out of School Attendance Area (2022)[b]
Chatfield	No	No	Moderate	No	No	Low (5–17%)

Notes
[a]Moderate enrollment declines or increases are less than 15% of change from 2023 to 2027. Less than a 1% enrollment decline or increase is considered no change.
[b]Low choice-out in an articulation area means that schools have a choice-our rate of 20% or less. Middle choice-out is 21–30%, and high is greater than 30%.

Guiding Principles:

1. Evaluate multiple ways to achieve our goals and analyze the impact on students, our community, and schools, all with the primary focus of how to maximize resources to best serve all students.

Parameter:

1. Balance enrollment for schools that have low or high utilization.

3.2.3.3 Articulation Area-Wide Considerations

The Green Mountain articulation area is recommended for articulation area-wide evaluation over time. Enrollment projections in Green Mountain articulation area through the 2027–28 school year suggest that the projected short-term growth in enrollment, due to large housing developments like Red Rocks Ranch, can be accommodated using the capacity of existing buildings. Green Mountain is one of two (along with Wheat Ridge) articulation areas that are projected to see stable enrollment through 2027–28 (Table 3-5). A decision about potential boundary changes to accommodate expected developments would be informed by the District's Strategic Capital Plan.

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Table 3-5: Articulation Area with Long-Term Articulation Area-Wide Boundary Considerations

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027[a]	Enrollment Increases to 2027[a]	Projected Utilization Over 100% (2027)	Choice-Out of School Attendance Area (2022)[b]
Green Mountain	Yes	No	No	No	No	Middle (14–21%)

Notes
[a]Moderate enrollment declines or increases are less than 15% of change from 2023 to 2027. Less than a 1% enrollment decline or increase is considered no change.
[b]Low choice-out in an articulation area means that schools have a choice-our rate of 20% or less. Middle choice-out is 21–30%, and high is greater than 30%.

3.3 Additional Recommendations

In addition to the specific boundary recommendations explained above, the research and analysis for this project and the accompanying discussions with District leadership, the Board, and families brought to light five additional recommendations. These recommendations would support District leadership in their efforts to continue to increase their understanding of student and family decision-making around school enrollment and programs and inform their long-term planning to ensure equitable access to quality educational opportunities for all students in Jeffco. The recommendations, in no particular order, are as follows:

These recommendations align with the District's mission to provide a world-class education that prepares all Jeffco students for bright and successful futures as local and global citizens.

- **Establish a clear methodology for determining the capacity of each school and set effective utilization parameters.** In order to truly understand whether schools are over or underenrolled, there must be clear metrics for determining how many students each school can serve based on the instructional spaces available, programs offered, class sizes, the age and size of the building, and other factors such as whether the buildings have temporary structures (i.e., portables). The District should create this methodology through a transparent process that incorporates input from school leaders and then work with school leaders to create a system for regularly evaluating, recording, and updating each school's capacity and monitoring building utilization.
- **Create a mechanism for program enrollment to be tracked in the SIS** and define 'program' as a term so that there is clarity around what programs are included. The District should review program offerings to determine whether students have access to programs in a manner that aligns with the District's goals.
- **Develop a strategic choice management plan that includes more clearly delineating between the number of students who live in a boundary and the number of choice students as drivers of future enrollment patterns.** Understanding these choice enrollment trends in connection with school capacities will enable the District to create a strategic planning process for school choice. The District should partner with principals to support them in determining how many choice enrollment seats to open, while maintaining a wide lens to understand the impacts of these decisions.

  Since student choice is variable and depends on numerous factors, FLO recommends that the District provide high, medium, and low projections to account for fluctuations in choice patterns.

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Projections should also include data showing what portion of the projections is based on students who are choicing-in to each school, provide historical information on past enrollment trends (for zoned and choice students), and include an analysis of enrollment changes by articulation area.

- **Develop a system for analyzing, updating, and evaluating student enrollment trends and use that information to inform boundary changes, special program offerings, and facility planning.** For a district of Jeffco's size with its fluctuating enrollment, changes in student demographics, high student choice rates, and the large scale changes the District has made and is continuing to make, FLO recommends creating a system to annually collect, analyze, and report on key metrics along with a process for using that information to inform long-term strategic planning (including boundary changes) for the District. Continue to use and improve the FCB Dashboard to transparently report on these metrics.

Creating systems to evaluate school capacity and annually monitor student enrollment trends supports the District's Priority 3 Goals in the 2025 strategic plan:

Goal 1: Physical environments and operational services in Jeffco contribute to instructional excellence and extraordinary student experiences.

Goal 2: Jeffco's resources are deployed strategically to ensure long-term sustainability.

Closing Thoughts

FLO Analytics and GBSM, Inc., deeply appreciate the opportunity to support Jeffco in this vital endeavor to provide information and analysis that supports the District's long-term strategic planning to equitably serve the needs of all students in Jeffco. We have appreciated the great collaboration with the District staff and Board members for the past 15 months, and we are grateful to every family who shared their ideas and perspectives throughout the process. It has been an honor to serve the students, families, educators, and the entire Jeffco community.

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LIMITATIONS

The services undertaken in completing this report were performed consistent with generally accepted professional consulting principles and practices. No other warranty, express or implied, is made. These services were performed consistent with our agreement with our client. This report is solely for the use and information of our client unless otherwise noted. Any reliance on this report by a third party is at such party's sole risk.

Opinions and recommendations contained in this report apply to conditions existing when services were performed and are intended only for the client, purposes, locations, time frames, and project parameters indicated. We do not warrant the accuracy of information supplied by others, or the use of segregated portions of this report.

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APPENDIX A

Enrollment Trends, Boundary Alignment, and Enrollment Analysis

MEMORANDUM

To: Jefferson County Public Schools

Date: September 13, 2023

From: Kate Doiron
Senior GIS Analyst

Rebecca Wright
Project Planner

Project No.: F2466.01.001

Re: Enrollment Trends and Boundary Alignment and Enrollment Reporting

FLO worked with Jefferson County Public Schools (Jeffco) to analyze historical student enrollment, demographic characteristics, residential development, and prior changes to school boundaries and articulation areas. This memo shows how the 2022-23 school year elementary, middle, and high school boundary lines and articulation patterns align with enrollment patterns and trends and how these have evolved over time. The results of this analysis provide a historical understanding of enrollment trends. This analysis will serve as a foundation for future analyses to understand current enrollment across the district (including special program access and school choice) and identification of potential boundary changes to align with Jeffco's goals of equitable access and sustainable school capacity utilization.

Executive Summary

Analysis was conducted on Jeffco enrollment trends from 2013–14 to 2022–23, using historical enrollment counts by school; and from 2017–18 to 2022–23, using the more detailed student information system (SIS) data. This report consists of a student enrollment assessment (reviewing historical enrollment, demographics, density, grade progression ratios [GPRs], transfer rates, and residence versus attendance [residence/attendance] statistics), a review of the Jeffco Membership Projections Report (Projections Report), and an analysis of attendance area boundary and utilization changes over time. Key findings included in this report are as follows:

School-Age Population

The decline in school-age population in the last ten years (4.1 percent) was even greater than the decline in enrollment in the district, suggesting that membership decline was attributable to population loss, not to enrollment in private schools or net transfers.

- Jeffco enrollment declined by 10.4 percent since 2013–14, with enrollment by grade peaking between 2015–16 and 2019–20.

- Enrollment declines have occurred throughout the district in nearly all 17 articulation areas, with a decline in student density across the district since 2017–18.
- Jeffco experienced an 18 percent decline in facility utilization between 2013–14 and 2022-23 as a result of the decline in student enrollment.
- Since 2017–18, there have been no significant changes in student race/ethnicity. There were increases in primary home language other than English (PHLOTE) and declines in limited English proficiency.
- A high percentage of Jefferson County child residents enrolled in K-12 schools attended public schools (90.6 percent) according to the most recent American Community Survey data.
- From 2000 to 2020, total fertility rates (TFRs) (the number of children that would be expected to be born to a woman over her childbearing years) in Jefferson County declined from 1.91 to 1.36 and were lower than the national average for the same period (also declining).
- Jeffco had a 33 percent increase in the number of households without children in 2020 compared to 2000, indicating a significant change in household composition.
- Development is generally decreasing throughout the district, but some larger planned developments could affect enrollment in those areas in the future.
- While transfer rates have increased in the past two years, indicating an increase in the percentage of students enrolling in schools outside their attendance area, the total number of schools students choosing to attend outside of their attendance area has remained level.
- Only one half of the boundary changes implemented in the last ten years resulted in an enrollment balancing effect within two years, indicating there are factors other than a boundary change that may have a larger impact on where students attend school.
- The high number of boundary changes that took effect in 2017–18 appear to have had a subsequent, although delayed, effect on balanced enrollment at the district level, with middle school changes having the largest effect.

1A—Student Enrollment Assessment

The purpose of Task 1A was to understand Jeffco's student enrollment trends across space and over time. This can be characterized through various metrics, including historical enrollment, student demographics, student density, grade progression ratios (GPRs), transfer rates, and residence/attendance statistics. FLO reviewed several datasets from Jeffco to complete this task, including school and articulation area boundaries and locations, historical enrollment data, and SIS data from 2017–18 to 2022–23.

Enrollment

Jeffco has experienced a 10.4 percent decrease in student enrollment over the last decade, a decrease of 8,919 students. This decline is attributed to several factors, including the COVID-19 pandemic, a declining birthrate, and an increase in charter school membership. The largest decline in enrollment is attributed to the COVID-19 pandemic, accounting for a decrease of 6,970 students over the last three years, with significant losses occurring in second, fifth, seventh, and eighth grade cohorts.

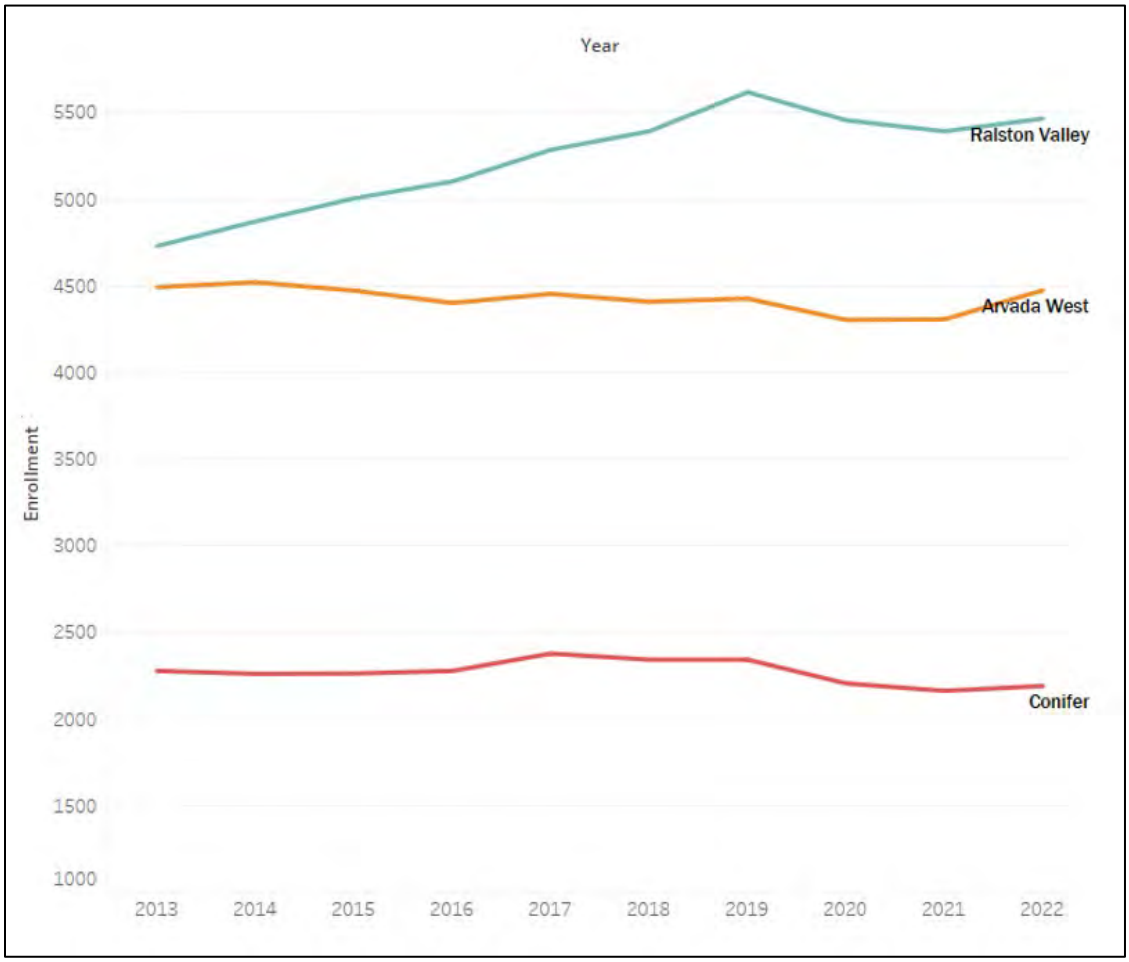
District-wide enrollment can be grouped by articulation area to assess trends throughout the district (see Attachment 1 for boundary maps). While schools may have moved in and out of articulation areas in the past, the following figures show enrollment for the group of schools assigned to that articulation area in 2022-23, so past declines or increases are not due to moves. Overall enrollment has declined across most articulation areas. The peak of enrollment for each articulation area in the last ten years is shown in dark green (Table 1) and the lowest enrollment is shown in blue, revealing the lowest enrollment totals in recent years.

Table 1. Jeffco Historical Enrollment by Articulation Area

Articulation Area	Year									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Alameda	3,616	3,382	3,254	3,222	3,105	2,982	2,962	2,850	2,569	2,541
Arvada	4,292	4,256	4,326	4,107	4,037	3,856	3,700	3,448	3,184	3,036
Arvada West	4,491	4,519	4,471	4,400	4,452	4,407	4,425	4,302	4,305	4,472
Bear Creek	5,922	5,838	5,734	5,578	5,457	5,250	5,139	4,971	4,792	4,619
Chatfield	6,232	6,319	6,163	6,029	6,164	6,143	6,121	5,759	5,579	5,455
Columbine	4,388	4,366	4,331	4,348	4,272	4,142	4,180	3,961	3,912	3,841
Conifer	2,277	2,260	2,262	2,277	2,377	2,342	2,342	2,205	2,162	2,190
Dakota Ridge	4,578	4,602	4,502	4,509	4,419	4,339	4,370	4,196	4,058	3,936
Evergreen	2,794	2,868	2,901	3,028	3,030	2,967	2,934	2,672	2,514	2,479
Golden	4,161	4,112	4,108	4,164	4,363	4,302	4,303	4,134	3,985	3,997
Green Mountain	3,876	3,924	3,896	3,881	3,829	3,749	3,776	3,664	3,499	3,512
Jefferson	1,986	1,958	2,127	2,026	1,916	1,805	1,658	1,520	1,393	1,357
Lakewood	4,546	4,624	4,573	4,580	4,490	4,458	4,303	4,210	3,942	3,794
Pomona	3,417	3,471	3,416	3,336	3,236	3,154	3,080	2,874	2,689	2,464
Ralston Valley	4,728	4,870	5,003	5,100	5,283	5,390	5,616	5,454	5,390	5,463
Standley Lake	4,671	4,675	4,655	4,525	4,521	4,433	4,319	4,116	3,799	3,690
Wheat Ridge	4,148	4,016	4,425	4,076	4,005	3,886	3,829	3,690	3,581	3,527

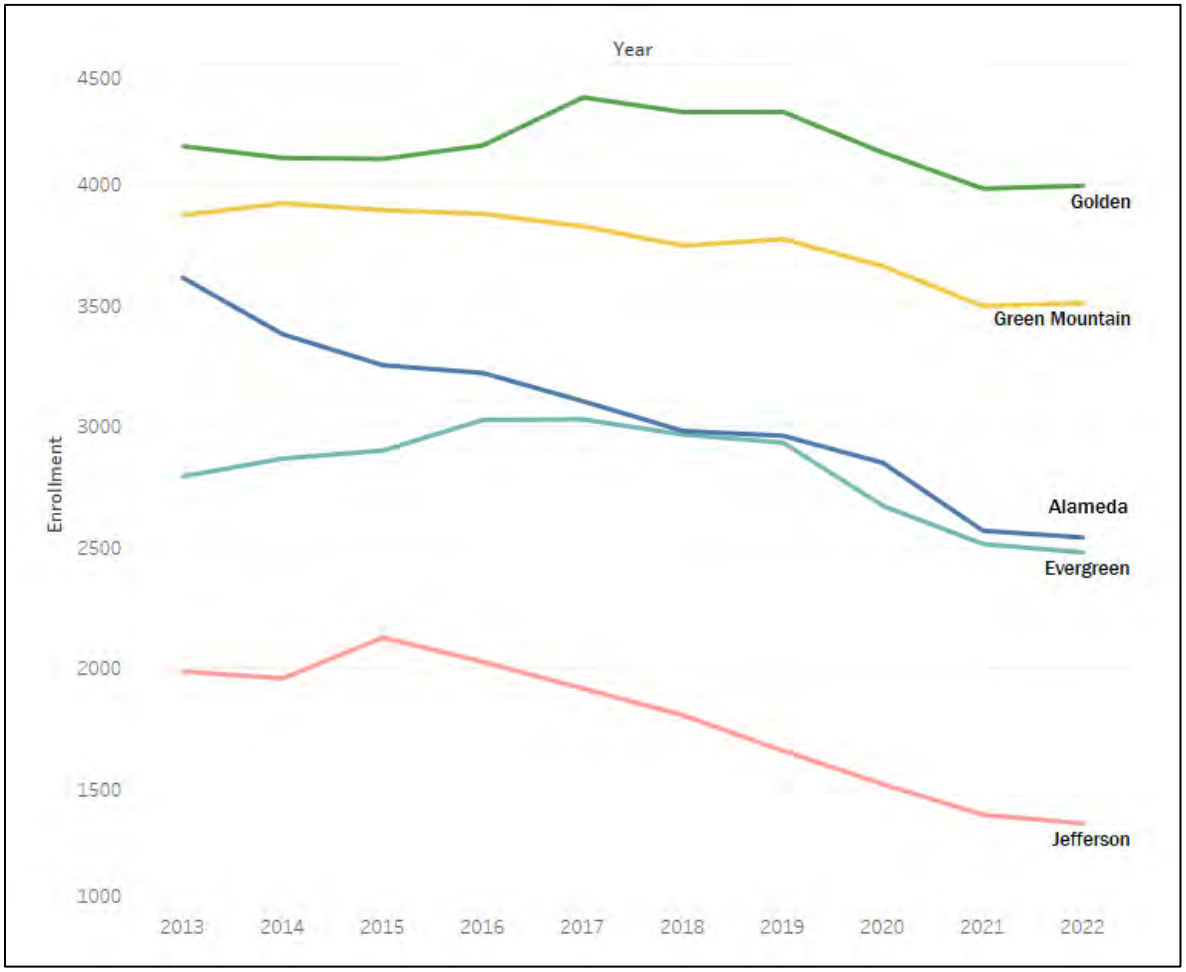
Viewing enrollment patterns by articulation area reveals that these patterns vary throughout the district. Patterns can be grouped by increasing enrollment, recent leveling enrollment, or declining enrollment. Enrollment has had a net increase since 2013-14 in one out of 17 articulation areas (Ralston Valley). There has been a very recent increase in enrollment in two articulation areas (Arvada West, Conifer) (Figure 1).

Figure 1. Net or Recent Increase in Articulation Area Enrollment (2013–14 to 2022–23)



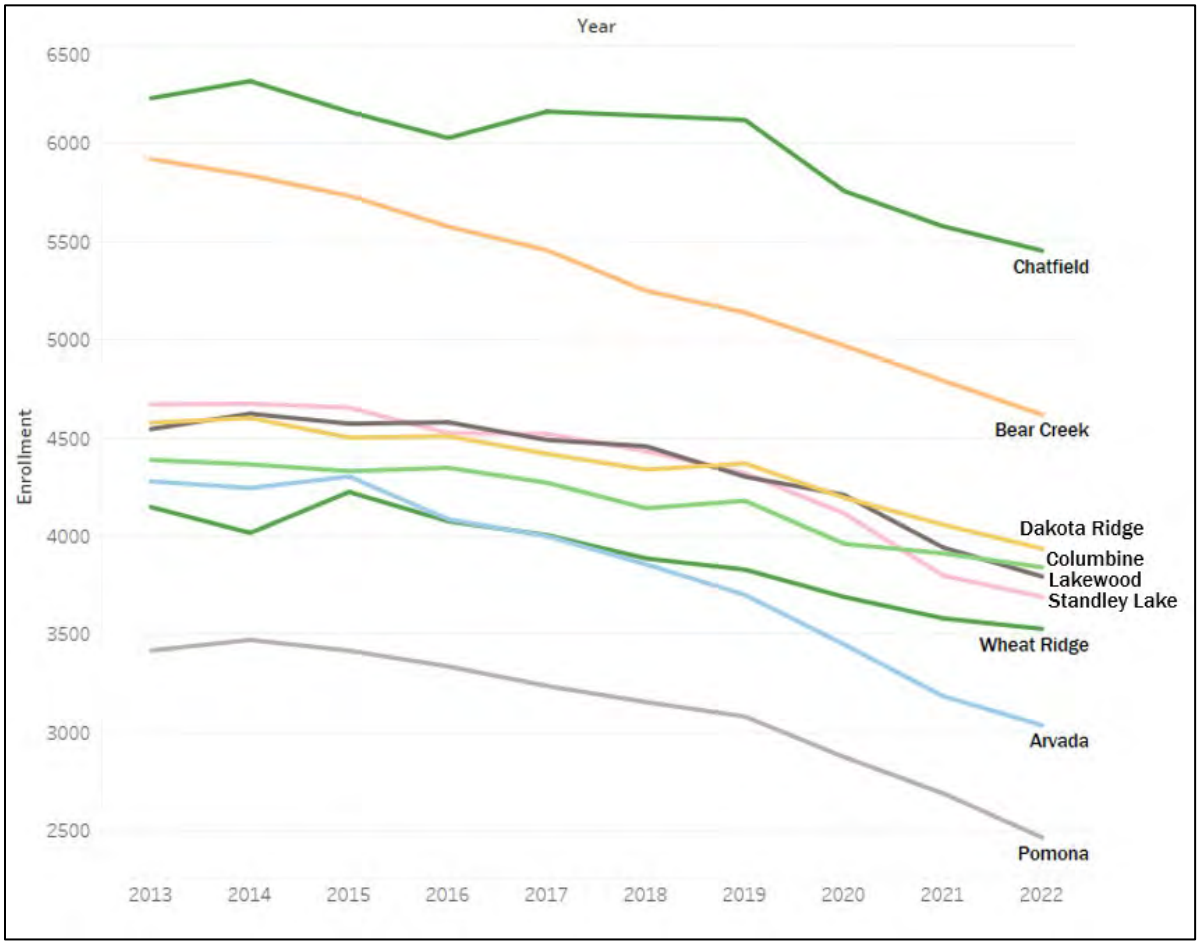
Five articulation areas (Alameda, Golden, Green Mountain, Evergreen, Jefferson) have recently started leveling out following declines up to the 2020–21 school year (Figure 2).

Figure 2. Recent Leveling in Articulation Area Enrollment (2013–14 to 2022–23)



The remaining nine articulation areas have all declined with little to no recovery since the 2016–17 school year, with some schools declining since the start of the historical enrollment data (Bear Creek, Pomona) (Figure 3). Combined with the above graphs in Figures 1 and 2, the predominant trend of the district has been an overall decline in enrollment at 2022-23 schools over time. Declines are also spread throughout almost the entire district area.

Figure 3. Declining Articulation Area Enrollment for 2022-23 Schools (2013–14 to 2022–23)



When viewed by grade over the same period, most grades had a height of enrollment between 2014–15 and 2019–20, with steep and continuing declines across much of the district from 2020–21 onward (Figure 4). Notable outliers are first grade recovering in 2022–23 and third, fourth, tenth, and twelfth grades leveling off.

Figure 4. Enrollment by Grade for 2022-23 Schools (2013–14 to 2022–23)



Student Demographics and Density

FLO reviewed the SIS enrollment data for the school years 2017–18 to 2022–23 to characterize both student demographics (race/ethnicity and language proficiency) and student density based on the students' home location in each school year.

There were no significant changes in the student race and ethnicity distribution over this period, with only slight variations from year to year (Table 2). The majority of students (66 percent) in the 2022–23 school year were white, and the next largest category, Hispanic or Latino, was 24.6 percent. All other categories fall below five percent. There is a small, steady downward trend in students identifying as Asian and a steady upward trend in students identifying as Black or African American or two or more races over the period.

Table 2. District-Wide Student Race/Ethnicity, 2017–18 through 2022–23

Race/ Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	3.2%	3.1%	3.1%	3.1%	3.0%	3.0%
Native Hawaiian or Other Pacific Islander	0.2%	0.2%	0.1%	0.2%	0.1%	0.1%
Hispanic or Latino	24.4%	22.9%	24.4%	24.6%	24.5%	24.6%
White	66.5%	67.8%	66.5%	66.2%	66.3%	66.0%
American Indian or Alaska Native	0.6%	0.7%	0.6%	0.5%	0.5%	0.5%
Black or African American	1.2%	1.3%	1.3%	1.3%	1.3%	1.4%
Two or More Races	3.9%	4.0%	4.0%	4.1%	4.2%	4.4%

Measures of language proficiency had more significant changes over the past six years (Table 3). English proficiency, with a primary home language other than English (PHLOTE), rose steadily from 0.9 percent to 2.7 percent, while limited English proficiency declined from 4.5 percent to 3.1 percent. Former English language learners also rose steadily from 1.7 percent to 2.3 percent. The number of students for whom language proficiency was not applicable declined from 89.1 percent to 88.2 percent.

Table 3. District-Wide Measures of Student Language Proficiency, 2017–18 through 2022–23

Measures of Language Proficiency	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PHLOTE, English Proficient	0.9%	1.2%	1.6%	2.0%	2.3%	2.7%
Limited English Proficient	4.5%	4.4%	3.9%	3.7%	3.6%	3.1%
Fluent English Proficient, Exited Year 1	0.4%	0.7%	0.7%	0.8%	0.7%	0.6%
Fluent English Proficient, Monitor Year 2	0.8%	0.8%	0.9%	0.9%	0.7%	0.5%
Fluent English Proficient, Monitor Year 1	0.9%	0.9%	0.9%	0.8%	0.5%	0.8%
Non-English Proficient	1.6%	1.4%	1.5%	1.4%	1.5%	1.7%
Not Applicable	89.1%	88.7%	88.7%	88.4%	88.4%	88.2%
Former English Language Learner	1.7%	1.8%	1.8%	2.1%	2.2%	2.3%

Note
PHLOTE = primary home language other than English.

Student density is characterized in Figures 5 and 6, with yellow representing areas with the densest concentrations of student home locations from the SIS, and purple as the areas with the least dense concentrations. The figures show that student density is concentrated on the eastern side of the district. From 2017–18 to 2022–23, the pattern of student density remained similar, but the yellow areas decreased in vibrancy between the two periods across the district, meaning there were fewer

students in the high-density areas in 2022–23 than there were in 2017–18. This is likely a result of the decline in student enrollment, not a result of students moving to a different area.

Figure 5. Student Density by Home Location, 2017–2018

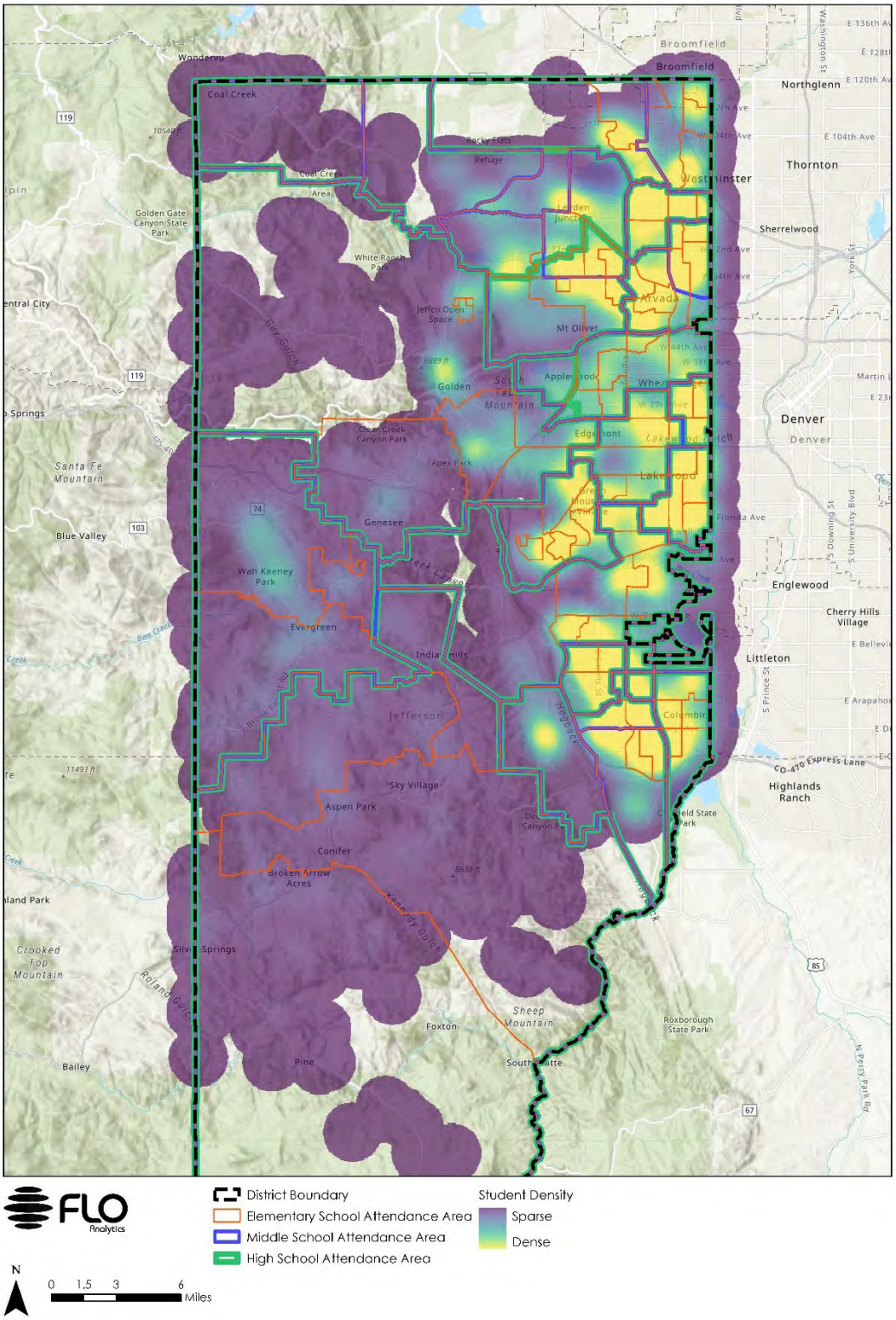
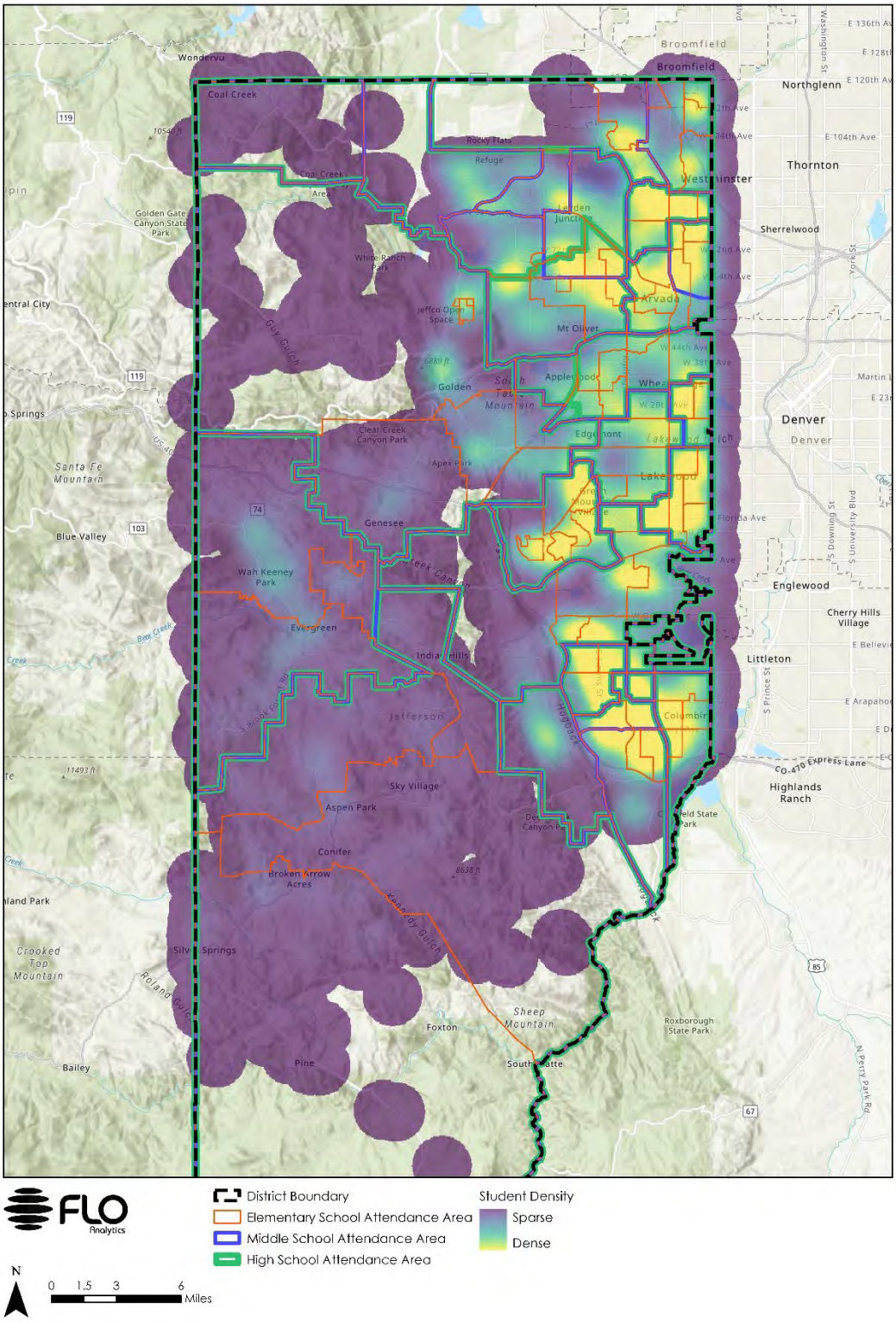


Figure 6. Student Density by Home Location, 2022–2023



Grade Progression Ratios and Transfer Rates

Using the 2017–18 to 2022–23 SIS data, FLO calculated the GPRs for each grade level by year (Table 4). A GPR (or cohort survival as described in the Projections Report) shows how many students were at one grade level in one year compared to the next grade level up in the following year. For example, if there were 100 students enrolled in kindergarten in 2021–22, and the following year there were 112 students enrolled in first grade, then the ratio would be 112 divided by 100, or 1.12. GPRs are indicators of past enrollment trends that can be used to project future enrollment. In Table 4, numbers above one indicate that there were more students in a particular grade in the following year, and numbers below one show a loss of students in the following year. The lowest GPRs, predictably as a result of the pandemic, occurred between the 2019–20 school year and the 2020–21 school year, especially in the lower grades. The lowest GPR over the entire time span were students from kindergarten in 2019–20 going into first grade in 2020–21, with a ratio of 0.948. There is a slight decline from fifth to sixth grade compared to the previous grade comparison indicating some students leave the district to attend middle school. The highest GPRs in the table are from students from eighth grade going into ninth grade, possibly enrolling or reenrolling in public school from private schools or homeschool. There are also high GPRs from 11th grade into 12th grade. GPRs have generally recovered to pre-pandemic levels in the last two years and have more than recovered for the K to first grade progression. For a more in-depth review of the GPR tables by articulation area, see Attachment 2.

Table 4. GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-2023
K–1st	0.988	0.996	0.948	1.010	1.012
1st–2nd	0.991	1.001	0.952	0.973	0.995
2nd–3rd	0.991	1.002	0.955	0.983	0.993
3rd–4th	0.992	0.994	0.954	0.969	0.998
4th–5th	0.992	1.002	0.958	0.990	1.001
5th–6th	0.979	0.998	0.962	0.987	0.988
6th–7th	0.982	0.994	0.955	0.962	0.984
7th–8th	0.990	0.989	0.973	0.982	0.990
8th–9th	1.025	1.039	1.030	1.023	1.030
9th–10th	0.976	0.996	0.977	0.977	0.980
10th–11th	0.967	0.978	0.969	0.979	0.976
11th–12th	1.038	1.047	1.044	1.036	1.034

Transfer rates, or the percentage of students who choose to attend schools outside of their attendance area, were also assessed at the district level by grade group to determine if there was a trend in school choice over time. Table 5 shows a retention rate (students attended their attendance area school) and a transfer rate (students attended a school outside their attendance area). Retention rates generally increased for all grade groups between 2018–19 and 2020–21, and then decreased in the last two years.

Table 5. Attendance Area Retention and Transfer Rates by Grade Group, 2017-18 to 2022-23

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	63 / 37	64.6 / 35.4	64.5 / 35.5	63.5 / 36.5	62.0 / 38.0	62.2 / 37.8
Middle	71.2 / 28.8	74.5 / 25.5	74.8 / 25.2	73.6 / 26.4	70.8 / 29.2	71.9 / 28.1
High	69.3 / 30.7	71.3 / 28.7	71.4 / 28.6	71.0 / 29.0	68.2 / 31.8	69.2 / 30.8

Note
Prekindergarten students are included in the rates. Attendance-area-only schools are included in the rates. For the purposes of these calculations, elementary schools include 3-5, K-4, K-5, K-6, PK-2, PK-5, and PK-6 grade groups; middle schools include 5-8, 6-8, and K-8 grade groups; and high schools include 7-12 and 9-12 grade groups.

Residence/Attendance Dashboard

FLO was tasked with creating residence/attendance matrices for Jeffco to show choice patterns in and out of attendance area boundaries. Assessing where students reside within each attendance area boundary and where they attend school can help districts understand school choice and can assist in boundary change considerations (e.g., by incorporating an area with existing high transfer rates into a particular school). The large number of 2023-24 Jeffco schools (124) and the large number of different types of grade group configurations, combined with the available SIS data from 2017–18 to 2022–23, meant that producing static residence/attendance matrices in a spreadsheet format would be too large and difficult to interpret. The best way to truly investigate the school choice patterns at Jeffco was to bring the data into a Tableau dashboard (Figure 7). This dashboard can be accessed at the following web address:
https://public.tableau.com/app/profile/floanalytics/viz/JeffcoStudentResidenceAttendance/ResidenceAttendanceDashboard

Figure 7. Residence/Attendance Tableau Dashboard



Users can choose a school year (from 2017–28 to 2022–23) and filter by the residing school on the left. The residing school has a label for the number of students who reside within that attendance area boundary. The center of the dashboard shows all of the flows of students from that attendance area out to the attending schools on the right side of the dashboard. If the attending schools are unfiltered, then the dashboard shows all of the schools that students from the chosen attendance area attend. The count of schools is also listed. The attending schools can be filtered by the list of schools or by a minimum or maximum number of students attending that school from that attendance area, using the slider (e.g., if the user wanted to see only schools where more than ten students are transferring to other schools).

The dashboard count of schools transferred into from a residing attendance area is helpful at a detailed level. For example, the high school students that live within the Arvada High attendance area choose to attend a total of 30 other schools that are not Arvada High. This information can also be reviewed from a district-wide perspective. The average number of schools that students attend outside their attendance area is shown by grade group in Table 6. The number of elementary schools that students may choose to attend outside of their attendance area school remains above 30 throughout the period, while middle and high schools have average numbers between 25 and 29. There is no clear trend between 2017–18 and 2022–23 for any of the grade groups, which means levels of school choice remain the same over time.

Table 6. Average Number of In-District Schools Transferred into from a Residing Attendance Area

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	34	32	30	30	31	31
Middle	27	25	25	26	27	28
High	26	29	28	27	28	28

Note
For the purposes of these calculations, elementary schools include 3-5, K-4, K-5, K-6, PK-2, PK-5, and PK-6 grade groups; middle schools include 5-8, 6-8, and K-8 grade groups; and high schools include 7-12 and 9-12 grade groups.

1B—Review of Jeffco's Demographic and Residential Development Analysis

FLO reviewed Jeffco's demographic and residential development from the most recent (2022–23) Projections Report. Historical, 2022-23 school year, and projected demographic characteristics and population trends in the region largely influence the number of students enrolled in a district. Information including historical birth data and annual birth-to-kindergarten ratios were reviewed, along with Jeffco household demographics and development information. Some data from the Projections Report were supplemented with publicly available population data to better understand trends.

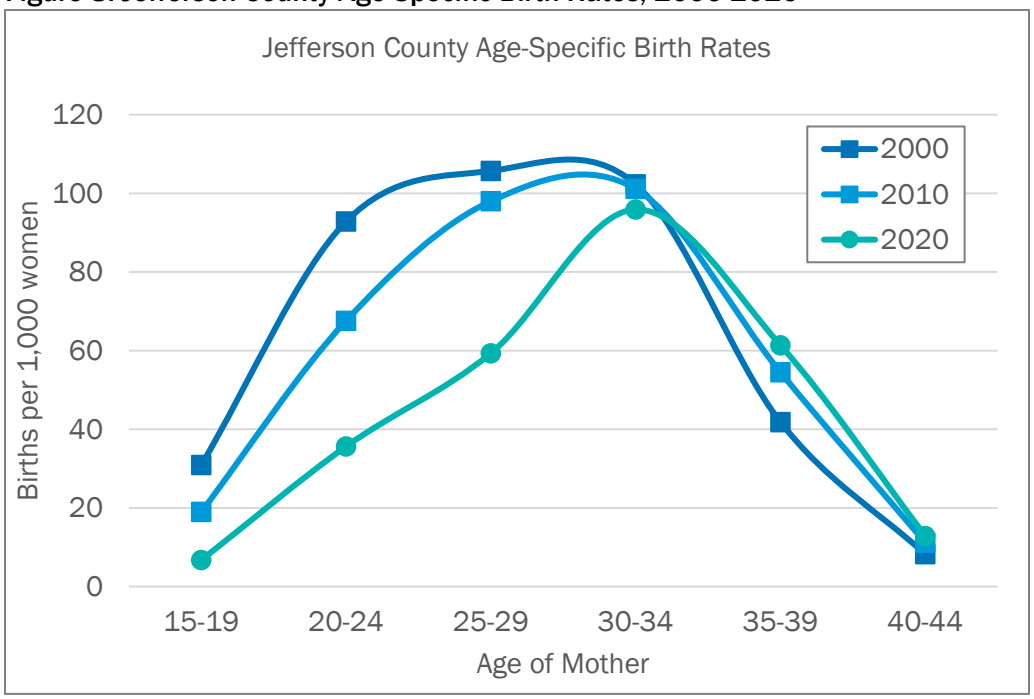
Birth and Fertility Data Review

The Projections Report includes live birth counts by articulation area, important indicators of future kindergarten memberships. The Projections Report shows that the total number of live births in the district declined almost steadily from 6,270 in 2007 to 5,550 in 2021 (with the lowest number of births in 2020 at 5,464). This decline has occurred even as the overall Jefferson County population has increased 9.1 percent since 2010 (Jeffco Public Schools 2023).

To take a closer look at why births have declined even as overall population has grown, we compiled Jefferson County population data and births by five-year age group of mothers (Colorado Department

of Public Health and Environment 2023). The biggest decline in births to county residents occurred between 2000 and 2010, with most of the change attributable to a 24 percent drop in the number of women aged 30 to 39. Birth rates also fell slightly among women under age 30 in this same period (Figure 8), contributing to the decline in births. Between 2010 and 2020, the population of women aged 30 to 39 rebounded, and there was a 33 percent increase in the total number of births to women aged 30 and older. Despite the increase for the 30 to 39 age group, the total number of births for the county remained fairly consistent. This was due to steep declines in birth rates among women under age 30, as shown in Figure 8 by the large dip in the 2020 line for women ages 15 to 19, 20 to 24, and 25 to 29.

Figure 8. Jefferson County Age-Specific Birth Rates, 2000-2020



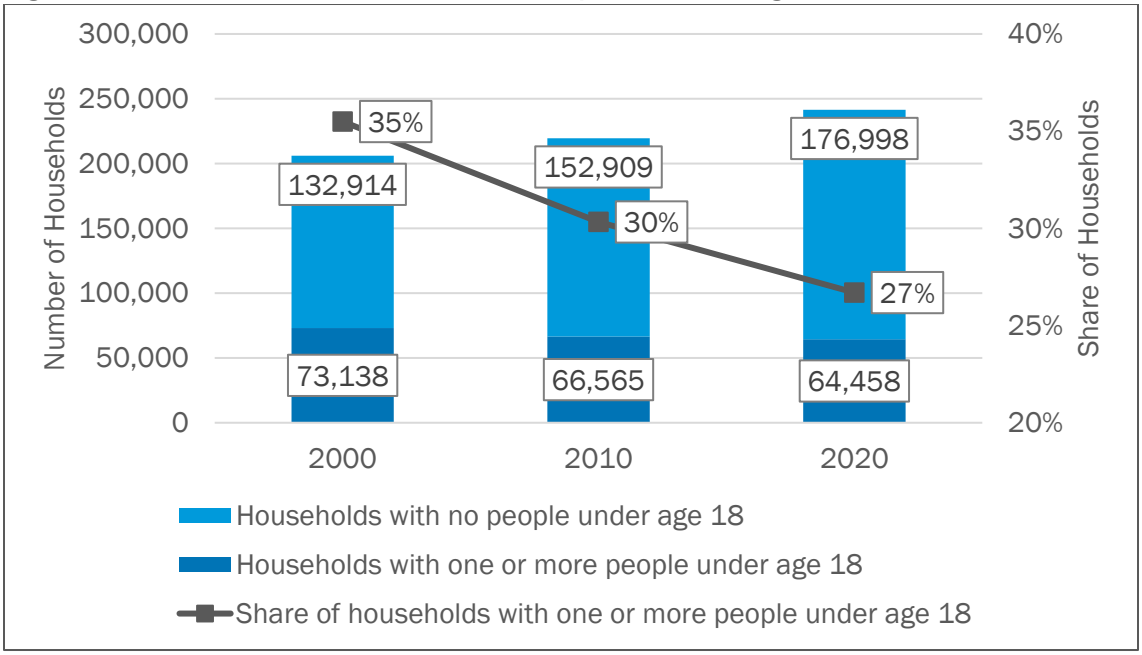
TFR is the number of children that would be expected to be born to a woman over her childbearing years, based on age-specific birth rates at a given time. Using the birth rates shown in Figure 7, we calculated Jefferson County's TFR as 1.91 in 2000, 1.76 in 2010, and 1.36 in 2020. The gap between the Jefferson County and U.S. TFRs widened in the 2010s, even as the national rate also fell over the same period, from 1.93 in 2010 to 1.64 in 2020 (Osterman et al. 2023).

Population Data Review

The Projections Report shows that the population of school-aged children in Jefferson County decreased by 9.8 percent between 2000 and 2010, with another decrease of 18.4 percent between 2010 and 2020. This is particularly true for the under-age-five population. The median age for all county residents has increased from 36.8 to 40.2 since 2000. The Projections Report notes that housing was probably a significant factor in predicting kindergarten enrollment in the late 1990s and early 2000s. Birth rates in 2007 and 2008 correlated with kindergarten enrollment (five years later in 2012–13 and 2013–14), but otherwise there is not a close correlation for birth rates from 2009 to 2015 and subsequent kindergarten enrollment in 2014–15 through 2020–21. Kindergarten and first grade membership in 2020–21 dipped below 2015 births for the first time, indicating declining membership of younger school-aged children.

Due to an aging population and lower birth rates, FLO explored Census household data further to determine other underlying trends. Fewer households in Jeffco included in the 2020 Census included any children, compared with previous censuses in 2000 and 2010 (U.S. Census Bureau 2020). While the number of Jeffco households increased by more than 35,000 between 2000 and 2020, the number of households with one or more people under 18 was 8,680 (12 percent) fewer in 2020 than in 2000, while the number without people under 18 was 44,084 (33 percent) greater. Consequently, the share of households with people under 18 fell from 35 percent in 2000 to 27 percent in 2020 (Figure 9).

Figure 9. Jeffco Share of Households with People under the Age of 18



Population counts by detailed age group from the U.S. Census published every ten years provide the most reliable indicator of Jeffco's school-age population. The May 2023 release of 2020 Census age data allows us to estimate the ratio of Jeffco membership to school-age population during the 2019–20 school year, prior to the COVID-19 pandemic, and to compare it to the ratio ten years earlier, in the 2009–10 school year (U.S. Census Bureau 2020). Jeffco membership was 2.6 percent lower in 2019–20 than in 2009–10 (Table 7). The decline in school-age population was even greater, suggesting that the membership decline was attributable to population loss, not to student enrollment in private schools or net transfers.

Table 7. Jeffco Membership and School-Age Population

	2009-10	2019-20	Percent Change
Membership[a]	83,421	81,266	-2.6%
School-Age Population[b]	89,371	85,751	-4.1%
Ratio of Membership to Population	0.933	0.948	

[a]Membership includes district residents and incoming transfer students.
[b]Approximate population age 5 to 17 at the beginning of the school year, based on single year of age counts from the U.S. Census conducted on April 1 of the school year.

American Community Survey results confirm the relatively high public-school share among Jeffco residents (U.S. Census Bureau 2021). The most recent estimate, based on responses over the five-year period from 2017 to 2021, is that 90.6 percent of Jeffco residents enrolled in K-12 schools attended public schools, not significantly different from the 91.8 percent reported ten years earlier based on responses between 2007 and 2011.[1]

Development Review

As a result of the overall enrollment decline discussed above, Jeffco has consolidated schools to ensure all students have the proper resources and services to set them up for success (Regional Opportunities for Thriving Schools—Phase 1). A total of 16 elementary schools open in 2022–23 were consolidated, with 15 closing for the 2023–24 school year and the one closing for the 2024–25 school year. The District recommended two additional school closures on August 24, 2023, which would bring the total number of schools closed to 21 since the spring of 2021. One approach to minimizing potential future boundary changes for students is to analyze new building developments and housing permits in areas where consolidations have occurred.

The Projections Report notes that housing permits in Jefferson County, including single-family and multifamily, decreased by 12.3 percent between 2021 and 2022. The Projections Report also notes that although new housing is still occurring, there is still a decline in population in some grades and areas due to generally low student yields for single and multi-family housing (i.e., the number of housing units needed to "generate" one student are high). There are some areas of the county with significant potential development. The Projections Report notes current or future potential developments in the following areas:

- Indiana Street corridor north of West 64th Avenue in Ralston Valley
- Along Highway 93 to Highway 72 in Golden
- Central Areas of Lakewood, Wheat Ridge, and Arvada
- Rooney Valley and Ken Caryl areas

The Projections Report indicates the Lakewood, Wheat Ridge, and Arvada areas have primarily smaller infill housing projects, within current neighborhoods, that would not impact student enrollment. The Rooney Valley and Ken Caryl areas have referrals that indicate a demand for housing and mixed-use projects, so future growth is expected and anticipated by Jeffco in these areas. Developments in Ralston Valley and Golden align with expected enrollment increases in those two articulation areas. Neither Ralston Valley nor Golden articulation areas had recent school consolidations, so potential future boundary changes with respect to developments in those areas are not expected to affect students involved in the 2022-23 consolidations.

It is important to note that projecting the number of students who will enroll in Jeffco from new developments (i.e., based on student generation rates) is challenging because there is no way to know with certainty the number of children (and ages) in families who will move into a single-family home, an apartment, or another type of residence. Development plans can also change (i.e., timeline for when housing will be completed and ready for occupancy) and the rate at which the housing is sold and when residents will move in are variable as well. Student enrollment is also affected by whether residents of the new development are moving from within the district or are new to the district.

[1] The 2021 five-year ACS estimate of 90.6 percent has a margin of error (MOE) of +/-1.0 percent. The 2011 five-year ACS estimate of 91.8 percent has an MOE of +/-0.7 percent.

1C—Boundary and Articulation Pattern Alignment Assessment

The goal of Task 1C was to characterize each Jeffco attendance area boundary change from the past ten years as to whether there was an enrollment balancing effect from that change. To review and catalog changes in school attendance boundaries over the past ten years, Jeffco provided FLO with GIS-format attendance area boundaries from 2013–14 to 2022–23. Historical enrollment data for 2022-23 schools from the past ten years, obtained from the Projections Report, were used to determine changes in enrollment year over year. Capacity information for each school was also acquired from Jeffco to assess changes in utilization.

Assessment

The boundary alignment assessment set out to answer two questions arising from the historical boundary and enrollment information:

1. Did individual boundary changes have the expected effect on utilization for the two schools involved in the change?
2. Did overall utilization for the district become more balanced (i.e., schools have more similar utilization district-wide) as a result of boundary changes?

FLO used GIS software to geographically merge Jeffco boundaries from year to year, determining where boundary changes had occurred, and which schools were involved in each change (see Attachment 3 for a list of schools involved in boundary changes). The unique boundary changes were then compiled for all school years from 2013–14 to 2022–23.

Capacity information was used to calculate utilization for each school year from 2013–14 to 2022–23 based on the historical enrollment data for 2022-23 schools. Individual boundary changes between pairs of schools were flagged as having the expected effect on enrollment (either increasing or decreasing utilization) or as not having the expected effect. In some instances, two or more schools swapped boundary areas in a given year; for example, in 2017-18, an area from Meiklejohn ES changed to West Woods ES and a different area from West Woods ES changed to Meiklejohn ES. In these cases, the expected effect of the boundary changes could not be determined.

For the district-wide assessment, standard deviation was calculated for each year for the district as a whole and for elementary, middle, and high schools. For the purposes of these calculations, elementary schools included 3-5, K-4, K-5, K-6, PK-2, PK-5, and PK-6 grade groups; middle schools included 5-8, 6-8, and K-8 grade groups; and high schools included 7-12 and 9-12 grade groups. Standard deviation is a measure of how dispersed the utilizations of the schools are from the mean utilization of all of the schools in a given year. A higher standard deviation means enrollment is less balanced between schools, and a lower standard deviation means enrollment is more balanced. FLO then determined whether the boundary changes in a given year led to a lower standard deviation, and therefore more balanced enrollment, in the following year.

Findings

The boundary change assessment found 44 unique boundary change areas in the district over the past ten years for schools that were still open in the 2022–23 school year. Most of the changes (55 percent) occurred between the 2016–17 and 2017–18 school years. Table 8 breaks down the changes by grade group and notes whether changes produced the expected effect of increasing or decreasing enrollment in the subsequent year.

Table 8. Boundary Change Effects on Individual School Enrollment

Grade Group	Total Boundary Changes 2013-14 to 2022-23	Was Enrollment Balanced?		
		Yes	No	Unclear
Elementary	22	11	7	4
Middle	13	5	4	4
High	9	7	2	0

Overall, 52 percent of the boundary changes produced the expected enrollment effect. In other words, increasing a school attendance area resulted in an increase in enrollment (and therefore utilization), and decreasing a school attendance area resulted in a decrease in enrollment. Another 30 percent of changes had the opposite effect than expected. In 18 percent of cases, the boundary changes moved students between two or more schools in the same year, so the expected effect could not be determined.

At a broader level, school utilization has declined district-wide from 86 percent to 68 percent. In order to bring up utilization facing continued projected declines in the student population, Jeffco has taken action to close 19 schools, including 16 small elementary schools as part of Phase I of Regional Opportunities for Thriving Schools, and has proposed plans for closing two more schools. The three other schools not included in Phase I were emergency closures of Fitzmorris ES and Allendale ES and a Phase II closure for Moore Middle School.. While overall declines in utilization cannot be solved by localized boundary changes, the boundary changes did have an effect on balancing utilization between schools in some cases in the last ten years. Standard deviation, or the measure of variation between all school utilizations in a given year, can be used to compare if utilization widely varies between schools (high standard deviation) or is more “balanced” or similar between schools (low standard deviation). Past boundary changes appear to have had a possible delayed decrease of the standard deviation of utilization and therefore a positive impact on enrollment balancing (Table 9). A total of 24 boundary changes took effect in 2017–18 at the district level, 55 percent of all changes in the past ten years. This is where we would expect dramatic changes in enrollment balancing, and a lower standard deviation, if boundary changes do have an effect on balancing. While standard deviation did not decrease from 2016–17 to 2017–18 (it remained the same), 2018–19 saw the largest year-to-year decrease in deviation over the entire ten years, from 18.0 to 15.3. This decrease continued into the following year, resulting in the most balanced year (utilizations the most similar) for the district as a whole in 2019–20 (14.6). Smaller change years, with eight changes in 2015–16 and six changes in 2020–21, resulted in no effect on deviation or an increase in deviation, and thus a decrease in balance.

At the elementary school level, the decrease in deviation is not as steep after 2017–18 (from 16.2 to 15.9) but does decline over time. The middle schools see large declines in deviation after 2017–18 (from 16.9 to 13.0), following a short-term increase in 2017–18. Most of the district-level balancing in 2018–19 can be attributed to the middle schools. At the high school level, there is almost no change in deviation close to 2017–18 and deviation increases (and balance decreases) until 2022-23. Mean utilization also declined throughout the past ten years (from 86 percent to 68 percent), driven mostly by elementary utilization.

Table 9. Boundary Change Effects on Utilization for 2022-23 Schools

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School District										
Boundary Changes	0	0	8	1	24	0	3	6	2	0
Mean Utilization	86%	86%	85%	84%	82%	78%	76%	71%	69%	68%
Standard Deviation	19.1	18.8	18.0	18.0	18.0	15.3	14.6	14.7	15.0	15.9
Elementary										
Boundary Changes	0	0	5	1	10	0	1	3	2	0
Mean Utilization	93%	93%	91%	89%	87%	78%	75%	68%	67%	67%
Standard Deviation	16.5	15.7	15.7	16.3	16.2	15.9	15.3	14.6	15.1	15.8
Middle										
Boundary Changes	0	0	1	0	8	0	2	2	0	0
Mean Utilization	67%	66%	66%	67%	66%	79%	81%	77%	72%	69%
Standard Deviation	15.9	15.6	14.0	15.1	16.9	13.0	9.8	11.0	12.5	14.7
High										
Boundary Changes	0	0	2	0	6	0	0	1	0	0
Mean Utilization	77%	78%	78%	77%	78%	76%	76%	76%	73%	72%
Standard Deviation	13.4	14.3	13.5	14.0	14.6	14.6	15.0	15.9	15.6	16.7

Note: The boundary change count reflects the year in which the boundary changes went into effect.

Discussion

Boundary changes for school attendance areas may have the effect of sending some students from an affected area to a new school (thus increasing enrollment at that school). However, if a change area contains many students who already transfer to other schools, those students are less likely to attend the new school. This may partially explain the differences in the effect of boundary changes in individual Jeffco schools in the past ten years. Fifty-two percent of boundary changes appear to have the expected effect on enrollment for individual schools, namely to either increase or decrease enrollment to bring overall school utilizations into alignment. If we remove the 18 percent of changes that could not be classified as expected or not expected, the expected changes jump up to 64 percent. This indicates that balancing enrollment at Jeffco in the future could, in part, be accomplished through boundary changes, but a particular focus on the capture rates within articulation areas may help improve that effect.

Achieving a particular utilization target for a given school can be affected by several factors, including not only school attendance area boundaries but also district policies and program placement. The high number of boundary changes that took effect in 2017–18 appear to have a subsequent, although delayed, effect on balanced enrollment at the district level. The delay in increased balance until 2018–19 may be due to students continuing in their current school for the following year regardless of a new boundary change, or there may be other, non-boundary, reasons for the increase in balancing, such as policy changes or program moves. The effect of boundary changes appears to be more impactful at the elementary and middle school levels, potentially due to high school students' access to other means of transportation to attend the schools of their choice, although the continuing high transfer rates throughout this period and across grade levels indicate that boundary changes are only one of many potential factors the District should consider in balancing enrollment and maximizing utilization.

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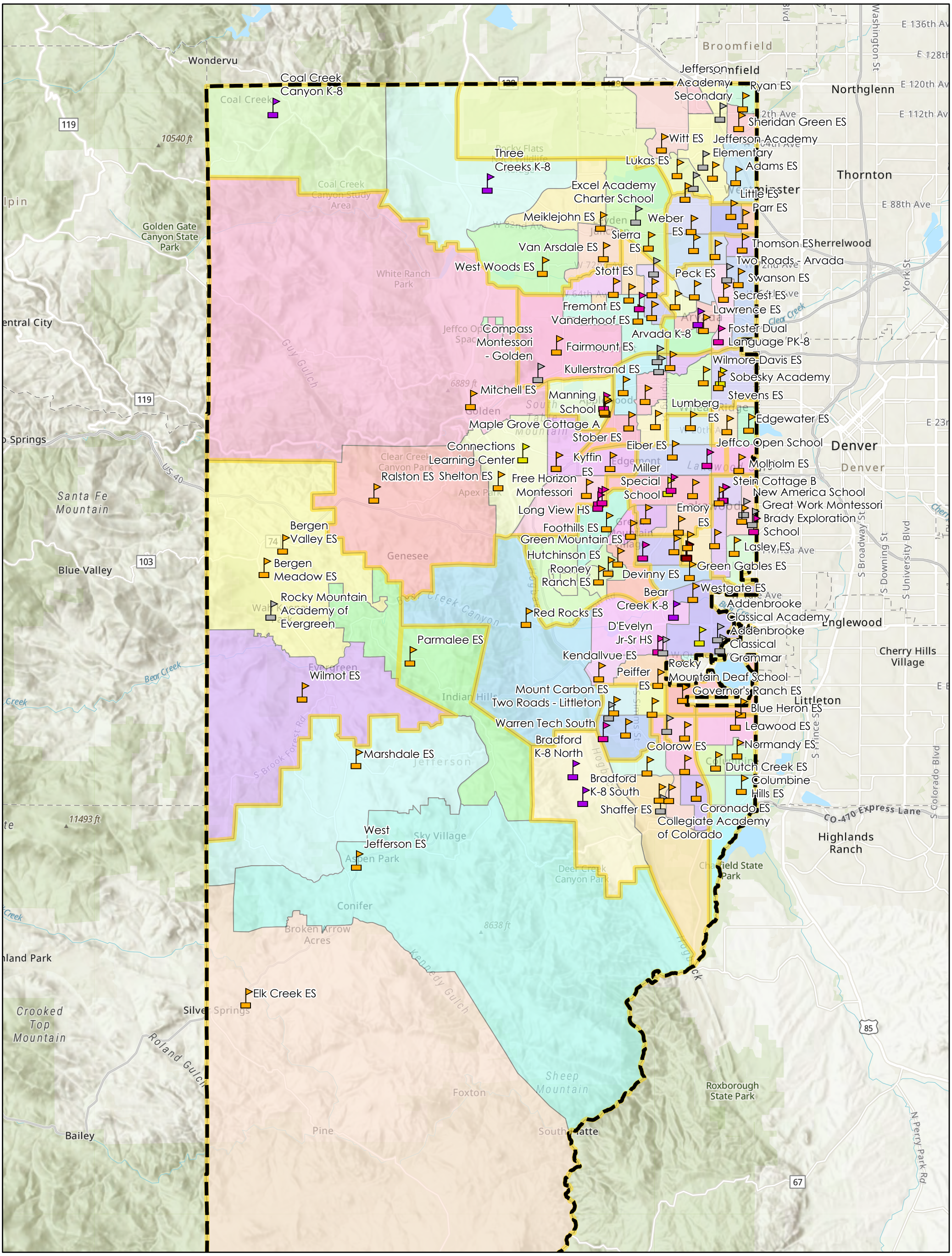
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ATTACHMENT 1

Boundary Maps

Elementary School Boundaries

JEFFCO PUBLIC SCHOOLS



FLO Analytics

Pre-K
ES
K-8
Option
Special
Charter
District Boundary
Articulation Area

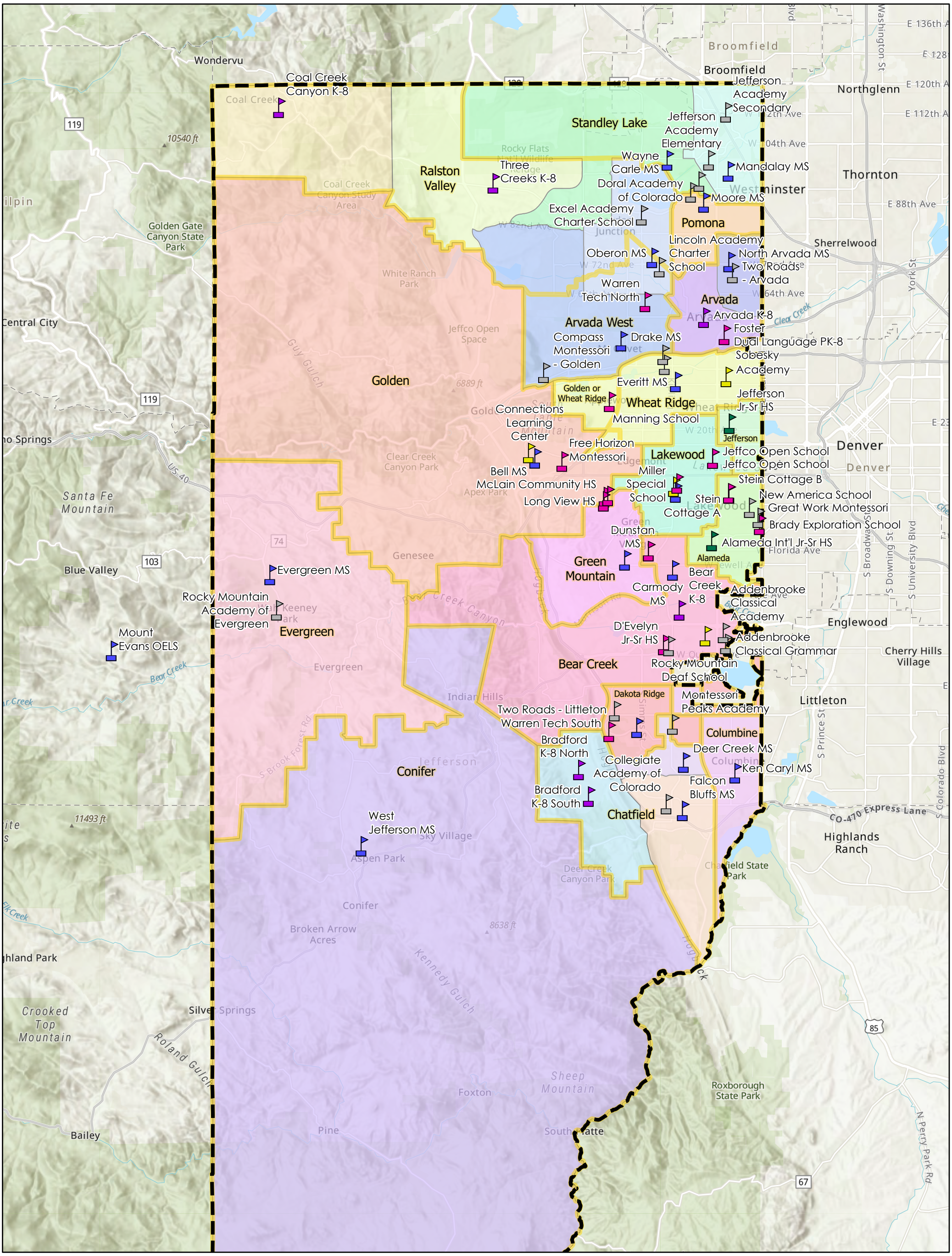
2022-23

N

0 1.5 3 6 Miles

Middle School Boundaries

JEFFCO PUBLIC SCHOOLS



FLO Analytics

- K-8
- MS & OELS
- Jr/Sr HS
- Option
- Special
- Charter
- District Boundary
- Articulation Area

2022-23

N

0 1.5 3 6 Miles

High School Boundaries

JEFFCO PUBLIC SCHOOLS

Standley Lake
Standley Lake HS
Jefferson Academy Secondary
Ralston Valley
Doral Academy of Colorado
Jefferson Academy Elementary
Woodrow Wilson Academy
Excel Academy Charter School
Ralston Valley HS
Lincoln Academy Charter School
Pomona
Pomona HS
Arvada
Arvada West HS
Arvada HS
Two Roads - Arvada
Arvada West
Warren Tech North
Foster Dual Language PK-8
Compass Montessori - Golden
Mountain Phoenix Community School
Golden
Golden or Wheat Ridge
Manning School
Golden HS
Wheat Ridge
Wheat Ridge HS
Sobesky Academy
Jefferson Jr-Sr HS
Free Horizon Montessori
Connections Learning Center
McLain Community HS
Lakewood
Lakewood HS
Warren Tech Central
Long View HS
Stein Cottage A
Stein Cottage B
New America School
Great Work Montessori
Brady Exploration School
Green Mountain HS
Alameda Int'l Jr-Sr HS
Green Mountain
Alameda
Jeffco Center for Remote Learning (Irwin)
Addenbrooke Classical Academy
Addenbrooke Classical Grammar
Bear Creek HS
D'Evelyn Jr-Sr HS
Bear Creek
Rocky Mountain Deaf School
Rocky Mountain Academy of Evergreen
Evergreen
Evergreen HS
Dakota Ridge
Dakota Ridge HS
Two Roads - Littleton
Montessori Peaks Academy
Columbine HS
Warren Tech South
Chatfield HS
Columbine
Conifer
Conifer HS
Chatfield
Collegiate Academy of Colorado

Jr/Sr HS
HS
Option
Special
Charter
District Boundary
Articulation Area

2022-23

FLO Analytics

N

0 1.5 3 6 Miles

ATTACHMENT 2

GPR Tables by Articulation Area

Grade Progression Ratios (GPRs) by Articulation Area

Alameda Articulation Area

The Alameda articulation area generally has higher GPRs in K–5 years (above 1.0, meaning students are joining the cohort) and experiences low GPRs for students transitioning from sixth to seventh grade (0.803 and lower, meaning over 20 percent of students are leaving the cohort between those two years) (Table 1). Of the high school students who resided in the Alameda International attendance area in 2022–23, 11.3 percent attended Lakewood High, 6.8 percent attended Bear Creek High, and 4.0 percent attended D'Evelyn Junior/Senior High. Alameda International enrolls grades seven to twelve, indicating that students are attending sixth grade at their elementary school, then transferring out of the articulation area to attend middle school. In 2022–23, 4.0 percent of students residing in the Alameda International attendance area transferred out to D'Evelyn Middle, 3.3 percent to Creighton Middle, and 2.8 percent to Carmody Middle.

Table 1—Alameda GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	0.992	0.967	0.975	0.949	1.000
1st–2nd	1.027	1.004	0.974	0.926	1.064
2nd–3rd	1.013	1.038	0.932	0.917	1.005
3rd–4th	0.976	1.049	0.971	0.897	0.981
4th–5th	0.979	1.072	0.988	0.939	1.063
5th–6th	0.906	1.075	0.866	0.829	0.927
6th–7th	0.763	0.803	0.740	0.699	0.799
7th–8th	0.967	0.932	0.983	0.941	0.956
8th–9th	0.932	0.882	0.984	0.974	0.880
9th–10th	0.840	0.901	0.978	0.926	0.937
10th–11th	0.848	0.918	0.948	0.881	1.017
11th–12th	0.862	0.852	0.946	0.840	0.974

Arvada Articulation Area

The Arvada articulation area generally has higher GPRs in K–5 years and has experienced very low GPRs for students transitioning from eighth to ninth grade (0.634 and lower, meaning over 35 percent of students are leaving the cohort between those two years) (Table 2). Of the high school students who resided in the Arvada High attendance area in 2022–23, 19.8 percent attended Arvada West High, 14.1 percent attended Pomona High, and 3.3 percent attended Wheat Ridge High. Lower numbers of students transferred out to 27 other high schools. Arvada has also experienced, to a lesser degree, a drop in GPRs for students transitioning from fifth to sixth grade (0.894 and lower). Of the students who resided in the Arvada K–8 attendance area in 2022–23, 5.4 percent attended Oberon Middle, 5.1 percent attended Foster K–8, and 4.4 percent attended Drake Middle. Lower numbers of students transferred out to at least 14 other middle schools.

Table 2—Arvada GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	0.940	0.991	0.928	1.046	1.045
1st–2nd	0.950	0.994	0.962	0.909	0.976
2nd–3rd	0.961	0.978	0.942	0.918	1.015
3rd–4th	1.009	1.012	0.904	0.942	0.989
4th–5th	1.008	1.006	0.942	0.989	1.014
5th–6th	0.894	0.828	0.818	0.782	0.826
6th–7th	0.910	0.982	0.962	0.910	0.908
7th–8th	0.978	0.967	0.988	0.925	0.985
8th–9th	0.560	0.604	0.634	0.616	0.611
9th–10th	1.067	0.945	1.014	0.956	0.965
10th–11th	1.011	0.888	0.974	0.888	0.918
11th–12th	0.853	0.918	0.899	0.924	0.827

Arvada West Articulation Area

The Arvada West articulation area has GPRs generally between 0.90 and 1.10 over the 2017–18 to 2022–23 period, which could indicate low numbers of students leaving the articulation area cohorts from year to year, and low numbers of students transferring into schools within the articulation area (Table 3). The outliers are high GPRs for the eighth to ninth grade cohort (between 1.374 and 1.658, meaning more than 37 percent of students are joining the cohort each year) for the 2017–18 to 2022–23 period. Of the students who attended Arvada West High in 2022–23, 15.8 percent transferred in from Arvada High, 8.9 percent from Ralston Valley High, and 5.2 percent from Pomona High. Lower numbers of students transferred in from 16 other high schools.

Table 3—Arvada West GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	1.003	0.993	0.931	1.122	1.057
1st–2nd	1.051	1.003	0.963	1.056	1.056
2nd–3rd	1.024	0.997	0.945	1.012	1.060
3rd–4th	0.948	0.988	0.928	0.952	1.088
4th–5th	1.055	1.069	0.945	1.007	1.061
5th–6th	0.906	1.075	1.123	1.216	1.173
6th–7th	1.066	0.993	1.015	0.982	1.044
7th–8th	0.983	1.029	0.957	0.958	1.031
8th–9th	1.374	1.467	1.578	1.638	1.658
9th–10th	0.971	0.954	0.964	0.944	0.988
10th–11th	0.961	0.993	0.970	0.954	0.934
11th–12th	1.035	0.998	0.995	0.971	0.974

Bear Creek Articulation Area

The Bear Creek articulation area generally has GPRs that are close to 1.0 overall, meaning student cohorts are fairly stable from year to year (Table 4). The GPRs from eighth to ninth grade are consistently above 1.066, meaning students are transferring in to Bear Creek High from other articulation areas. Of the students who attend Bear Creek High in 2022–23, 11.7 percent reside in Denver County School District, 9.1 percent reside in Alameda International, and 2.2 percent reside in Lakewood High. Lower numbers of students transferred in from 17 other high schools. Bear Creek articulation area has also experienced low GPRs for students transitioning from fifth to sixth grade (between 0.844 and 0.737). This means students are transferring out of the articulation area for sixth grade. In 2022-23, Bear Creek K-8 had students transfer out to Addenbrooke Classical Grammar (4.6 percent), Dennison Elementary (2.8 percent), and Montessori Peaks Academy (1.6 percent), along with transfers out to 17 other schools. Carmody Middle had students transfer out to Summit Ridge Middle (11.2 percent), D'Evelyn Junior/Senior (10.4 percent), and Dunstan Middle (4.4 percent), along with transfers out to 38 other schools. The low GPRs for fifth to sixth grade appear to be driven primarily by students transferring out of Carmody Middle.

Table 4—Bear Creek GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	1.053	0.984	0.967	1.005	1.032
1st–2nd	0.949	0.995	0.961	0.985	0.971
2nd–3rd	1.023	1.014	0.995	1.011	0.983
3rd–4th	0.976	0.971	0.981	0.938	1.011
4th–5th	1.006	0.973	0.963	1.005	1.000
5th–6th	0.844	0.800	0.768	0.737	0.774
6th–7th	0.837	1.018	0.958	0.997	1.032
7th–8th	0.985	0.956	0.936	0.957	0.982
8th–9th	1.083	1.076	1.086	1.066	1.091
9th–10th	0.939	0.976	0.971	0.953	0.949
10th–11th	0.901	0.904	0.934	0.938	0.896
11th–12th	0.959	0.991	0.994	0.903	0.885

Chatfield Articulation Area

The Chatfield articulation area generally has higher GPRs in K–5 years (several above 1.0) and has experienced higher GPRs for students transitioning from fifth to sixth grade (between 1.004 and 1.165). In 2022-23, Bradford K-8 North had students transfer in from Carmody Middle (3.8 percent), Ken Caryl Middle (2.2 percent), and Summit Ridge Middle (1.9 percent), along with transfers in from 11 other schools. Deer Creek Middle had students transfer in from Carmody Middle (8.6 percent), Summit Ridge Middle (8.1 percent), and Ken Caryl Middle (6.6 percent), along with transfers in from 14 other schools. Falcon Bluffs Middle had students transfer in from Summit Ridge Middle (2.6 percent), Ken Caryl Middle (2.2 percent), and Douglas County School District (1.7 percent), along with transfers in from 13 other schools. Conversely, Chatfield articulation area has slightly lower GPRs for students transitioning from eighth to ninth grade (between 0.860 and 0.932). Of the students who resided in the Chatfield High School attendance area in 2022–23, 8.1 percent attended Columbine High, 5.8 percent attended Dakota Ridge High, and 2.7 percent attended D'Evelyn Junior/Senior High. Lower numbers of students transferred out to at least 19 other high schools. GPRs have started to recover to pre–COVID levels, where the lowest GPRs were seen from the 2019–20 to 2020–21 cohort progressions.

Table 5—Chatfield GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	0.979	0.988	0.976	1.047	1.024
1st–2nd	1.005	1.022	0.993	0.980	0.986
2nd–3rd	1.012	1.042	0.925	0.978	0.990
3rd–4th	1.017	0.993	0.967	0.980	0.990
4th–5th	0.990	1.000	0.947	1.007	1.021
5th–6th	1.165	1.075	1.004	1.121	1.034
6th–7th	1.027	0.979	0.942	1.002	1.011
7th–8th	0.990	1.004	0.965	0.979	0.963
8th–9th	0.878	0.919	0.860	0.869	0.932
9th–10th	0.992	0.986	0.950	0.957	0.979
10th–11th	0.953	0.979	0.935	0.940	0.978
11th–12th	0.995	0.976	0.948	0.930	0.993

Columbine Articulation Area

The Columbine articulation area has GPRs generally between 0.95 and 1.1 over the 2017–18 to 2022–23 period, which could indicate low numbers of students leaving the articulation area cohorts from year to year, and low numbers of students transferring into schools within the articulation area (Table 6). The outliers are consistently high GPRs for the eighth to ninth graders (1.269 and higher, meaning over 20 percent of students or more are joining the cohort each year), with the highest GPR in the 2021-22 to 2022-23 cohort. Of the students who attended Columbine High School in 2022–23, 10.9 percent transferred in from Denver County School District, 10.4 percent from Dakota Ridge High, and 9.6 percent from Chatfield High. Lower numbers of students transferred in from 17 other high schools.

Table 6—Columbine GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	0.978	0.937	0.914	1.075	0.940
1st–2nd	1.027	0.996	0.955	0.966	1.000
2nd–3rd	0.968	1.015	0.916	1.000	1.000
3rd–4th	1.024	1.012	0.918	0.988	1.024
4th–5th	0.970	1.023	0.967	1.020	1.008
5th–6th	0.972	1.110	0.941	1.013	0.976
6th–7th	1.000	1.106	0.969	0.930	0.992
7th–8th	1.000	1.040	0.924	0.986	0.993
8th–9th	1.269	1.312	1.507	1.484	1.538
9th–10th	0.987	1.029	1.016	0.972	1.043
10th–11th	0.939	1.033	0.961	1.000	0.993
11th–12th	0.945	0.991	1.025	0.967	0.928

Conifer Articulation Area

The Conifer articulation area generally has higher GPRs in recent K–5 years (several above 1.0, meaning more students are joining the cohort each year) and has experienced high GPRs for students transitioning from fifth to sixth grade (between 1.105 and 1.207) and eighth to ninth grade (between 1.086 and 1.227) (Table 7). Of the students who attended West Jefferson Middle in 2022–23, 9.0 percent transferred in from Platte Canyon School District, 5.0 percent from the Evergreen/West Jefferson Middle option area, and 3.0 percent from Evergreen Middle. Lower

numbers of students transferred in from 4 other middle schools. Of the students who attend the Evergreen High in 2022–23, 8.2 percent transfer in from Platte Canyon School District, 5.0 percent from Evergreen High, and 0.4 percent from Bear Creek High. Lower numbers of students transferred in from 4 other high schools. GPRs have generally recovered to pre–COVID levels, where the lowest GPRs were seen from the 2019–20 to 2020–21 cohort progression.

Table 7—Conifer GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–2023
K–1st	0.882	1.112	1.000	1.047	1.027
1st–2nd	1.139	1.022	0.824	1.014	0.993
2nd–3rd	0.915	0.963	1.029	1.053	1.085
3rd–4th	0.993	0.987	0.880	1.028	1.051
4th–5th	1.057	1.020	0.905	1.043	0.986
5th–6th	1.105	1.113	1.135	1.149	1.207
6th–7th	0.967	1.038	0.898	0.949	1.006
7th–8th	0.984	0.943	0.959	1.042	1.030
8th–9th	1.227	1.220	1.133	1.086	1.143
9th–10th	0.971	1.035	0.965	0.979	1.009
10th–11th	0.969	0.991	1.010	0.918	1.011
11th–12th	0.972	0.968	0.961	0.967	1.020

Dakota Ridge Articulation Area

The Dakota Ridge articulation area generally had higher GPRs in K–5 (several above 1.0, meaning students were joining the cohort each year) from 2017–18 to 2018–19 and from 2018–19 to 2019–20, with slight declines in recent years. There were consistently higher GPRs for students transitioning between eighth to ninth grade (1.079 and higher), however from 2021–22 to 2022–23 the number of students attending ninth grade from eighth grade remained level. The general stability among cohorts from year to year means Dakota Ridge has similar numbers of students transferring in or out, or staying within the articulation area, in any given grade.

Table 8—Dakota Ridge GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–2023
K–1st	1.030	1.045	0.916	0.983	1.039
1st–2nd	0.973	1.055	1.003	0.968	0.989
2nd–3rd	1.064	1.075	0.913	0.977	0.989
3rd–4th	1.006	1.030	0.917	0.985	0.994
4th–5th	1.003	1.024	0.945	1.028	0.992
5th–6th	0.900	1.132	1.053	1.027	0.966
6th–7th	1.085	0.945	0.969	0.989	0.987
7th–8th	0.997	0.997	0.976	0.944	0.929
8th–9th	1.029	1.082	1.079	1.170	1.000
9th–10th	0.951	0.994	0.953	0.978	0.964
10th–11th	0.931	0.928	0.945	0.973	0.928
11th–12th	0.943	0.978	0.992	0.909	0.932

Evergreen Articulation Area

The Evergreen articulation area generally has higher GPRs in K–5 years (several above 1.0, meaning students are joining the cohort each subsequent year) and has experienced higher GPRs for

students transitioning from eighth to ninth grade (between 1.084 and 1.141) (Table 9). Of the students who attend Evergreen High School in 2022–23, 5.0 percent transferred in from Clear Creek School District, 4.0 percent from Conifer High, and 2.6 percent from Golden High. Lower numbers of students transferred in from 9 other high schools. GPRs have generally recovered to pre–COVID levels, where the lowest GPRs were seen from the 2019–20 to 2020–21 cohort progressions.

Table 9—Evergreen GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–2023
K–1st	1.032	1.029	0.949	1.072	1.054
1st–2nd	1.006	1.068	0.937	0.964	1.095
2nd–3rd	1.010	1.045	0.895	1.030	1.025
3rd–4th	1.047	1.059	0.925	1.026	1.107
4th–5th	1.044	1.000	0.991	0.965	1.101
5th–6th	1.075	1.028	0.861	0.878	0.922
6th–7th	1.048	0.984	0.932	0.990	0.984
7th–8th	0.971	0.991	0.953	1.029	1.068
8th–9th	1.084	1.094	1.120	1.141	1.137
9th–10th	0.997	0.969	0.928	0.897	0.942
10th–11th	0.930	0.977	0.928	0.952	0.977
11th–12th	0.936	0.974	0.946	0.966	0.942

Golden Articulation Area

In the Golden articulation area, the highest GPRs over the 2017–18 to 2022–23 period (between 1.196 and 1.300) are between eighth and ninth grades (Table 10). Of the students who attended Golden High School in 2022–23, 6.0 percent transferred in from the Golden/Wheat Ridge Option Area, 4.7 percent from Arvada West High, and 4.0 percent from Wheat Ridge High. Lower numbers of students transferred in from 19 other high schools.

Golden has also experienced low GPRs for students transitioning from fifth to sixth grade (between 0.707 and 0.784). Of the middle school students who resided in the Bell Middle attendance area in 2022–23, 18.3 percent transferred out to Manning, 4.6 percent to D'Evelyn Junior/Senior High, and 2.9 percent to Compass Montessori – Golden. Lower numbers of students transferred out of 32 other schools.

Table 10—Golden GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–2023
K–1st	1.034	0.982	0.954	1.108	1.044
1st–2nd	1.021	1.000	0.952	0.962	1.019
2nd–3rd	0.958	0.962	0.988	0.975	0.990
3rd–4th	1.021	1.021	0.954	0.946	0.990
4th–5th	0.968	1.006	0.974	0.990	0.981
5th–6th	0.907	0.898	0.801	0.707	0.784
6th–7th	0.804	0.987	0.923	0.914	0.992
7th–8th	0.961	0.987	0.966	0.973	1.020
8th–9th	1.236	1.196	1.198	1.247	1.300
9th–10th	1.000	0.962	0.989	0.992	0.997
10th–11th	0.959	0.939	0.948	0.944	0.958
11th–12th	0.952	0.942	0.933	0.935	0.938

Green Mountain Articulation Area

The Green Mountain articulation area has GPRs generally between 0.95 and 1.03 over the 2017–18 to 2022–23 period, which could indicate low numbers of students leaving the articulation area cohorts from year to year, and also low numbers of students transferring into schools within the articulation area (Table 11). The outlier is a high GPR for the 2021–22 to 2022–23 fifth to sixth graders, indicating a 10 percent increase in the cohort size between those two years. In 2022–23, Dunstan Middle had 7.3 percent of students transfer in from Carmody Middle attendance area, 4.8 percent from Creighton Middle, and 3.2 percent from Alameda International. Lower numbers of students transferred in from 20 other schools. GPRs have generally recovered to pre–COVID levels, where the lowest GPRs were seen from the 2020–21 to 2021–22 cohort progression.

Table 11—Green Mountain GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	1.038	0.990	0.952	0.985	1.025
1st–2nd	0.989	1.000	0.979	0.971	0.974
2nd–3rd	0.972	1.029	0.960	0.957	0.959
3rd–4th	0.979	1.011	0.925	0.955	1.038
4th–5th	0.967	1.039	0.961	0.985	1.020
5th–6th	0.966	1.013	0.963	0.974	1.102
6th–7th	0.976	1.006	0.997	0.975	0.996
7th–8th	1.000	0.997	0.997	0.953	0.975
8th–9th	0.869	0.958	1.006	0.949	0.965
9th–10th	0.960	1.025	0.997	0.883	0.950
10th–11th	0.951	0.944	0.918	0.911	0.965
11th–12th	0.968	0.921	0.945	0.851	0.929

Jefferson Articulation Area

The Jefferson articulation area has low GPRs for the sixth to seventh grade cohort across the 2017–18 to 2022–23 period (Table 12) ranging from 0.597 (low during COVID) to 0.763. The most recent cohort saw a loss of 24.4 percent of the students going into seventh grade in 2022–23 that were in the sixth grade in 2021–22. Jefferson Junior/Senior High enrolls grades seven to twelve, indicating that students are attending sixth grade at their elementary school, then transferring out of the articulation area to attend middle school. In 2022–23, students in the Jefferson Junior/Senior High attendance area had 3.7 percent of students transfer out to Everitt Middle, 2.9 percent to JeffCo Open School, and 1.7 percent to Creighton Middle. There are also low GPRs for the eleventh to twelfth grade cohort, with the lowest GPR of 0.786 between 2021–22 and 2022–23. Of the seniors residing within Jefferson articulation area, 59 attended Jefferson Junior/Senior High, 23 attended Lakewood High, 18 attended Brady Exploration, 12 attended Wheat Ridge, and a further 33 students attended other schools. In 2022–23, Jefferson Junior/Senior High attendance area had 9.4 percent of students transfer out to Lakewood High and another 6.6 percent of students to Wheat Ridge High. Lower numbers of Jefferson Junior/Senior High attendance area students transferred out to 39 other schools (including middle and high schools).

Table 12—Jefferson GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	0.831	0.951	0.948	0.961	1.052
1st–2nd	0.927	0.895	0.861	0.882	0.990
2nd–3rd	0.896	0.864	0.961	0.907	1.000
3rd–4th	0.956	0.877	0.917	0.935	1.065
4th–5th	0.986	0.974	0.916	0.901	0.983
5th–6th	0.984	0.837	1.000	0.908	0.920
6th–7th	0.763	0.707	0.678	0.597	0.756
7th–8th	0.969	0.902	0.985	1.034	1.045
8th–9th	0.980	0.992	0.958	0.908	1.082
9th–10th	0.825	0.951	0.926	0.939	0.924
10th–11th	0.841	0.872	0.803	0.912	0.991
11th–12th	0.804	0.832	0.890	0.791	0.786

Lakewood Articulation Area

The Lakewood articulation area has GPRs generally between 0.95 and 1.02 over the 2017–18 to 2022–23 period, which could indicate low numbers of students leaving the articulation area cohorts from year to year, and also low numbers of students transferring into schools within the articulation area (Table 13). The two main exceptions are students transferring into Lakewood articulation area from fifth to sixth grade (GPRs from 1.085 to 1.223) and to an even greater extent from eighth to ninth grade (GPRs from 1.599 to 1.764). In 2022–23, Creighton Middle had 7.8 percent of students transfer in from Alameda International attendance area, 3.8 percent from Carmody Middle, 3.4 percent from Denver School District, and 3.3 percent from Dunstan Middle. Lower numbers of students transferred into Creighton Middle from 22 other schools. Also, in 2022–23, Lakewood High had 11.4 percent of students transfer in from the Alameda International attendance area, 9.7 percent from Golden High, 7.0 percent from Wheat Ridge High, 6.5 percent from Denver School District, and 6.4 percent from Green Mountain High. Lower numbers of students transferred into Lakewood High from 25 other high schools.

Table 13—Lakewood GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	0.996	0.975	0.980	0.920	1.056
1st–2nd	0.985	0.891	0.906	0.969	1.017
2nd–3rd	0.977	1.016	0.995	0.925	0.920
3rd–4th	0.962	0.957	0.981	0.918	0.970
4th–5th	0.979	0.991	0.951	0.914	0.990
5th–6th	1.223	1.148	1.130	1.085	1.136
6th–7th	1.239	1.046	1.049	1.044	1.035
7th–8th	0.994	1.003	0.983	0.949	1.004
8th–9th	1.642	1.674	1.599	1.688	1.764
9th–10th	0.982	0.994	1.011	1.012	0.973
10th–11th	0.928	0.932	0.977	0.987	0.897
11th–12th	0.980	0.944	0.991	0.916	0.933

Pomona Articulation Area

The Pomona articulation area has high GPRs for the eighth to ninth grade cohorts for all years in the 2017–18 to 2022–23 period (between 1.453 and 1.714), with a GPR of 1.542 from 2021–22 to 2022–23 indicating a 54 percent increase in the cohort attending ninth grade last year (Table 14). This is in contrast to the declining GPRs for the fifth to sixth grade cohorts over time, with the lowest GPR of 0.691 in the last year (i.e., losing 31 percent of the cohort from year to year). In 2022–23, students in the Moore Middle attendance area had 7.9 percent of students transfer out to Oberon Middle, 7.0 percent to Excel Academy, and 6.4 percent to Woodrow Wilson Academy. Lower numbers of students transferred out of Moore Middle attendance area to 25 other schools. The overall retention rate for students who live within the Moore Middle attendance area and attend Moore Middle is 41 percent, whereas the retention rate for Pomona High is 61.9 percent. This indicates that some students who transfer out of the articulation area for middle school return for high school. In 2022–23, Pomona High also had students transfer in from Arvada High (18.3 percent), Westminster School District (9.6 percent), and Standley Lake High (6.1 percent). Lower numbers of students transferred into Pomona High from 18 other high schools.

Table 14—Pomona GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	0.967	0.985	0.889	0.915	0.898
1st–2nd	0.971	1.022	0.916	0.865	0.988
2nd–3rd	0.974	0.946	0.852	0.935	1.011
3rd–4th	1.005	0.914	0.917	0.942	0.965
4th–5th	1.036	0.952	0.947	0.932	0.938
5th–6th	1.020	0.930	0.854	0.845	0.691
6th–7th	1.118	1.000	0.893	0.912	0.897
7th–8th	1.049	0.878	0.990	1.052	0.852
8th–9th	1.714	1.551	1.873	1.453	1.542
9th–10th	0.914	0.968	0.988	0.942	0.983
10th–11th	0.884	0.922	0.921	0.915	0.894
11th–12th	0.836	0.931	0.935	0.893	0.910

Ralston Valley

The Ralston Valley articulation area has high, though declining, GPRs for the eighth to ninth grade cohorts for all years in the 2017–18 to 2022–23 period (between 1.303 and 1.771) (Table 15). The eighth to ninth GPR of 1.36 in 2021–22 to 2022–23 indicates a 36 percent increase in the cohort attending ninth grade last year. This is in contrast to the steadily low GPRs for the fifth to sixth grade cohorts over time (from 0.753 to 0.876), driven primarily by Oberon Middle which in 2022–23 had a 59.6 retention rate, and students transferring out of the attendance area to Lincoln Academy (8.9 percent), Drake Middle (8.1 percent), and Excel Academy (5.9 percent). Lower numbers of students transferred out of Oberon Middle to 25 other schools. In 2022–23, Ralston Valley High had students transfer in from Arvada West High (5.5 percent), Pomona High (2.8 percent), and Standley Lake High (1.9 percent). Lower numbers of students transferred into Ralston Valley High from 12 other schools. The lower percentages of high school students transferring in from other articulation areas combined with the high GPR for the eighth to ninth grades also indicates there are also students who leave the articulation area for middle school that then return for high school.

Table 15—Ralston Valley GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	1.111	1.039	0.947	1.036	1.035
1st–2nd	1.066	1.051	0.953	0.998	0.998
2nd–3rd	1.102	1.025	0.942	0.985	1.037
3rd–4th	1.023	1.067	0.987	0.998	0.995
4th–5th	1.026	1.034	0.935	0.977	0.986
5th–6th	0.876	0.809	0.753	0.853	0.820
6th–7th	0.802	1.050	0.965	0.994	1.018
7th–8th	1.018	1.043	0.968	0.972	1.000
8th–9th	1.771	1.639	1.347	1.303	1.363
9th–10th	0.994	1.008	0.976	0.951	1.004
10th–11th	0.971	0.987	0.994	0.928	1.000
11th–12th	0.991	0.972	0.987	0.918	0.988

Standley Lake Articulation Area

The Standley Lake articulation area has high GPRs for the fifth to sixth grade cohort for much of the 2017–18 to 2022–23 period, ranging from 1.026 to 1.196, and low GPRs for the eighth to ninth cohort, ranging from 0.817 to 0.866 (Table 16). This means students are transferring into the articulation area for Mandalay Middle and Wayne Carle Middle, and then transferring out for high school. In 2022–23, Mandalay Middle had students transfer in from Westminster School District (7.6 percent), Adams Five Star School District (4.6 percent), and Moore Middle (4.4 percent), along with transfers in from 14 other schools. Wayne Carle Middle had students transfer in from Moore Middle (2.3 percent), Oberon Middle (1.9 percent), and Three Creeks K–8 (1.3 percent), along with transfers in from 12 other schools. In 2022–23, Standley Lake High attendance area had 13.3 percent of students transfer out to Jefferson Academy High, 5.2 percent to Pomona High, and 2.6 percent to Ralston Valley High. Lower numbers of students transferred out of Standley Lake High attendance area to 19 other high schools.

Table 16—Standley Lake GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	1.013	0.993	0.976	0.931	1.038
1st–2nd	0.954	0.959	0.934	0.914	1.004
2nd–3rd	0.979	1.021	0.951	0.909	0.932
3rd–4th	0.988	0.997	0.953	0.911	0.992
4th–5th	0.954	0.963	0.924	0.996	0.970
5th–6th	1.048	1.114	1.175	1.026	1.196
6th–7th	1.158	0.981	0.968	0.972	1.010
7th–8th	1.000	0.995	0.980	0.972	0.983
8th–9th	0.843	0.852	0.866	0.827	0.817
9th–10th	1.000	1.003	0.927	0.957	0.991
10th–11th	0.922	0.942	0.952	0.931	0.937
11th–12th	0.919	1.003	0.991	0.867	0.961

Wheat Ridge Articulation Area

The Wheat Ridge articulation area has high GPRs for the eighth to ninth grade cohorts for all years in the 2017–18 to 2022–23 period (between 1.338 and 1.549), with a GPR of 1.442 in 2021–22 to 2022–23 indicating a 44 percent increase in the cohort attending ninth grade last year (Table 17). This is in contrast to the low GPRs for the fifth to sixth grade cohorts over time, with a GPR of 0.532 in the last year (i.e., losing 47 percent of the cohort year to year). In 2022–23, Everitt Middle had a 42.1 percent retention rate, with 26.1 percent of students in the attendance area transferring out to The Manning School, 5.9 percent to Drake Middle, and 3.8 percent to Bell Middle. Other students from the Everitt Middle attendance area attended 39 other schools in 2022–23. The retention rate for Wheat Ridge High in 2022–23 was 57.1 percent, meaning some students return to their articulation area for high school, but also indicating higher rates of transfers into the high school. In 2022–23, Wheat Ridge High had students transfer in from Jefferson Junior/Senior High (5.4 percent), Arvada High (5.1 percent), Denver County School District (4.0 percent), and Lakewood High (3.6 percent). Lower numbers of students transferred into Wheat Ridge High from 24 other schools.

Table 17—Wheat Ridge GPRs for K through 12th Grade Levels, 2017–18 to 2022–23

Progression	2017–18 to 2018–19	2018–19 to 2019–20	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23
K–1st	1.000	0.966	0.926	0.974	1.034
1st–2nd	1.058	1.030	0.939	0.949	1.041
2nd–3rd	1.011	0.997	1.013	0.981	1.018
3rd–4th	0.975	0.961	1.000	0.930	0.991
4th–5th	1.003	0.977	0.951	0.963	0.997
5th–6th	0.619	0.535	0.474	0.559	0.532
6th–7th	0.692	0.949	1.028	1.074	0.989
7th–8th	0.890	0.893	0.906	0.901	0.954
8th–9th	1.495	1.549	1.338	1.384	1.442
9th–10th	0.904	1.021	0.947	0.981	0.925
10th–11th	0.935	0.924	0.943	0.916	0.890
11th–12th	0.954	0.923	0.928	0.882	0.916

ATTACHMENT 3

Historical School Boundary Changes

As follows are the JeffCo school attendance area boundary changes that occurred in the district between the 2013-14 school year and the 2022-23 school year.

Elementary School (ES) Boundary Changes

From 2014-15 to 2015-16

- Fairmount ES to Option Mitchell ES or Fairmount ES
- Stober ES to Vivian ES
- West Woods ES to Van Arsdale ES

From 2015-16 to 2016-17

- Bradford Intermediate (4-6) ES to Bradford Intermediate (4-7) ES
- Stein ES to Emory ES

From 2016-17 to 2017-18

- Bradford Intermediate (4-7) ES to Bradford K-8 North (4-8)
- Deane ES to Emory ES
- Option Mitchell ES or Fairmount ES to Fairmount ES
- Lasley ES to Emory ES
- Meiklejohn ES to West Woods ES
- Meiklejohn ES to Three Creeks K-8
- Mitchell ES to Three Creeks K-8
- Pennington ES to Peak Expeditionary School at Pennington
- Pleasant View ES to Shelton ES (Pleasant View ES closes)
- Pleasant View ES to Welchester ES (Pleasant View ES closes)
- Emory ES to Deane ES
- Emory ES to Rose Stein International ES
- West Woods ES to Three Creeks K-8
- West Woods ES to Meiklejohn ES

From 2018-19 to 2019-20

- Bradford K-8 North (4-8) to Bradford K-8 North (5-8)

From 2019-20 to 2020-21

- Foster ES to Swanson ES (Foster ES closes)
- Marshdale ES to Wilmot ES

From 2020-21 to 2021-22

- Allendale ES to Option Fremont ES or Campbell ES (Allendale ES closes)

Middle School (MS) Boundary Changes

From 2014-15 to 2015-16

- O'Connell MS to Alameda Int'l Jr/Sr HS (O'Connell MS closes)
- Wheat Ridge 5-8 to Jefferson Jr/Sr HS (Wheat Ridge 5-8 closes)
- Wheat Ridge 5-8 to Everitt MS / Jefferson Jr/Sr Option Area (Wheat Ridge 5-8 closes)

From 2016-17 to 2017-18

- Bell MS to Three Creeks K-8
- Deer Creek MS to Bradford K-8 North
- Drake MS to Three Creeks K-8
- Drake MS to Wayne Carle MS
- Dunstan MS to Carmody MS
- Alameda Int'l Jr/Sr HS to Creighton MS
- Alameda Int'l Jr/Sr HS to Carmody MS
- Wayne Carle MS to Drake MS
- Wayne Carle MS to Three Creeks K-8

From 2018-19 to 2019-20

- Evergreen MS to Evergreen MS or West Jefferson MS Option
- West Jefferson MS to Evergreen MS or West Jefferson MS Option

From 2019-20 to 2020-21

- West Jefferson MS to Evergreen MS

HS School (HS) Boundary Changes

2016-17 to 2017-18

- Alameda HS to Lakewood HS
- Alameda HS to Alameda Int'l Jr/Sr HS
- Alameda HS to Bear Creek HS
- Golden HS to Ralston Valley HS
- Green Mountain HS to Bear Creek HS

2019-20 to 2020-21

- Conifer HS to Evergreen HS

APPENDIX B

School Choice Analysis



MEMORANDUM

To:	Jefferson County Public Schools	**Date:**	November 16, 2023
From:	Ethan Poole Data Technician 2 Rebecca Wright Project Planner	**Project No.:**	F2466.01.001

Re: School Choice Analysis for Jefferson County Public Schools

This memo is part of the 2023-24 Jefferson County Public Schools (Jeffco or the District) boundary study. The study looks at enrollment trends, school choices, and programs to find ways to operate more efficiently and provide equal, high-quality education throughout the district. FLO worked with Jeffco to analyze student enrollment patterns in each school and articulation area with a specific focus on how many students attend their zoned school (public school of residence) or choose another school. This memo describes intradistrict school choice patterns in Jeffco and details numbers and rates of students attending or not attending their residing school, choice rates into nonattendance area schools, and capture rates for each attendance area.

Executive Summary

FLO Analytics used 2022 student data received from District staff to create this analysis.[1] Initial student data were geocoded using an address attribute provided by the District. Geocoded points were then spatially joined to District attendance areas and a residing school was assigned based on a student's grade and their resident school's grade configuration. FLO Analytics used the student database the District provide to analyze K–12 enrollment only. FLO Analytics did not detail program attendance for individual schools, or Pre-Kindergarten (Pre-K) enrollment. Here are some key highlights from the analysis:

- There are 74,783 K–12 students enrolled in Jeffco in 2022–23 (including out–of–district students).
- There are 68,045 students in grades K–12 residing in the District.
- There are 40,986 students who attend their public school of residence.
- The overall capture rate district-wide for students attending their resident school is 60.23 percent.

[1] The data used for this memo includes the 19 schools that were involved in the Regional Opportunities for Thriving Schools (ROFTS) process (Phase 1 –16 schools and Phase II – three schools), including the 15 schools that were consolidated in the 2023-24 school year and the four schools that will be consolidated at the end of 2023-24 school year.

- At the elementary level, the overall capture rate is 56.04 percent; out of a total of 27,831 elementary students, 15,597 attend their school of residence.
- At the K-8 level, the overall capture rate is 64.73 percent; out of a total of 3,558 students, 2,303 attend their school of residence.
- At the middle school level, the overall capture rate is 61.03 percent; out of a total of 13,671 students, 8,344 attend their school of residence.
- At the high school level, the overall capture rate is 65.2 percent; out of a total of 22,609 students, 14,742 attend their school of residence.
- There are 29 charter schools in the District with a combined enrollment of 8,624 students. This enrollment includes 6,356 students attending who reside in the District (in-district students) and 2,268 students attending who do not reside in the District (out-of-district students). Charter school enrollment comprises 11.53 percent of the District's total enrollment (both in-district and out-of-district students) of 74,783 students.

Elementary Schools

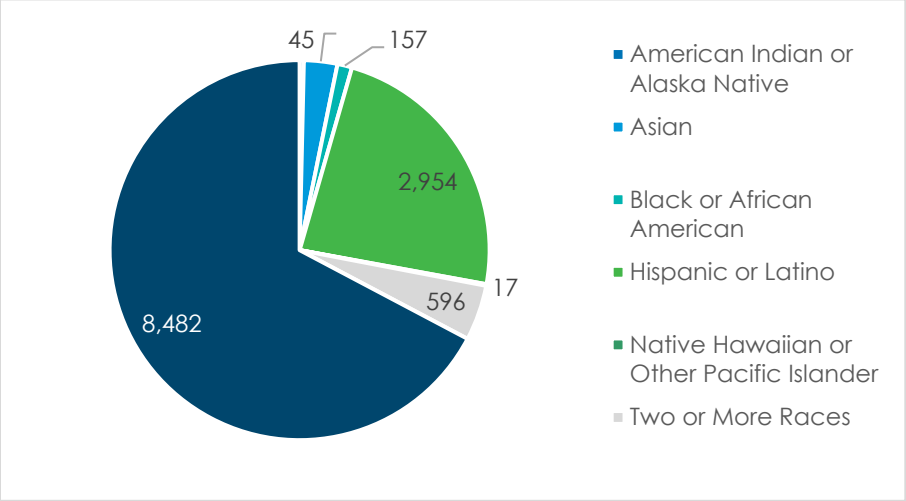
The district-wide capture rate at the elementary level is 56.04 percent (i.e., the number of students living in the District by the number attending their resident school). There are 84 schools classified as elementary schools by the District[2]. The grade configurations for elementary schools consist of K–2, K–5, K–6, and 3–5. There are three option areas within the district for six elementary schools. These three option areas allow students residing in them to choose between either Fremont or Campbell,[3] Mitchell or Fairmount, and Westgate or Blue Heron. For the purposes of this analysis, if a student lives in one of these option areas and attends either of the two schools assigned to it, the student is counted as attending their resident school. Attachment A Table A-1 reports capture rates for each of the elementary schools considered in the analysis. Capture rates range from 87.21percent (West Woods Elementary) to 29.08 percent (Belmar School of Integrated Arts). Out of a total of 196 students residing in the Belmar attendance area, only 57 attend Belmar, while out of a total of 477 K–5 students residing in the West Woods attendance area, 416 attend West Woods Elementary. There are 47 schools with capture rates below the district-wide rate.

There are 1,441 elementary students attending Jefferson County Public Schools from outside the District. Attachment A Table A-2 shows out-of-district enrollment at the elementary level. Blue Heron has the largest number and percentage of out-of-district elementary students; of 336 elementary students enrolled, 101 or 30.06 percent come from out of the District.

There are 3,586 elementary students attending a charter school in Jefferson County (Table 2).

Figure 1 shows the number of elementary school students of a particular race/ethnicity, including charter and option school students, who attend a school outside their attendance area. The largest number and percentage of these students identify as white. Of a total 12,610 students choosing to attend a school outside their attendance area, 8,482 or 67.26 percent identify as white.

Figure 1: Number of Elementary Transfers by Race and Ethnicity



Note. The number 17 represents Native Hawaiian or Other Pacific Islander.

[2] The 84 schools includes the 16 elementary schools that were involved in Phase 1 of the ROFTS process, including the 15 schools that were consolidated in the 2023-24 school year and the one school that will be consolidated at the end of 2023-24 school year.
[3] As a result of ROFTS, Fremont and Campbell are now Fremont.

K-8 Schools

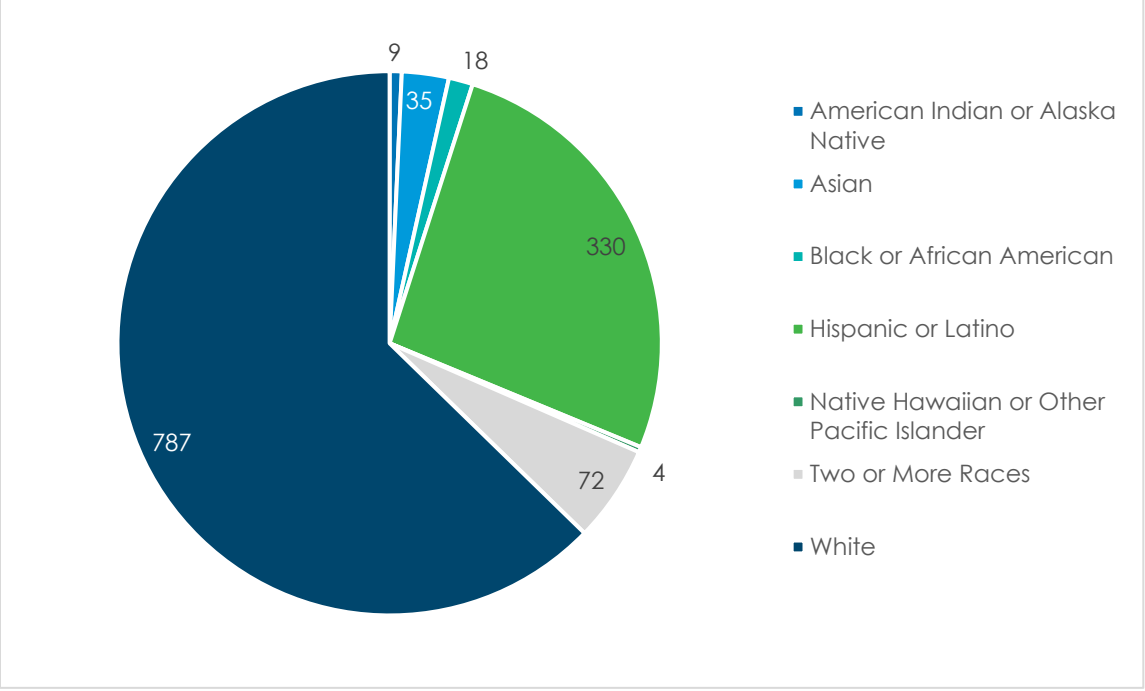
The district-wide capture rate at the K-8 school level is 64.73 percent. There are five schools classified as K-8 schools with attendance areas in the District.[4] One school, Bradford K-8 is divided into a K-4 campus (Bradford South) and a 5-8 campus (Bradford North). Attachment A Table A-4 reports capture rates for each of the K-8s considered in the analysis. At the individual school level, capture rates range from 90.35 percent to 37.49 percent. The school with the lowest capture rate is Arvada K-8, with 37.49 percent. Out of a total of 931 students residing in the Arvada K-8 attendance area, only 349 attend Arvada K-8. The school with the highest capture rate is Bradford K-8 South with a total capture rate of 90.34 percent. Out of a total of 373 students residing in the Bradford K-8 South attendance area, 337 attend Bradford K-8 South. There are three schools with capture rates below the district-wide rate.

There are 243 K-8 school students from outside the District attending an attendance area school. Attachment A Table A-5 shows out-of-district enrollment at K-8 schools with attendance areas. Coal Creek K-8 has the largest percentage of out-of-district K-8 students with 35 of 98 students (36 percent) coming from outside of the District.

There are 270 students in K-8 attending a charter school in Jefferson County (Table 2).

Figure 2 shows the number of K-8 students of a particular race or ethnicity, including charter and option school students who attend a school outside their attendance area. The largest number and percentage of these students are white. Of a total 1,255 students choosing to attend school outside their attendance area, 787 or 62.71 percent are white.

Figure 2: Number of K-8 Transfers by Race/Ethnicity



Note. The number 4 represents Native Hawaiian or Other Pacific Islander.

[4] Arvada K-8 and Coal Creek Canyon K-8 will be closing at the end of the 2023-24 school year.

Middle Schools

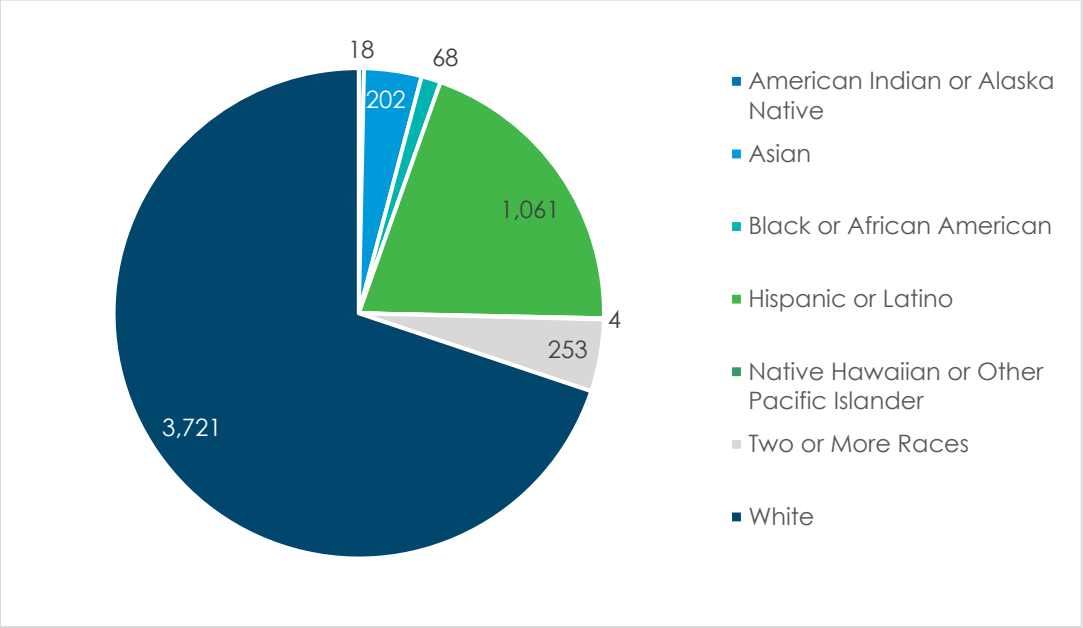
The district-wide capture rate at the middle school level is 61.03 percent. There are 19 schools classified as middle schools with attendance areas in the District.[5] Grade configurations for middle schools include: 6–8 and 7–8. Some schools, such as Jefferson Jr–Sr High School, serve grades 7–12 and are classified by the district as both middle schools and high schools. In these instances, only students in grades 7 and 8 were considered as middle schoolers in this report. Attachment A Table A-7reports capture rates for each of the middle schools considered in the analysis. At the individual school level, capture rates range from 38.54 percent to 79.52 percent. The school with the lowest capture rate is Carmody, with 38.54 percent. Out of a total of 1,113 students residing in the Carmody attendance area, only 429 attend Carmody. The school with the highest capture rate is West Jefferson Middle with a total capture rate of 79.52 percent. Out of a total of 547 students residing in the West Jefferson Middle attendance area, 435 attend West Jefferson Middle. There are 10 schools with capture rates below the district-wide rate.

There are 587 middle school students from outside the District attending an attendance area school. Attachment A Table A-8shows out-of-district enrollment at middle schools with attendance areas. Mandalay Middle has the largest percentage of out-of-district middle school students with 70 of 476 students (14.71 percent) coming from outside of the District.

There are 1,589 middle school students attending a charter school in Jefferson County (Table 2).

Figure 3 shows the number of middle school students of a particular race or ethnicity, including charter and option school students who attend a school outside their attendance area. The largest number and percentage of these students are white. Of a total 5,327 students choosing to attend school outside their attendance area, 3,721 or 69.85 percent are white.

Figure 3: Number of Middle School Transfers by Race/Ethnicity



Note. The number 4 represents Native Hawaiian or Other Pacific Islander.

[5] Moore Middle School will be closing at the end of the 2023-24 school year.

High Schools

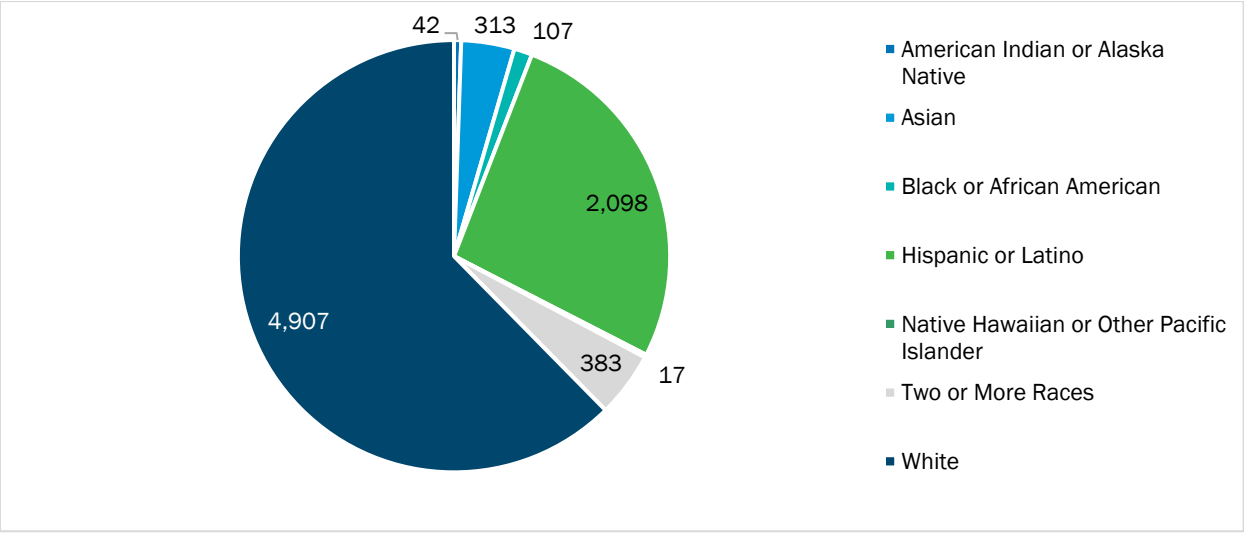
The District has an attendance area capture rate at the high school level of 65.38 percent. There are 17 high schools with attendance areas in the District. Attachment A Table A-10 reports enrollment and residence numbers for high schools. Only grades 9–12 were considered for high school analysis. Some schools, such as Alameda International, serve grades 7–12 and are classified as both middle schools and high schools. In these instances, only students in grades 9–12 were considered as high schoolers for this analysis. There is one option area within the district for two high schools. This option area allows students residing there to choose between either Wheat Ridge or Golden High School. For the purposes of this analysis, if a student lives in this option area and attends either of the two schools assigned to it, the student is counted as attending their resident school. At the individual school level, capture rates range from 38.14 percent to 87.13 percent. The high school with the lowest capture rate is Arvada High, with a capture rate of 38.14 percent. Out of a total of 1,463 students residing in the Arvada attendance area, only 558 attend Arvada High School. The school with the highest capture rate is Evergreen, with 87.13 percent. Out of a total of 948 students residing in the Evergreen attendance area, 826 attend Evergreen. There are nine schools with capture rates below the district-wide rate.

There are 1,699 high school students attending an attendance area school from outside the District. Attachment A Table A-11 shows out-of-district enrollment at the high school level. Columbine has the largest percentage of out-of-district high school students with 296 of 1,686 students coming from outside of the District (17.56 percent).

There are 114 students in middle/high schools and 872 high school students attending a charter school in Jefferson County (Table 2).

Figure 4 shows the number of high school students of a particular race or ethnicity, including charter and option school students who attend a school outside their attendance area by race and ethnicity. The largest number and percentage of these students are white. Of a total 7,867 students choosing to attend school outside their attendance area, 4,907, or 62.37 percent, are white.

Figure 4: Number of High School Transfers by Race/Ethnicity



Note. The number 17 represents Native Hawaiian or Other Pacific Islander.

Option/Nonattendance Area Schools

There are 37 option/nonattendance area schools in the District including charter and program schools. These schools draw enrollment from across the District. Attachment B reports residence and enrollment numbers for each nonattendance area school.

Nonattendance area schools draw an average of 1.55 percent of District students from attendance areas. At the individual school level, nonattendance area schools draw from .01 percent to 40.00 percent of residing students from an individual attendance area. The school that draws the largest number of students from a single school's attendance area is Manning. Out of 912 students in the Everitt attendance area, 238 choose to attend the Manning School.

Attachment C reports total residence and nonattendance area enrollment numbers for each attendance area. Out of a total of 14,410 students enrolled in nonattendance area schools, 2,768 or 19.20 percent of students come from outside of the District. In the District, the attendance area with the largest number of students attending nonattendance area schools is Bear Creek High. Out of a total of 2,009 students in the Bear Creek High attendance area, 381 choose to attend nonattendance area schools. Of the 381 students in the Bear Creek High attendance area who attend an option/nonattendance school, 138 (36.22 percent) attend D'Evelyn Junior/Senior High, which is 1.5 miles from Bear Creek High School. The attendance area (excluding option areas) with the highest percentage of residents attending nonattendance area schools is Lukas Elementary. Out of 460 students residing in the Lukas attendance area, 194 or 42.17 percent attend a nonattendance area school. Of the 194 students in the Lukas attendance area, 77 (39.7 percent) attend Woodrow Wilson Academy, which is one mile from Lukas Elementary School.

Charter Schools

There are 19 charter schools in the District. The District's charter enrollment has increased by 22.98 percent between 2017-18 and 2022-23; 2017-18 showed the lowest enrollment and 2022-23 showed the highest (Table 1). This table includes students who reside in other districts.

Table 1. Charter School Enrollment by Year

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
7,158	8,201	8,801	8,707	8,589	8,803

The percentage of students enrolled in a charter school at a district-wide level in the 2022-23 school year was 11.77 percent. Out of a total of 67,940 students who reside in the District, 6,431 attend one of the 19 charter schools. These schools draw enrollment from across the District. Table 2 lists the total number and percentage of students enrolled in charter for each articulation area within the District. The articulation area with the largest number and percentage of charter school enrollment is Standley Lake. Out of 4,590 students in the Standley Lake articulation area, 1,133 or 24.68 percent attend a charter school. The articulation area with the lowest number of students enrolled in a charter school is Jefferson; it has 82 charter school students. The articulation area with the lowest percentage of charter school enrollment however is Green Mountain. Out of a total of 3,827 students living in the Green Mountain articulation area, only 164 or 4.29 percent are enrolled in charter school.

Tables D-1 through D-17 list the total number and percentage of students enrolled in charter schools for each attendance area school by articulation area in the 2022-23 school year (Attachment D). Option areas are included in Table D-18.

Table 2. Overview of Charter School Enrollment in Each Articulation Area

Articulation Area	Charter School Enrollment Total per Articulation Area	Articulation Area Student Count	Percentage of Students Enrolled in Charter Schools
Alameda	240	3,892	6.17%
Arvada	704	4,764	14.78%
Arvada West	510	4,525	11.27%
Bear Creek	429	5,795	7.40%
Chatfield	298	5,686	5.24%
Columbine	238	3,354	7.10%
Conifer	172	2,297	7.49%
Dakota Ridge	223	3,623	6.16%
Evergreen	315	2,630	11.98%
Golden	209	4,664	4.48%
Green Mountain	164	3,827	4.29%
Jefferson	82	1,734	4.73%
Lakewood	170	3,449	4.93%
Pomona	639	2,926	21.84%
Ralston Valley	527	5,760	9.15%
Standley Lake	1,133	4,590	24.68%
Wheat Ridge	319	3,862	8.26%
Option Areas	59	562	10.50%
Total/Average	**6,431**	**67,940**	**9.47%**
ES	3,586	28,080	12.77%
K-8	270	3,294	8.20%
MS	1,589	13,124	12.11%
MS-HS	114	2,687	4.24%
HS	872	20,755	4.20%

Note. This data is based on the October 2022 Student Information System.

ATTACHMENT A

Tables

Table A-1: Elementary School Capture Rates

School Name	Total Enrolled from Attendance Area	Total in Attendance Area	Capture Rate (%)
West Woods Elementary	416	477	87.21%
Maple Grove Elementary	227	266	85.34%
Ralston Elementary	247	294	84.01%
Kyffin Elementary	254	304	83.55%
Ute Meadows Elementary	284	340	83.53%
Parmalee Elementary	137	165	83.03%
Governor's Ranch Elementary	188	235	80.00%
Mitchell Elementary	452	566	79.86%
Devinny Elementary	261	329	79.33%
Fairmount Elementary	550	695	79.14%
Red Rocks Elementary	116	147	78.91%
Marshdale Elementary	275	366	75.14%
Ryan Elementary	192	256	75.00%
Shaffer Elementary	372	500	74.40%
Van Arsdale Elementary	248	334	74.25%
Mount Carbon Elementary	212	288	73.61%
Westridge Elementary	169	238	71.01%
Meiklejohn Elementary	384	541	70.98%
Elk Creek Elementary	209	296	70.61%
Dutch Creek Elementary	213	302	70.53%
Rooney Ranch Elementary	363	515	70.49%
Sierra Elementary	321	459	69.93%
Columbine Hills Elementary	176	257	68.48%
Prospect Valley Elementary	180	265	67.92%
Coronado Elementary	255	381	66.93%
Hackberry Hill Elementary	93	140	66.43%
Powderhorn Elementary	341	518	65.83%
Wilmot Elementary	218	336	64.88%
Bergen Valley Intermediate	214	331	64.65%
Normandy Elementary	171	265	64.53%
Shelton Elementary	307	490	62.65%
Leawood Elementary	223	361	61.77%
Bergen Meadow Primary	165	276	59.78%
Blue Heron Elementary	159	266	59.77%
Mortensen Elementary	166	283	58.66%
Stober Elementary	131	225	58.22%
Peak Expeditionary School at Pennington	68	117	58.12%
Edgewater Elementary	136	248	54.84%
Stony Creek Elementary	211	388	54.38%
Kendrick Lakes Elementary	167	309	54.05%
West Jefferson Elementary	158	295	53.56%
Warder Elementary	148	278	53.24%
Stott Elementary	135	259	52.12%
Welchester Elementary	182	354	51.41%
Little Elementary	176	344	51.16%
Vanderhoof Elementary	245	483	50.72%
Sheridan Green Elementary	143	284	50.35%
Colorow Elementary	138	277	49.82%
Adams Elementary	153	311	49.20%

School Name	Total Enrolled from Attendance Area	Total in Attendance Area	Capture Rate (%)
Green Gables Elementary	127	259	49.03%
Witt Elementary	141	297	47.47%
Kendallvue Elementary	137	292	46.92%
Lumberg Elementary	182	391	46.55%
Thomson Elementary	129	278	46.40%
Eiber Elementary	208	452	46.02%
South Lakewood Elementary	168	369	45.53%
Patterson International	176	388	45.36%
Semper Elementary	148	327	45.26%
Green Mountain Elementary	88	198	44.44%
Campbell Elementary	117	265	44.15%
Foothills Elementary	143	324	44.14%
Stevens Elementary	188	426	44.13%
Fremont Elementary	168	381	44.09%
Molholm Elementary	139	316	43.99%
Hutchinson Elementary	140	327	42.81%
Rose Stein International	128	301	42.52%
Slater Elementary	116	279	41.58%
Lukas Elementary	190	460	41.30%
Westgate Elementary	215	535	40.19%
Lasley Elementary	148	382	38.74%
Deane Elementary	177	462	38.31%
Parr Elementary	69	182	37.91%
Glennon Heights Elementary	66	175	37.71%
Lawrence Elementary	81	219	36.99%
Wilmore-Davis Elementary	90	246	36.59%
Peck Elementary	83	243	34.16%
Emory Elementary	152	456	33.33%
Peiffer Elementary	131	403	32.51%
Kullerstrand Elementary	96	297	32.32%
Weber Elementary	154	479	32.15%
Secrest Elementary	101	320	31.56%
New Classical Academy at Vivian	56	184	30.43%
Swanson Elementary	139	468	29.70%
Belmar School of Integrated Arts	57	196	29.08%
Total	**15,597**	**27,831**	**56.04%**

Table A-2: Elementary School Out-of-District Enrollment

Enrollment School Name	Total Out of District Enrollment	Enrollment Total	Percentage of Enrollment from Out of District
Blue Heron Elementary	101	336	30.06%
Ryan Elementary	76	335	22.69%
Elk Creek Elementary	60	303	19.80%
Sheridan Green Elementary	40	218	18.35%
Adams Elementary	45	253	17.79%
Parr Elementary	27	153	17.65%
Governor's Ranch Elementary	55	344	15.99%
Thomson Elementary	29	186	15.59%
Molholm Elementary	28	198	14.14%
Little Elementary	35	248	14.11%
Edgewater Elementary	35	260	13.46%
Lasley Elementary	37	286	12.94%
Westgate Elementary	39	324	12.04%
Emory Elementary	44	385	11.43%
Warder Elementary	36	329	10.94%
Green Gables Elementary	28	265	10.57%
Peiffer Elementary	19	200	9.50%
Deane Elementary	28	295	9.49%
Hackberry Hill Elementary	32	356	8.99%
Semper Elementary	22	252	8.73%
Leawood Elementary	26	301	8.64%
Secrest Elementary	16	192	8.33%
Swanson Elementary	16	212	7.55%
Bergen Valley Intermediate	18	243	7.41%
Westridge Elementary	29	395	7.34%
Weber Elementary	17	234	7.26%
Bergen Meadow Primary	13	189	6.88%
Witt Elementary	13	193	6.74%
Columbine Hills Elementary	17	253	6.72%
Peck Elementary	10	151	6.62%
West Jefferson Elementary	15	228	6.58%
Wilmore-Davis Elementary	13	200	6.50%
Peak Expeditionary School at Pennington	15	250	6.00%
Lumberg Elementary	17	287	5.92%
Mortensen Elementary	16	275	5.82%
Lawrence Elementary	16	276	5.80%
Eiber Elementary	14	243	5.76%
Normandy Elementary	14	248	5.65%
Stevens Elementary	17	306	5.56%
South Lakewood Elementary	18	331	5.44%
Dutch Creek Elementary	14	262	5.34%
Rose Stein International	11	236	4.66%
Belmar School of Integrated Arts	10	215	4.65%
Green Mountain Elementary	9	202	4.46%
Kullerstrand Elementary	8	180	4.44%
Campbell Elementary	8	184	4.35%
Kendallvue Elementary	10	236	4.24%
Slater Elementary	8	190	4.21%

Enrollment School Name	Total Out of District Enrollment	Enrollment Total	Percentage of Enrollment from Out of District
Stony Creek Elementary	12	296	4.05%
Fremont Elementary	10	253	3.95%
Coronado Elementary	14	367	3.81%
Stott Elementary	9	256	3.52%
Lukas Elementary	9	262	3.44%
New Classical Academy at Vivian	4	120	3.33%
Patterson International	9	277	3.25%
Parmalee Elementary	9	278	3.24%
Mount Carbon Elementary	10	336	2.98%
Glennon Heights Elementary	4	136	2.94%
Powderhorn Elementary	13	443	2.93%
Colorow Elementary	5	179	2.79%
Foothills Elementary	6	228	2.63%
Stober Elementary	6	234	2.56%
Wilmot Elementary	7	274	2.55%
Hutchinson Elementary	6	251	2.39%
Ute Meadows Elementary	9	384	2.34%
Kendrick Lakes Elementary	8	356	2.25%
Welchester Elementary	5	247	2.02%
Marshdale Elementary	6	336	1.79%
Vanderhoof Elementary	6	349	1.72%
Shaffer Elementary	8	472	1.69%
Prospect Valley Elementary	7	425	1.65%
Maple Grove Elementary	4	327	1.22%
Red Rocks Elementary	3	260	1.15%
Sierra Elementary	5	445	1.12%
Van Arsdale Elementary	4	401	1.00%
Kyffin Elementary	4	452	0.88%
Shelton Elementary	3	358	0.84%
West Woods Elementary	4	525	0.76%
Ralston Elementary	2	274	0.73%
Mitchell Elementary	3	519	0.58%
Devinny Elementary	1	455	0.22%
Meiklejohn Elementary	1	457	0.22%
Rooney Ranch Elementary	1	473	0.21%
Total	**1,441**		

Table A-3: Elementary School Transfers by Race/Ethnicity

Race/Ethnicity	Total	Percent
American Indian or Alaska Native	45	0.36%
Asian	359	2.85%
Black or African American	157	1.25%
Hispanic or Latino	2,954	23.43%
Native Hawaiian or Other Pacific Islander	17	0.13%
Two or More Races	596	4.73%
White	8,482	67.26%
Total	**12,610**	

Table A-4: K-8 School Capture Rates

School Name	Total Enrolled From Attendance Area	Total in Attendance Area	Capture Rate (%)
Bradford K-8 South	337	373	90.35%
Three Creeks K-8	932	1,085	85.90%
Coal Creek Canyon K-8	62	87	71.26%
Bradford K-8 North	243	350	69.43%
Bear Creek K-8	380	732	51.91%
Arvada K-8	349	931	37.49%
Total	**2,303**	**3,558**	**64.73%**

Table A-5: K-8 School Out-of-District Enrollment

Enrollment School Name	Total Out of District Enrollment	Enrollment Total	Percentage of Enrollment from Out of District
Coal Creek Canyon K-8	35	98	36%
Bear Creek K-8	153	931	16%
Arvada K-8	39	554	7%
Bradford K-8 North	6	314	2%
Bradford K-8 South	3	402	1%
Three Creeks K-8	7	1,026	1%
Total	**243**		

Table A-6: K-8 School Transfers by Race/Ethnicity

Race/Ethnicity	Total	Percent
American Indian or Alaska Native	9	0.72%
Asian	35	2.79%
Black or African American	18	1.43%
Hispanic or Latino	330	26.29%
Native Hawaiian or Other Pacific Islander	4	0.32%
Two or More Races	72	5.74%
White	787	62.71%
Total	**1,255**	

Table A-7: Middle School Capture Rates

School Name	Total Enrolled From Attendance Area	Total in Attendance Area	Capture Rate (%)
West Jefferson Middle	435	547	79.52%
Evergreen Middle	475	619	76.74%
Deer Creek Middle	324	427	75.88%
Summit Ridge Middle	614	818	75.06%
Ken Caryl Middle	568	762	74.54%
Falcon Bluffs Middle	481	648	74.23%
Dunstan Middle	628	880	71.36%
Drake Middle	667	981	67.99%
Creighton Middle	525	808	64.98%
Mandalay Middle	362	600	60.33%
Oberon Middle	481	807	59.60%
Wayne Carle Middle	432	727	59.42%
Bell Middle	612	1,052	58.17%
Jefferson Jr-Sr High	133	238	55.88%
North Arvada Middle	244	484	50.41%
Alameda International	277	590	46.95%
Everitt Middle	384	912	42.11%
Moore Middle	273	658	41.49%
Carmody Middle	429	1,113	38.54%
Total	**8,344**	**13,671**	**61.03%**

Table A-8: Middle School Out-of-District Enrollment

Enrollment School Name	Total Out of District Enrollment	Enrollment Total	Percentage of Enrollment from Out of District
Mandalay Middle	70	476	14.71%
Moore Middle	39	368	10.60%
West Jefferson Middle	50	502	9.96%
Ken Caryl Middle	73	747	9.77%
North Arvada Middle	36	404	8.91%
Everitt Middle	35	515	6.80%
Summit Ridge Middle	50	909	5.50%
Evergreen Middle	28	541	5.18%
Creighton Middle	39	794	4.91%
Deer Creek Middle	23	557	4.13%
Carmody Middle	23	616	3.73%
Oberon Middle	24	668	3.59%
Falcon Bluffs Middle	21	604	3.48%
Dunstan Middle	26	818	3.18%
Wayne Carle Middle	16	521	3.07%
Bell Middle	16	731	2.19%
Drake Middle	18	957	1.88%
Total	587		

Table A-9: Middle School Transfers by Race/Ethnicity

Race/Ethnicity	Total	Percent
American Indian or Alaska Native	18	0.34%
Asian	202	3.79%
Black or African American	68	1.28%
Hispanic or Latino	1,061	19.92%
Native Hawaiian or Other Pacific Islander	4	0.08%
Two or More Races	253	4.75%
White	3,721	69.85%
Total	5,327	

Table A-10: High School Capture Rates

School Name	Total Enrolled From Attendance Area	Total in Attendance Area	Capture Rate (%)
Evergreen High	826	948	87.13
Conifer High	701	845	82.96
Ralston Valley High	1,567	1,969	79.58
Columbine High	929	1,173	79.20
Chatfield High	1,516	1,996	75.95
Arvada West High	1,140	1,555	73.31
Golden High	1,186	1,705	69.56
Standley Lake High	882	1,328	66.42
Dakota Ridge High	793	1,226	64.68
Lakewood High	744	1,159	64.19
Green Mountain High	789	1,261	62.57
Pomona High	610	986	61.87
Wheat Ridge High	627	1,073	58.43
Jefferson Jr-Sr High	286	541	52.87
Bear Creek High	980	2,009	48.78
Alameda International	608	1,311	46.38
Arvada High	558	1,463	38.14
Total	**14,742**	**22,548**	**65.38**

Table A-11: High School Out-of-District Enrollment

Enrollment School Name	Total Out of District Enrollment	Enrollment Total	Percentage of Enrollment from Out of District
Columbine High	296	1,686	17.56
Pomona High	187	1,132	16.52
Standley Lake High	160	1,180	13.56
Bear Creek High	184	1,431	12.86
Jefferson Jr-Sr High	69	612	11.27
Alameda International	102	1,062	9.60
Arvada High	67	705	9.50
Wheat Ridge High	84	970	8.66
Lakewood High	163	1,885	8.65
Conifer High	61	821	7.43
Dakota Ridge High	87	1,338	6.50
Evergreen High	56	954	5.87
Arvada West High	64	1,840	3.48
Green Mountain High	33	1,085	3.04
Chatfield High	40	1,784	2.24
Ralston Valley High	30	1,843	1.63
Golden High	16	1,416	1.13
Total	**1,699**		

Table A-12: High School Transfers by Race and Ethnicity

Race/Ethnicity	Total	Percent
American Indian or Alaska Native	42	0.53%
Asian	313	3.98%
Black or African American	107	1.36%
Hispanic or Latino	2,098	26.67%
Native Hawaiian or Other Pacific Islander	17	0.22%
Two or More Races	383	4.87%
White	4,907	62.37%
Total	**7,867**	

Table A-10: Charter School Enrollment

Articulation Area	Total Enrolled in Charter School	Total in Articulation Area	Percent Enrolled in Charter School
Out of District	2,268	6,738	33.66
Standley Lake	1,132	4,590	24.66
Pomona	639	2,927	21.83
Arvada	703	4,763	14.76
Evergreen	317	2,675	11.85
Arvada West	513	4,529	11.33
UNASSIGNED	45	457	9.85
Ralston Valley	527	5,759	9.15
Wheat Ridge	314	3,978	7.89
Conifer	180	2,349	7.66
Bear Creek	450	6,037	7.45
Columbine	237	3,355	7.06
Dakota Ridge	189	3,377	5.60
Alameda	212	3,890	5.45
Chatfield	294	5,686	5.17
Lakewood	161	3,438	4.68
Jefferson	77	1,734	4.44
Golden	206	4,667	4.41
Green Mountain	160	3,834	4.17
Districtwide	**8,624**	**74,783**	**11.53**

ATTACHMENT B

Residence and Enrollment Numbers for Each Nonattendance Area School

Nonattendance Area School Name	Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Nonattendance Area School Enrollment Total	Attendance Area Residence Total	Percent of Total Enrollment From Attendance Area	Percent of Attendance Area Residence Total
Addenbrooke Classical Academy	Out of District	69	201	6,738	34.33%	1.02%
Addenbrooke Classical Academy	Bear Creek High	47	201	2,009	23.38%	2.34%
Addenbrooke Classical Academy	Alameda International	24	201	1,311	11.94%	1.83%
Addenbrooke Classical Academy	Columbine High	21	201	1,173	10.45%	1.79%
Addenbrooke Classical Academy	Green Mountain High	11	201	1,261	5.47%	0.87%
Addenbrooke Classical Academy	Lakewood High	7	201	1,159	3.48%	0.60%
Addenbrooke Classical Academy	Dakota Ridge High	6	201	1,226	2.99%	0.49%
Addenbrooke Classical Academy	Chatfield High	5	201	1,996	2.49%	0.25%
Addenbrooke Classical Academy	Conifer High	4	201	845	1.99%	0.47%
Addenbrooke Classical Academy	Golden High	3	201	1,705	1.49%	0.18%
Addenbrooke Classical Academy	Evergreen High	2	201	948	1.00%	0.21%
Addenbrooke Classical Academy	Arvada West High	1	201	1,555	0.50%	0.06%
Addenbrooke Classical Academy	Jefferson Jr-Sr High	1	201	541	0.50%	0.18%
Addenbrooke Classical Grammar	Out of District	195	674	6,738	28.93%	2.89%
Addenbrooke Classical Grammar	Carmody Middle	48	674	1,113	7.12%	4.31%
Addenbrooke Classical Grammar	Westgate Elementary	46	674	535	6.82%	8.60%
Addenbrooke Classical Grammar	Bear Creek K-8	27	674	732	4.01%	3.69%
Addenbrooke Classical Grammar	Lasley Elementary	23	674	382	3.41%	6.02%
Addenbrooke Classical Grammar	Ken Caryl Middle	21	674	762	3.12%	2.76%
Addenbrooke Classical Grammar	Dunstan Middle	16	674	880	2.37%	1.82%
Addenbrooke Classical Grammar	Peiffer Elementary	16	674	403	2.37%	3.97%
Addenbrooke Classical Grammar	Alameda International	14	674	590	2.08%	2.37%
Addenbrooke Classical Grammar	Green Gables Elementary	14	674	259	2.08%	5.41%
Addenbrooke Classical Grammar	Emory Elementary	13	674	456	1.93%	2.85%
Addenbrooke Classical Grammar	Leawood Elementary	13	674	361	1.93%	3.60%
Addenbrooke Classical Grammar	Patterson International	13	674	388	1.93%	3.35%
Addenbrooke Classical Grammar	Creighton Middle	13	674	808	1.93%	1.61%
Addenbrooke Classical Grammar	Kendallvue Elementary	12	674	292	1.78%	4.11%
Addenbrooke Classical Grammar	Normandy Elementary	11	674	265	1.63%	4.15%
Addenbrooke Classical Grammar	Kendrick Lakes Elementary	10	674	309	1.48%	3.24%
Addenbrooke Classical Grammar	Hutchinson Elementary	9	674	327	1.34%	2.75%
Addenbrooke Classical Grammar	Powderhorn Elementary	8	674	518	1.19%	1.54%
Addenbrooke Classical Grammar	Devinny Elementary	8	674	329	1.19%	2.43%
Addenbrooke Classical Grammar	Bradford K-8 South	8	674	373	1.19%	2.14%
Addenbrooke Classical Grammar	Westridge Elementary	8	674	238	1.19%	3.36%
Addenbrooke Classical Grammar	Belmar School of Integrated Arts	8	674	196	1.19%	4.08%
Addenbrooke Classical Grammar	Falcon Bluffs Middle	7	674	648	1.04%	1.08%
Addenbrooke Classical Grammar	Rooney Ranch Elementary	7	674	515	1.04%	1.36%
Addenbrooke Classical Grammar	Summit Ridge Middle	7	674	818	1.04%	0.86%
Addenbrooke Classical Grammar	Blue Heron Elementary	7	674	266	1.04%	2.63%
Addenbrooke Classical Grammar	Shaffer Elementary	7	674	500	1.04%	1.40%
Addenbrooke Classical Grammar	South Lakewood Elementary	7	674	369	1.04%	1.90%
Addenbrooke Classical Grammar	Governor's Ranch Elementary	6	674	235	0.89%	2.55%
Addenbrooke Classical Grammar	Deer Creek Middle	6	674	427	0.89%	1.41%
Addenbrooke Classical Grammar	Bradford K-8 North	4	674	350	0.59%	1.14%
Addenbrooke Classical Grammar	Colorow Elementary	4	674	277	0.59%	1.44%
Addenbrooke Classical Grammar	Ute Meadows Elementary	4	674	340	0.59%	1.18%
Addenbrooke Classical Grammar	West Jefferson Middle	3	674	547	0.45%	0.55%

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Addenbrooke Classical Grammar	Foothills Elementary	3	674	324	0.45%	0.93%
Addenbrooke Classical Grammar	Dutch Creek Elementary	3	674	302	0.45%	0.99%
Addenbrooke Classical Grammar	Green Mountain Elementary	3	674	198	0.45%	1.52%
Addenbrooke Classical Grammar	Deane Elementary	3	674	462	0.45%	0.65%
Addenbrooke Classical Grammar	Edgewater Elementary	3	674	248	0.45%	1.21%
Addenbrooke Classical Grammar	Eiber Elementary	3	674	452	0.45%	0.66%
Addenbrooke Classical Grammar	Lumberg Elementary	3	674	391	0.45%	0.77%
Addenbrooke Classical Grammar	Mortensen Elementary	2	674	283	0.30%	0.71%
Addenbrooke Classical Grammar	Rose Stein International	2	674	301	0.30%	0.66%
Addenbrooke Classical Grammar	Stony Creek Elementary	2	674	388	0.30%	0.52%
Addenbrooke Classical Grammar	Jefferson Jr-Sr High	2	674	238	0.30%	0.84%
Addenbrooke Classical Grammar	Glennon Heights Elementary	2	674	175	0.30%	1.14%
Addenbrooke Classical Grammar	Coronado Elementary	2	674	381	0.30%	0.52%
Addenbrooke Classical Grammar	Columbine Hills Elementary	2	674	257	0.30%	0.78%
Addenbrooke Classical Grammar	Option Westgate ES or Blue Heron ES	2	674	17	0.30%	11.76%
Addenbrooke Classical Grammar	Molholm Elementary	2	674	316	0.30%	0.63%
Addenbrooke Classical Grammar	Secrest Elementary	1	674	320	0.15%	0.31%
Addenbrooke Classical Grammar	Ralston Elementary	1	674	294	0.15%	0.34%
Addenbrooke Classical Grammar	Mount Carbon Elementary	1	674	288	0.15%	0.35%
Addenbrooke Classical Grammar	Evergreen Middle	1	674	619	0.15%	0.16%
Addenbrooke Classical Grammar	Welchester Elementary	1	674	354	0.15%	0.28%
Addenbrooke Classical Grammar	Arvada K-8	1	674	570	0.15%	0.18%
Addenbrooke Classical Grammar	Elk Creek Elementary	1	674	296	0.15%	0.34%
Addenbrooke Classical Grammar	Parmalee Elementary	1	674	165	0.15%	0.61%
Addenbrooke Classical Grammar	North Arvada Middle	1	674	484	0.15%	0.21%
Addenbrooke Classical Grammar	Bell Middle	1	674	1,052	0.15%	0.10%
Addenbrooke Classical Grammar	Shelton Elementary	1	674	490	0.15%	0.20%
Addenbrooke Classical Grammar	Red Rocks Elementary	1	674	147	0.15%	0.68%
Brady Exploration School	Out of District	48	304	6,738	15.79%	0.71%
Brady Exploration School	Bear Creek High	42	304	2,009	13.82%	2.09%
Brady Exploration School	Jefferson Jr-Sr High	30	304	541	9.87%	5.55%
Brady Exploration School	Arvada High	30	304	1,463	9.87%	2.05%
Brady Exploration School	Alameda International	29	304	1,311	9.54%	2.21%
Brady Exploration School	Lakewood High	29	304	1,159	9.54%	2.50%
Brady Exploration School	Arvada West High	17	304	1,555	5.59%	1.09%
Brady Exploration School	Wheat Ridge High	11	304	1,073	3.62%	1.03%
Brady Exploration School	Chatfield High	11	304	1,996	3.62%	0.55%
Brady Exploration School	Standley Lake High	10	304	1,328	3.29%	0.75%
Brady Exploration School	Golden High	10	304	1,705	3.29%	0.59%
Brady Exploration School	Columbine High	8	304	1,173	2.63%	0.68%
Brady Exploration School	Green Mountain High	8	304	1,261	2.63%	0.63%
Brady Exploration School	Ralston Valley High	7	304	1,969	2.30%	0.36%
Brady Exploration School	Pomona High	6	304	986	1.97%	0.61%
Brady Exploration School	Dakota Ridge High	3	304	1,226	0.99%	0.24%
Brady Exploration School	Conifer High	3	304	845	0.99%	0.36%
Brady Exploration School	Evergreen High	1	304	948	0.33%	0.11%
Brady Exploration School	Golden HS or Wheat Ridge HS	1	304	61	0.33%	1.64%
Collegiate Academy	Out of District	72	349	6,738	20.63%	1.07%

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Collegiate Academy	Chatfield High	28	349	1,996	8.02%	1.40%
Collegiate Academy	Columbine High	21	349	1,173	6.02%	1.79%
Collegiate Academy	Mortensen Elementary	20	349	283	5.73%	7.07%
Collegiate Academy	Falcon Bluffs Middle	19	349	648	5.44%	2.93%
Collegiate Academy	Shaffer Elementary	15	349	500	4.30%	3.00%
Collegiate Academy	Carmody Middle	13	349	1,113	3.72%	1.17%
Collegiate Academy	Dakota Ridge High	11	349	1,226	3.15%	0.90%
Collegiate Academy	Summit Ridge Middle	10	349	818	2.87%	1.22%
Collegiate Academy	Bear Creek High	9	349	2,009	2.58%	0.45%
Collegiate Academy	Ken Caryl Middle	9	349	762	2.58%	1.18%
Collegiate Academy	Coronado Elementary	8	349	381	2.29%	2.10%
Collegiate Academy	Columbine Hills Elementary	7	349	257	2.01%	2.72%
Collegiate Academy	Arvada High	7	349	1,463	2.01%	0.48%
Collegiate Academy	Leawood Elementary	6	349	361	1.72%	1.66%
Collegiate Academy	Colorow Elementary	6	349	277	1.72%	2.17%
Collegiate Academy	Standley Lake High	6	349	1,328	1.72%	0.45%
Collegiate Academy	Deer Creek Middle	5	349	427	1.43%	1.17%
Collegiate Academy	Powderhorn Elementary	4	349	518	1.15%	0.77%
Collegiate Academy	Stony Creek Elementary	4	349	388	1.15%	1.03%
Collegiate Academy	Drake Middle	3	349	981	0.86%	0.31%
Collegiate Academy	Arvada West High	3	349	1,555	0.86%	0.19%
Collegiate Academy	Alameda International	3	349	590	0.86%	0.51%
Collegiate Academy	Ralston Valley High	3	349	1,969	0.86%	0.15%
Collegiate Academy	Blue Heron Elementary	3	349	266	0.86%	1.13%
Collegiate Academy	Peiffer Elementary	3	349	403	0.86%	0.74%
Collegiate Academy	Wheat Ridge High	2	349	1,073	0.57%	0.19%
Collegiate Academy	Parr Elementary	2	349	182	0.57%	1.10%
Collegiate Academy	Dutch Creek Elementary	2	349	302	0.57%	0.66%
Collegiate Academy	Alameda International	2	349	1,311	0.57%	0.15%
Collegiate Academy	Option Fremont ES or Campbell ES	2	349	137	0.57%	1.46%
Collegiate Academy	Everitt Middle	2	349	912	0.57%	0.22%
Collegiate Academy	Green Mountain High	2	349	1,261	0.57%	0.16%
Collegiate Academy	West Jefferson Elementary	2	349	295	0.57%	0.68%
Collegiate Academy	Bell Middle	2	349	1,052	0.57%	0.19%
Collegiate Academy	Fitzmorris Elementary	2	349	217	0.57%	0.92%
Collegiate Academy	Arvada K-8	2	349	361	0.57%	0.55%
Collegiate Academy	Sheridan Green Elementary	2	349	284	0.57%	0.70%
Collegiate Academy	Ute Meadows Elementary	2	349	340	0.57%	0.59%
Collegiate Academy	Conifer High	2	349	845	0.57%	0.24%
Collegiate Academy	Lasley Elementary	2	349	382	0.57%	0.52%
Collegiate Academy	Warder Elementary	1	349	278	0.29%	0.36%
Collegiate Academy	Bear Creek K-8	1	349	732	0.29%	0.14%
Collegiate Academy	Moore Middle	1	349	658	0.29%	0.15%
Collegiate Academy	Dunstan Middle	1	349	880	0.29%	0.11%
Collegiate Academy	Westgate Elementary	1	349	535	0.29%	0.19%
Collegiate Academy	Thomson Elementary	1	349	278	0.29%	0.36%
Collegiate Academy	Pomona High	1	349	986	0.29%	0.10%
Collegiate Academy	Witt Elementary	1	349	297	0.29%	0.34%

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Collegiate Academy	Arvada K-8	1	349	570	0.29%	0.18%
Collegiate Academy	Jefferson Jr-Sr High	1	349	541	0.29%	0.18%
Collegiate Academy	Kendallvue Elementary	1	349	292	0.29%	0.34%
Collegiate Academy	Edgewater Elementary	1	349	248	0.29%	0.40%
Collegiate Academy	Governor's Ranch Elementary	1	349	235	0.29%	0.43%
Collegiate Academy	Lakewood High	1	349	1,159	0.29%	0.09%
Collegiate Academy	Option Westgate ES or Blue Heron ES	1	349	17	0.29%	5.88%
Collegiate Academy	Kendrick Lakes Elementary	1	349	309	0.29%	0.32%
Collegiate Academy	Peck Elementary	1	349	243	0.29%	0.41%
Collegiate Academy	Shelton Elementary	1	349	490	0.29%	0.20%
Collegiate Academy	Golden High	1	349	1,705	0.29%	0.06%
Collegiate Academy	Creighton Middle	1	349	808	0.29%	0.12%
Collegiate Academy	Lumberg Elementary	1	349	391	0.29%	0.26%
Compass Montessori - Golden	Bell Middle	31	385	1,052	8.05%	2.95%
Compass Montessori - Golden	Out of District	28	385	6,738	7.27%	0.42%
Compass Montessori - Golden	Drake Middle	25	385	981	6.49%	2.55%
Compass Montessori - Golden	Everitt Middle	22	385	912	5.71%	2.41%
Compass Montessori - Golden	Golden High	21	385	1,705	5.45%	1.23%
Compass Montessori - Golden	Ralston Valley High	20	385	1,969	5.19%	1.02%
Compass Montessori - Golden	Wheat Ridge High	19	385	1,073	4.94%	1.77%
Compass Montessori - Golden	Arvada West High	18	385	1,555	4.68%	1.16%
Compass Montessori - Golden	Shelton Elementary	17	385	490	4.42%	3.47%
Compass Montessori - Golden	Fairmount Elementary	13	385	695	3.38%	1.87%
Compass Montessori - Golden	Pomona High	11	385	986	2.86%	1.12%
Compass Montessori - Golden	Mitchell Elementary	11	385	566	2.86%	1.94%
Compass Montessori - Golden	Golden HS or Wheat Ridge HS	8	385	61	2.08%	13.11%
Compass Montessori - Golden	Maple Grove Elementary	8	385	266	2.08%	3.01%
Compass Montessori - Golden	Bear Creek High	7	385	2,009	1.82%	0.35%
Compass Montessori - Golden	Lakewood High	7	385	1,159	1.82%	0.60%
Compass Montessori - Golden	Arvada High	6	385	1,463	1.56%	0.41%
Compass Montessori - Golden	Oberon Middle	5	385	807	1.30%	0.62%
Compass Montessori - Golden	Evergreen Middle	5	385	619	1.30%	0.81%
Compass Montessori - Golden	Welchester Elementary	5	385	354	1.30%	1.41%
Compass Montessori - Golden	Secrest Elementary	4	385	320	1.04%	1.25%
Compass Montessori - Golden	Van Arsdale Elementary	4	385	334	1.04%	1.20%
Compass Montessori - Golden	Dakota Ridge High	4	385	1,226	1.04%	0.33%
Compass Montessori - Golden	Kullerstrand Elementary	4	385	297	1.04%	1.35%
Compass Montessori - Golden	Arvada K-8	4	385	570	1.04%	0.70%
Compass Montessori - Golden	Jefferson Jr-Sr High	4	385	238	1.04%	1.68%
Compass Montessori - Golden	Stevens Elementary	4	385	426	1.04%	0.94%
Compass Montessori - Golden	Fitzmorris Elementary	4	385	217	1.04%	1.84%
Compass Montessori - Golden	Creighton Middle	4	385	808	1.04%	0.50%
Compass Montessori - Golden	Ralston Elementary	3	385	294	0.78%	1.02%
Compass Montessori - Golden	Moore Middle	3	385	658	0.78%	0.46%
Compass Montessori - Golden	Prospect Valley Elementary	3	385	265	0.78%	1.13%
Compass Montessori - Golden	Standley Lake High	3	385	1,328	0.78%	0.23%
Compass Montessori - Golden	Vanderhoof Elementary	3	385	483	0.78%	0.62%
Compass Montessori - Golden	Stott Elementary	3	385	259	0.78%	1.16%

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Compass Montessori - Golden	New Classical Academy at Vivian	2	385	184	0.52%	1.09%
Compass Montessori - Golden	West Jefferson Middle	2	385	547	0.52%	0.37%
Compass Montessori - Golden	Wilmore-Davis Elementary	2	385	246	0.52%	0.81%
Compass Montessori - Golden	Dunstan Middle	2	385	880	0.52%	0.23%
Compass Montessori - Golden	Alameda International	2	385	590	0.52%	0.34%
Compass Montessori - Golden	Lawrence Elementary	2	385	219	0.52%	0.91%
Compass Montessori - Golden	Witt Elementary	2	385	297	0.52%	0.67%
Compass Montessori - Golden	Campbell Elementary	2	385	265	0.52%	0.75%
Compass Montessori - Golden	Alameda International	2	385	1,311	0.52%	0.15%
Compass Montessori - Golden	Option Fremont ES or Campbell ES	2	385	137	0.52%	1.46%
Compass Montessori - Golden	Green Mountain High	2	385	1,261	0.52%	0.16%
Compass Montessori - Golden	Coal Creek Canyon K-8	2	385	87	0.52%	2.30%
Compass Montessori - Golden	Peck Elementary	2	385	243	0.52%	0.82%
Compass Montessori - Golden	Three Creeks K-8	2	385	1,085	0.52%	0.18%
Compass Montessori - Golden	Kyffin Elementary	2	385	304	0.52%	0.66%
Compass Montessori - Golden	Sierra Elementary	2	385	459	0.52%	0.44%
Compass Montessori - Golden	Hutchinson Elementary	2	385	327	0.52%	0.61%
Compass Montessori - Golden	Falcon Bluffs Middle	1	385	648	0.26%	0.15%
Compass Montessori - Golden	Columbine High	1	385	1,173	0.26%	0.09%
Compass Montessori - Golden	Fremont Elementary	1	385	381	0.26%	0.26%
Compass Montessori - Golden	Wayne Carle Middle	1	385	727	0.26%	0.14%
Compass Montessori - Golden	Summit Ridge Middle	1	385	818	0.26%	0.12%
Compass Montessori - Golden	North Arvada Middle	1	385	484	0.26%	0.21%
Compass Montessori - Golden	Westridge Elementary	1	385	238	0.26%	0.42%
Compass Montessori - Golden	Bergen Valley Intermediate	1	385	331	0.26%	0.30%
Compass Montessori - Golden	Deer Creek Middle	1	385	427	0.26%	0.23%
Compass Montessori - Golden	Conifer High	1	385	845	0.26%	0.12%
Compass Montessori - Wheat Ridge	Stevens Elementary	16	235	426	6.81%	3.76%
Compass Montessori - Wheat Ridge	Fairmount Elementary	16	235	695	6.81%	2.30%
Compass Montessori - Wheat Ridge	Out of District	16	235	6,738	6.81%	0.24%
Compass Montessori - Wheat Ridge	Wilmore-Davis Elementary	14	235	246	5.96%	5.69%
Compass Montessori - Wheat Ridge	Mitchell Elementary	14	235	566	5.96%	2.47%
Compass Montessori - Wheat Ridge	Kullerstrand Elementary	10	235	297	4.26%	3.37%
Compass Montessori - Wheat Ridge	Prospect Valley Elementary	7	235	265	2.98%	2.64%
Compass Montessori - Wheat Ridge	Vanderhoof Elementary	7	235	483	2.98%	1.45%
Compass Montessori - Wheat Ridge	Secrest Elementary	6	235	320	2.55%	1.88%
Compass Montessori - Wheat Ridge	Shelton Elementary	6	235	490	2.55%	1.22%
Compass Montessori - Wheat Ridge	Drake Middle	5	235	981	2.13%	0.51%
Compass Montessori - Wheat Ridge	Swanson Elementary	5	235	468	2.13%	1.07%
Compass Montessori - Wheat Ridge	Fremont Elementary	5	235	381	2.13%	1.31%
Compass Montessori - Wheat Ridge	Bell Middle	5	235	1,052	2.13%	0.48%
Compass Montessori - Wheat Ridge	Maple Grove Elementary	5	235	266	2.13%	1.88%
Compass Montessori - Wheat Ridge	Lukas Elementary	4	235	460	1.70%	0.87%
Compass Montessori - Wheat Ridge	Warder Elementary	4	235	278	1.70%	1.44%
Compass Montessori - Wheat Ridge	Lawrence Elementary	4	235	219	1.70%	1.83%
Compass Montessori - Wheat Ridge	Everitt Middle	4	235	912	1.70%	0.44%
Compass Montessori - Wheat Ridge	Fitzmorris Elementary	4	235	217	1.70%	1.84%
Compass Montessori - Wheat Ridge	Peck Elementary	4	235	243	1.70%	1.65%

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Compass Montessori - Wheat Ridge	Arvada K-8	4	235	361	1.70%	1.11%
Compass Montessori - Wheat Ridge	Lumberg Elementary	4	235	391	1.70%	1.02%
Compass Montessori - Wheat Ridge	Van Arsdale Elementary	3	235	334	1.28%	0.90%
Compass Montessori - Wheat Ridge	Oberon Middle	3	235	807	1.28%	0.37%
Compass Montessori - Wheat Ridge	Moore Middle	3	235	658	1.28%	0.46%
Compass Montessori - Wheat Ridge	Arvada K-8	3	235	570	1.28%	0.53%
Compass Montessori - Wheat Ridge	West Woods Elementary	3	235	477	1.28%	0.63%
Compass Montessori - Wheat Ridge	Bergen Meadow Primary	2	235	276	0.85%	0.72%
Compass Montessori - Wheat Ridge	Rose Stein International	2	235	301	0.85%	0.66%
Compass Montessori - Wheat Ridge	Evergreen Middle	2	235	619	0.85%	0.32%
Compass Montessori - Wheat Ridge	Thomson Elementary	2	235	278	0.85%	0.72%
Compass Montessori - Wheat Ridge	Welchester Elementary	2	235	354	0.85%	0.56%
Compass Montessori - Wheat Ridge	Wayne Carle Middle	2	235	727	0.85%	0.28%
Compass Montessori - Wheat Ridge	Adams Elementary	2	235	311	0.85%	0.64%
Compass Montessori - Wheat Ridge	Option Fremont ES or Campbell ES	2	235	137	0.85%	1.46%
Compass Montessori - Wheat Ridge	Weber Elementary	2	235	479	0.85%	0.42%
Compass Montessori - Wheat Ridge	Slater Elementary	2	235	279	0.85%	0.72%
Compass Montessori - Wheat Ridge	Option Mitchell ES or Fairmount ES	2	235	5	0.85%	40.00%
Compass Montessori - Wheat Ridge	Glennon Heights Elementary	2	235	175	0.85%	1.14%
Compass Montessori - Wheat Ridge	Edgewater Elementary	2	235	248	0.85%	0.81%
Compass Montessori - Wheat Ridge	Bergen Valley Intermediate	2	235	331	0.85%	0.60%
Compass Montessori - Wheat Ridge	Three Creeks K-8	2	235	1,085	0.85%	0.18%
Compass Montessori - Wheat Ridge	Lasley Elementary	2	235	382	0.85%	0.52%
Compass Montessori - Wheat Ridge	Molholm Elementary	2	235	316	0.85%	0.63%
Compass Montessori - Wheat Ridge	South Lakewood Elementary	2	235	369	0.85%	0.54%
Compass Montessori - Wheat Ridge	New Classical Academy at Vivian	1	235	184	0.43%	0.54%
Compass Montessori - Wheat Ridge	Emory Elementary	1	235	456	0.43%	0.22%
Compass Montessori - Wheat Ridge	Ralston Elementary	1	235	294	0.43%	0.34%
Compass Montessori - Wheat Ridge	Meiklejohn Elementary	1	235	541	0.43%	0.18%
Compass Montessori - Wheat Ridge	Dunstan Middle	1	235	880	0.43%	0.11%
Compass Montessori - Wheat Ridge	Westgate Elementary	1	235	535	0.43%	0.19%
Compass Montessori - Wheat Ridge	Witt Elementary	1	235	297	0.43%	0.34%
Compass Montessori - Wheat Ridge	Stober Elementary	1	235	225	0.43%	0.44%
Compass Montessori - Wheat Ridge	Westridge Elementary	1	235	238	0.43%	0.42%
Compass Montessori - Wheat Ridge	Patterson International	1	235	388	0.43%	0.26%
Compass Montessori - Wheat Ridge	Carmody Middle	1	235	1,113	0.43%	0.09%
Compass Montessori - Wheat Ridge	Peiffer Elementary	1	235	403	0.43%	0.25%
Compass Montessori - Wheat Ridge	Kyffin Elementary	1	235	304	0.43%	0.33%
Compass Montessori - Wheat Ridge	Sierra Elementary	1	235	459	0.43%	0.22%
Compass Montessori - Wheat Ridge	Hutchinson Elementary	1	235	327	0.43%	0.31%
Connections Learning Center	Alameda International	3	23	590	13.04%	0.51%
Connections Learning Center	Alameda International	3	23	1,311	13.04%	0.23%
Connections Learning Center	Dunstan Middle	2	23	880	8.70%	0.23%
Connections Learning Center	Bell Middle	2	23	1,052	8.70%	0.19%
Connections Learning Center	Wheat Ridge High	1	23	1,073	4.35%	0.09%
Connections Learning Center	Moore Middle	1	23	658	4.35%	0.15%
Connections Learning Center	Dakota Ridge High	1	23	1,226	4.35%	0.08%
Connections Learning Center	Arvada West High	1	23	1,555	4.35%	0.06%

Nonattendance Area School Name	Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Nonattendance Area School Enrollment Total	Attendance Area Residence Total	Percent of Total Enrollment From Attendance Area	Percent of Attendance Area Residence Total
Connections Learning Center	Summit Ridge Middle	1	23	818	4.35%	0.12%
Connections Learning Center	Arvada K-8	1	23	570	4.35%	0.18%
Connections Learning Center	Bear Creek High	1	23	2,009	4.35%	0.05%
Connections Learning Center	Jefferson Jr-Sr High	1	23	238	4.35%	0.42%
Connections Learning Center	Ken Caryl Middle	1	23	762	4.35%	0.13%
Connections Learning Center	Green Mountain High	1	23	1,261	4.35%	0.08%
Connections Learning Center	Lakewood High	1	23	1,159	4.35%	0.09%
Connections Learning Center	Carmody Middle	1	23	1,113	4.35%	0.09%
Connections Learning Center	Out of District	1	23	6,738	4.35%	0.01%
D'Evelyn Junior/Senior	Bear Creek High	138	1,125	2,009	12.27%	6.87%
D'Evelyn Junior/Senior	Carmody Middle	125	1,125	1,113	11.11%	11.23%
D'Evelyn Junior/Senior	Green Mountain High	99	1,125	1,261	8.80%	7.85%
D'Evelyn Junior/Senior	Dunstan Middle	80	1,125	880	7.11%	9.09%
D'Evelyn Junior/Senior	Golden High	70	1,125	1,705	6.22%	4.11%
D'Evelyn Junior/Senior	Chatfield High	54	1,125	1,996	4.80%	2.71%
D'Evelyn Junior/Senior	Bell Middle	48	1,125	1,052	4.27%	4.56%
D'Evelyn Junior/Senior	Dakota Ridge High	47	1,125	1,226	4.18%	3.83%
D'Evelyn Junior/Senior	Alameda International	45	1,125	1,311	4.00%	3.43%
D'Evelyn Junior/Senior	Lakewood High	35	1,125	1,159	3.11%	3.02%
D'Evelyn Junior/Senior	Columbine High	33	1,125	1,173	2.93%	2.81%
D'Evelyn Junior/Senior	Ken Caryl Middle	33	1,125	762	2.93%	4.33%
D'Evelyn Junior/Senior	Alameda International	32	1,125	590	2.84%	5.42%
D'Evelyn Junior/Senior	Out of District	31	1,125	6,738	2.76%	0.46%
D'Evelyn Junior/Senior	Summit Ridge Middle	29	1,125	818	2.58%	3.55%
D'Evelyn Junior/Senior	Creighton Middle	24	1,125	808	2.13%	2.97%
D'Evelyn Junior/Senior	Everitt Middle	22	1,125	912	1.96%	2.41%
D'Evelyn Junior/Senior	Bradford K-8 North	21	1,125	350	1.87%	6.00%
D'Evelyn Junior/Senior	Bear Creek K-8	19	1,125	732	1.69%	2.60%
D'Evelyn Junior/Senior	Falcon Bluffs Middle	18	1,125	648	1.60%	2.78%
D'Evelyn Junior/Senior	Conifer High	15	1,125	845	1.33%	1.78%
D'Evelyn Junior/Senior	Wheat Ridge High	14	1,125	1,073	1.24%	1.30%
D'Evelyn Junior/Senior	West Jefferson Middle	13	1,125	547	1.16%	2.38%
D'Evelyn Junior/Senior	Deer Creek Middle	12	1,125	427	1.07%	2.81%
D'Evelyn Junior/Senior	Drake Middle	10	1,125	981	0.89%	1.02%
D'Evelyn Junior/Senior	Evergreen Middle	10	1,125	619	0.89%	1.62%
D'Evelyn Junior/Senior	Arvada West High	6	1,125	1,555	0.53%	0.39%
D'Evelyn Junior/Senior	Wayne Carle Middle	6	1,125	727	0.53%	0.83%
D'Evelyn Junior/Senior	Jefferson Jr-Sr High	6	1,125	541	0.53%	1.11%
D'Evelyn Junior/Senior	Evergreen High	6	1,125	948	0.53%	0.63%
D'Evelyn Junior/Senior	Arvada K-8	4	1,125	570	0.36%	0.70%
D'Evelyn Junior/Senior	Golden HS or Wheat Ridge HS	4	1,125	61	0.36%	6.56%
D'Evelyn Junior/Senior	Oberon Middle	3	1,125	807	0.27%	0.37%
D'Evelyn Junior/Senior	Arvada High	3	1,125	1,463	0.27%	0.21%
D'Evelyn Junior/Senior	Jefferson Jr-Sr High	2	1,125	238	0.18%	0.84%
D'Evelyn Junior/Senior	Deane Elementary	2	1,125	462	0.18%	0.43%
D'Evelyn Junior/Senior	Ralston Valley High	2	1,125	1,969	0.18%	0.10%
D'Evelyn Junior/Senior	Emory Elementary	1	1,125	456	0.09%	0.22%
D'Evelyn Junior/Senior	Moore Middle	1	1,125	658	0.09%	0.15%

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D'Evelyn Junior/Senior	North Arvada Middle	1	1,125	484	0.09%	0.21%
D'Evelyn Junior/Senior	Lasley Elementary	1	1,125	382	0.09%	0.26%
Dennison Elementary	Rooney Ranch Elementary	55	612	515	8.99%	10.68%
Dennison Elementary	South Lakewood Elementary	41	612	369	6.70%	11.11%
Dennison Elementary	Devinny Elementary	29	612	329	4.74%	8.81%
Dennison Elementary	Patterson International	24	612	388	3.92%	6.19%
Dennison Elementary	Hutchinson Elementary	22	612	327	3.59%	6.73%
Dennison Elementary	Kendrick Lakes Elementary	21	612	309	3.43%	6.80%
Dennison Elementary	Belmar School of Integrated Arts	20	612	196	3.27%	10.20%
Dennison Elementary	Kyffin Elementary	18	612	304	2.94%	5.92%
Dennison Elementary	Emory Elementary	17	612	456	2.78%	3.73%
Dennison Elementary	Bear Creek K-8	16	612	732	2.61%	2.19%
Dennison Elementary	Dunstan Middle	16	612	880	2.61%	1.82%
Dennison Elementary	Lasley Elementary	15	612	382	2.45%	3.93%
Dennison Elementary	Green Gables Elementary	14	612	259	2.29%	5.41%
Dennison Elementary	Kendallvue Elementary	13	612	292	2.12%	4.45%
Dennison Elementary	Carmody Middle	13	612	1,113	2.12%	1.17%
Dennison Elementary	Molholm Elementary	13	612	316	2.12%	4.11%
Dennison Elementary	Westgate Elementary	12	612	535	1.96%	2.24%
Dennison Elementary	Slater Elementary	11	612	279	1.80%	3.94%
Dennison Elementary	Glennon Heights Elementary	11	612	175	1.80%	6.29%
Dennison Elementary	Blue Heron Elementary	11	612	266	1.80%	4.14%
Dennison Elementary	Ralston Elementary	10	612	294	1.63%	3.40%
Dennison Elementary	Deane Elementary	10	612	462	1.63%	2.16%
Dennison Elementary	Eiber Elementary	10	612	452	1.63%	2.21%
Dennison Elementary	Peiffer Elementary	9	612	403	1.47%	2.23%
Dennison Elementary	Shelton Elementary	8	612	490	1.31%	1.63%
Dennison Elementary	Rose Stein International	7	612	301	1.14%	2.33%
Dennison Elementary	Bell Middle	7	612	1,052	1.14%	0.67%
Dennison Elementary	Red Rocks Elementary	7	612	147	1.14%	4.76%
Dennison Elementary	Foothills Elementary	6	612	324	0.98%	1.85%
Dennison Elementary	Stony Creek Elementary	6	612	388	0.98%	1.55%
Dennison Elementary	Mitchell Elementary	6	612	566	0.98%	1.06%
Dennison Elementary	Governor's Ranch Elementary	6	612	235	0.98%	2.55%
Dennison Elementary	Vanderhoof Elementary	6	612	483	0.98%	1.24%
Dennison Elementary	Creighton Middle	6	612	808	0.98%	0.74%
Dennison Elementary	Kullerstrand Elementary	5	612	297	0.82%	1.68%
Dennison Elementary	Ute Meadows Elementary	5	612	340	0.82%	1.47%
Dennison Elementary	Lumberg Elementary	5	612	391	0.82%	1.28%
Dennison Elementary	Out of District	5	612	6,738	0.82%	0.07%
Dennison Elementary	New Classical Academy at Vivian	4	612	184	0.65%	2.17%
Dennison Elementary	Meiklejohn Elementary	4	612	541	0.65%	0.74%
Dennison Elementary	Leawood Elementary	4	612	361	0.65%	1.11%
Dennison Elementary	Green Mountain Elementary	4	612	198	0.65%	2.02%
Dennison Elementary	Prospect Valley Elementary	4	612	265	0.65%	1.51%
Dennison Elementary	Stevens Elementary	4	612	426	0.65%	0.94%
Dennison Elementary	Coronado Elementary	4	612	381	0.65%	1.05%
Dennison Elementary	Option Westgate ES or Blue Heron ES	4	612	17	0.65%	23.53%

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Dennison Elementary	Shaffer Elementary	4	612	500	0.65%	0.80%
Dennison Elementary	Fairmount Elementary	4	612	695	0.65%	0.58%
Dennison Elementary	Wilmore-Davis Elementary	3	612	246	0.49%	1.22%
Dennison Elementary	Dutch Creek Elementary	3	612	302	0.49%	0.99%
Dennison Elementary	Summit Ridge Middle	3	612	818	0.49%	0.37%
Dennison Elementary	Ken Caryl Middle	3	612	762	0.49%	0.39%
Dennison Elementary	Option Fremont ES or Campbell ES	3	612	137	0.49%	2.19%
Dennison Elementary	Everitt Middle	3	612	912	0.49%	0.33%
Dennison Elementary	Edgewater Elementary	3	612	248	0.49%	1.21%
Dennison Elementary	Maple Grove Elementary	3	612	266	0.49%	1.13%
Dennison Elementary	Three Creeks K-8	3	612	1,085	0.49%	0.28%
Dennison Elementary	West Woods Elementary	3	612	477	0.49%	0.63%
Dennison Elementary	Bradford K-8 North	2	612	350	0.33%	0.57%
Dennison Elementary	Mount Carbon Elementary	2	612	288	0.33%	0.69%
Dennison Elementary	Normandy Elementary	2	612	265	0.33%	0.75%
Dennison Elementary	Colorow Elementary	2	612	277	0.33%	0.72%
Dennison Elementary	Welchester Elementary	2	612	354	0.33%	0.56%
Dennison Elementary	Stober Elementary	2	612	225	0.33%	0.89%
Dennison Elementary	Bradford K-8 South	2	612	373	0.33%	0.54%
Dennison Elementary	Fitzmorris Elementary	2	612	217	0.33%	0.92%
Dennison Elementary	Deer Creek Middle	2	612	427	0.33%	0.47%
Dennison Elementary	Mortensen Elementary	1	612	283	0.16%	0.35%
Dennison Elementary	Secrest Elementary	1	612	320	0.16%	0.31%
Dennison Elementary	Swanson Elementary	1	612	468	0.16%	0.21%
Dennison Elementary	Fremont Elementary	1	612	381	0.16%	0.26%
Dennison Elementary	Elk Creek Elementary	1	612	296	0.16%	0.34%
Dennison Elementary	Westridge Elementary	1	612	238	0.16%	0.42%
Dennison Elementary	Marshdale Elementary	1	612	366	0.16%	0.27%
Dennison Elementary	Bergen Valley Intermediate	1	612	331	0.16%	0.30%
Doral Academy of Colorado	Out of District	17	140	6,738	12.14%	0.25%
Doral Academy of Colorado	Moore Middle	15	140	658	10.71%	2.28%
Doral Academy of Colorado	Wayne Carle Middle	15	140	727	10.71%	2.06%
Doral Academy of Colorado	Lukas Elementary	14	140	460	10.00%	3.04%
Doral Academy of Colorado	Weber Elementary	14	140	479	10.00%	2.92%
Doral Academy of Colorado	Little Elementary	6	140	344	4.29%	1.74%
Doral Academy of Colorado	Mandalay Middle	6	140	600	4.29%	1.00%
Doral Academy of Colorado	Semper Elementary	5	140	327	3.57%	1.53%
Doral Academy of Colorado	Adams Elementary	4	140	311	2.86%	1.29%
Doral Academy of Colorado	Thomson Elementary	3	140	278	2.14%	1.08%
Doral Academy of Colorado	Peck Elementary	3	140	243	2.14%	1.23%
Doral Academy of Colorado	Sheridan Green Elementary	3	140	284	2.14%	1.06%
Doral Academy of Colorado	Sierra Elementary	3	140	459	2.14%	0.65%
Doral Academy of Colorado	Secrest Elementary	2	140	320	1.43%	0.63%
Doral Academy of Colorado	Oberon Middle	2	140	807	1.43%	0.25%
Doral Academy of Colorado	Swanson Elementary	2	140	468	1.43%	0.43%
Doral Academy of Colorado	Campbell Elementary	2	140	265	1.43%	0.75%
Doral Academy of Colorado	Arvada K-8	2	140	570	1.43%	0.35%
Doral Academy of Colorado	Standley Lake High	2	140	1,328	1.43%	0.15%

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Doral Academy of Colorado	Maple Grove Elementary	2	140	266	1.43%	0.75%
Doral Academy of Colorado	Vanderhoof Elementary	2	140	483	1.43%	0.41%
Doral Academy of Colorado	Parr Elementary	1	140	182	0.71%	0.55%
Doral Academy of Colorado	Warder Elementary	1	140	278	0.71%	0.36%
Doral Academy of Colorado	Emory Elementary	1	140	456	0.71%	0.22%
Doral Academy of Colorado	Meiklejohn Elementary	1	140	541	0.71%	0.18%
Doral Academy of Colorado	Drake Middle	1	140	981	0.71%	0.10%
Doral Academy of Colorado	Dunstan Middle	1	140	880	0.71%	0.11%
Doral Academy of Colorado	Lawrence Elementary	1	140	219	0.71%	0.46%
Doral Academy of Colorado	Pomona High	1	140	986	0.71%	0.10%
Doral Academy of Colorado	Witt Elementary	1	140	297	0.71%	0.34%
Doral Academy of Colorado	Everitt Middle	1	140	912	0.71%	0.11%
Doral Academy of Colorado	Ralston Valley High	1	140	1,969	0.71%	0.05%
Doral Academy of Colorado	North Arvada Middle	1	140	484	0.71%	0.21%
Doral Academy of Colorado	Ryan Elementary	1	140	256	0.71%	0.39%
Doral Academy of Colorado	Arvada High	1	140	1,463	0.71%	0.07%
Doral Academy of Colorado	Creighton Middle	1	140	808	0.71%	0.12%
Doral Academy of Colorado	South Lakewood Elementary	1	140	369	0.71%	0.27%
Excel Academy	Oberon Middle	48	478	807	10.04%	5.95%
Excel Academy	Moore Middle	46	478	658	9.62%	6.99%
Excel Academy	Weber Elementary	43	478	479	9.00%	8.98%
Excel Academy	Sierra Elementary	36	478	459	7.53%	7.84%
Excel Academy	Wayne Carle Middle	29	478	727	6.07%	3.99%
Excel Academy	Out of District	24	478	6,738	5.02%	0.36%
Excel Academy	Warder Elementary	23	478	278	4.81%	8.27%
Excel Academy	Fremont Elementary	19	478	381	3.97%	4.99%
Excel Academy	Drake Middle	18	478	981	3.77%	1.83%
Excel Academy	Meiklejohn Elementary	15	478	541	3.14%	2.77%
Excel Academy	Peck Elementary	15	478	243	3.14%	6.17%
Excel Academy	Three Creeks K-8	15	478	1,085	3.14%	1.38%
Excel Academy	Lukas Elementary	13	478	460	2.72%	2.83%
Excel Academy	Arvada K-8	13	478	570	2.72%	2.28%
Excel Academy	Little Elementary	12	478	344	2.51%	3.49%
Excel Academy	Vanderhoof Elementary	12	478	483	2.51%	2.48%
Excel Academy	West Woods Elementary	9	478	477	1.88%	1.89%
Excel Academy	North Arvada Middle	8	478	484	1.67%	1.65%
Excel Academy	Witt Elementary	6	478	297	1.26%	2.02%
Excel Academy	Hackberry Hill Elementary	6	478	140	1.26%	4.29%
Excel Academy	Campbell Elementary	6	478	265	1.26%	2.26%
Excel Academy	Parr Elementary	5	478	182	1.05%	2.75%
Excel Academy	Swanson Elementary	5	478	468	1.05%	1.07%
Excel Academy	Fitzmorris Elementary	5	478	217	1.05%	2.30%
Excel Academy	Fairmount Elementary	5	478	695	1.05%	0.72%
Excel Academy	Stott Elementary	5	478	259	1.05%	1.93%
Excel Academy	Van Arsdale Elementary	4	478	334	0.84%	1.20%
Excel Academy	Lawrence Elementary	4	478	219	0.84%	1.83%
Excel Academy	Adams Elementary	4	478	311	0.84%	1.29%
Excel Academy	Secrest Elementary	3	478	320	0.63%	0.94%

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Excel Academy	Thomson Elementary	3	478	278	0.63%	1.08%
Excel Academy	Everitt Middle	3	478	912	0.63%	0.33%
Excel Academy	Mandalay Middle	3	478	600	0.63%	0.50%
Excel Academy	Semper Elementary	3	478	327	0.63%	0.92%
Excel Academy	Arvada K-8	3	478	361	0.63%	0.83%
Excel Academy	Wilmore-Davis Elementary	2	478	246	0.42%	0.81%
Excel Academy	Option Fremont ES or Campbell ES	2	478	137	0.42%	1.46%
Excel Academy	Coal Creek Canyon K-8	1	478	87	0.21%	1.15%
Excel Academy	Carmody Middle	1	478	1,113	0.21%	0.09%
Excel Academy	Ryan Elementary	1	478	256	0.21%	0.39%
Fletcher Miller Special	Wheat Ridge High	5	64	1,073	7.81%	0.47%
Fletcher Miller Special	Arvada High	4	64	1,463	6.25%	0.27%
Fletcher Miller Special	Columbine High	3	64	1,173	4.69%	0.26%
Fletcher Miller Special	Arvada West High	3	64	1,555	4.69%	0.19%
Fletcher Miller Special	Bear Creek High	3	64	2,009	4.69%	0.15%
Fletcher Miller Special	Green Mountain High	3	64	1,261	4.69%	0.24%
Fletcher Miller Special	Bear Creek K-8	2	64	732	3.13%	0.27%
Fletcher Miller Special	Pomona High	2	64	986	3.13%	0.20%
Fletcher Miller Special	Golden High	2	64	1,705	3.13%	0.12%
Fletcher Miller Special	Out of District	2	64	6,738	3.13%	0.03%
Fletcher Miller Special	Secrest Elementary	1	64	320	1.56%	0.31%
Fletcher Miller Special	Falcon Bluffs Middle	1	64	648	1.56%	0.15%
Fletcher Miller Special	Foothills Elementary	1	64	324	1.56%	0.31%
Fletcher Miller Special	Moore Middle	1	64	658	1.56%	0.15%
Fletcher Miller Special	Swanson Elementary	1	64	468	1.56%	0.21%
Fletcher Miller Special	Dakota Ridge High	1	64	1,226	1.56%	0.08%
Fletcher Miller Special	Evergreen Middle	1	64	619	1.56%	0.16%
Fletcher Miller Special	Leawood Elementary	1	64	361	1.56%	0.28%
Fletcher Miller Special	Chatfield High	1	64	1,996	1.56%	0.05%
Fletcher Miller Special	Alameda International	1	64	590	1.56%	0.17%
Fletcher Miller Special	Fremont Elementary	1	64	381	1.56%	0.26%
Fletcher Miller Special	Welchester Elementary	1	64	354	1.56%	0.28%
Fletcher Miller Special	Wayne Carle Middle	1	64	727	1.56%	0.14%
Fletcher Miller Special	Summit Ridge Middle	1	64	818	1.56%	0.12%
Fletcher Miller Special	Elk Creek Elementary	1	64	296	1.56%	0.34%
Fletcher Miller Special	Jefferson Jr-Sr High	1	64	541	1.56%	0.18%
Fletcher Miller Special	Alameda International	1	64	1,311	1.56%	0.08%
Fletcher Miller Special	Deane Elementary	1	64	462	1.56%	0.22%
Fletcher Miller Special	Standley Lake High	1	64	1,328	1.56%	0.08%
Fletcher Miller Special	Stevens Elementary	1	64	426	1.56%	0.23%
Fletcher Miller Special	Bell Middle	1	64	1,052	1.56%	0.10%
Fletcher Miller Special	Westridge Elementary	1	64	238	1.56%	0.42%
Fletcher Miller Special	Fitzmorris Elementary	1	64	217	1.56%	0.46%
Fletcher Miller Special	Eiber Elementary	1	64	452	1.56%	0.22%
Fletcher Miller Special	Lakewood High	1	64	1,159	1.56%	0.09%
Fletcher Miller Special	Kendrick Lakes Elementary	1	64	309	1.56%	0.32%
Fletcher Miller Special	Shelton Elementary	1	64	490	1.56%	0.20%
Fletcher Miller Special	Carmody Middle	1	64	1,113	1.56%	0.09%

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Fletcher Miller Special	Shaffer Elementary	1	64	500	1.56%	0.20%
Fletcher Miller Special	Fairmount Elementary	1	64	695	1.56%	0.14%
Fletcher Miller Special	Kyffin Elementary	1	64	304	1.56%	0.33%
Fletcher Miller Special	Creighton Middle	1	64	808	1.56%	0.12%
Fletcher Miller Special	Lumberg Elementary	1	64	391	1.56%	0.26%
Fletcher Miller Special	Conifer High	1	64	845	1.56%	0.12%
Fletcher Miller Special	Lasley Elementary	1	64	382	1.56%	0.26%
Foster K-8	Swanson Elementary	67	337	468	19.88%	14.32%
Foster K-8	Out of District	41	337	6,738	12.17%	0.61%
Foster K-8	Arvada K-8	36	337	570	10.68%	6.32%
Foster K-8	Secrest Elementary	27	337	320	8.01%	8.44%
Foster K-8	Arvada K-8	12	337	361	3.56%	3.32%
Foster K-8	Stevens Elementary	10	337	426	2.97%	2.35%
Foster K-8	North Arvada Middle	9	337	484	2.67%	1.86%
Foster K-8	Peck Elementary	9	337	243	2.67%	3.70%
Foster K-8	Lukas Elementary	8	337	460	2.37%	1.74%
Foster K-8	Fremont Elementary	8	337	381	2.37%	2.10%
Foster K-8	Everitt Middle	8	337	912	2.37%	0.88%
Foster K-8	Fitzmorris Elementary	8	337	217	2.37%	3.69%
Foster K-8	Lawrence Elementary	6	337	219	1.78%	2.74%
Foster K-8	Peak Expeditionary School at Penningto	6	337	117	1.78%	5.13%
Foster K-8	Vanderhoof Elementary	5	337	483	1.48%	1.04%
Foster K-8	Van Arsdale Elementary	4	337	334	1.19%	1.20%
Foster K-8	Kullerstrand Elementary	4	337	297	1.19%	1.35%
Foster K-8	Thomson Elementary	4	337	278	1.19%	1.44%
Foster K-8	Campbell Elementary	4	337	265	1.19%	1.51%
Foster K-8	Prospect Valley Elementary	4	337	265	1.19%	1.51%
Foster K-8	Wilmore-Davis Elementary	3	337	246	0.89%	1.22%
Foster K-8	Moore Middle	3	337	658	0.89%	0.46%
Foster K-8	Slater Elementary	3	337	279	0.89%	1.08%
Foster K-8	Shelton Elementary	3	337	490	0.89%	0.61%
Foster K-8	Three Creeks K-8	3	337	1,085	0.89%	0.28%
Foster K-8	Lumberg Elementary	3	337	391	0.89%	0.77%
Foster K-8	Lasley Elementary	3	337	382	0.89%	0.79%
Foster K-8	New Classical Academy at Vivian	2	337	184	0.59%	1.09%
Foster K-8	Parr Elementary	2	337	182	0.59%	1.10%
Foster K-8	Oberon Middle	2	337	807	0.59%	0.25%
Foster K-8	Drake Middle	2	337	981	0.59%	0.20%
Foster K-8	Welchester Elementary	2	337	354	0.59%	0.56%
Foster K-8	Stober Elementary	2	337	225	0.59%	0.89%
Foster K-8	Option Fremont ES or Campbell ES	2	337	137	0.59%	1.46%
Foster K-8	Little Elementary	2	337	344	0.59%	0.58%
Foster K-8	Edgewater Elementary	2	337	248	0.59%	0.81%
Foster K-8	Stott Elementary	2	337	259	0.59%	0.77%
Foster K-8	Molholm Elementary	2	337	316	0.59%	0.63%
Foster K-8	Powderhorn Elementary	1	337	518	0.30%	0.19%
Foster K-8	Warder Elementary	1	337	278	0.30%	0.36%
Foster K-8	Emory Elementary	1	337	456	0.30%	0.22%

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Foster K-8	Jefferson Jr-Sr High	1	337	238	0.30%	0.42%
Foster K-8	Adams Elementary	1	337	311	0.30%	0.32%
Foster K-8	Mandalay Middle	1	337	600	0.30%	0.17%
Foster K-8	Deer Creek Middle	1	337	427	0.30%	0.23%
Foster K-8	Ryan Elementary	1	337	256	0.30%	0.39%
Foster K-8	Fairmount Elementary	1	337	695	0.30%	0.14%
Foster K-8	West Woods Elementary	1	337	477	0.30%	0.21%
Foster K-8	Kyffin Elementary	1	337	304	0.30%	0.33%
Foster K-8	Creighton Middle	1	337	808	0.30%	0.12%
Foster K-8	South Lakewood Elementary	1	337	369	0.30%	0.27%
Foster K-8	Hutchinson Elementary	1	337	327	0.30%	0.31%
Free Horizon Montessori	Shelton Elementary	38	312	490	12.18%	7.76%
Free Horizon Montessori	Welchester Elementary	29	312	354	9.29%	8.19%
Free Horizon Montessori	Bell Middle	22	312	1,052	7.05%	2.09%
Free Horizon Montessori	Out of District	14	312	6,738	4.49%	0.21%
Free Horizon Montessori	Mitchell Elementary	13	312	566	4.17%	2.30%
Free Horizon Montessori	Kyffin Elementary	12	312	304	3.85%	3.95%
Free Horizon Montessori	Foothills Elementary	11	312	324	3.53%	3.40%
Free Horizon Montessori	Bear Creek K-8	7	312	732	2.24%	0.96%
Free Horizon Montessori	Vanderhoof Elementary	7	312	483	2.24%	1.45%
Free Horizon Montessori	Fairmount Elementary	7	312	695	2.24%	1.01%
Free Horizon Montessori	Drake Middle	6	312	981	1.92%	0.61%
Free Horizon Montessori	Kullerstrand Elementary	6	312	297	1.92%	2.02%
Free Horizon Montessori	Stober Elementary	6	312	225	1.92%	2.67%
Free Horizon Montessori	Eiber Elementary	6	312	452	1.92%	1.33%
Free Horizon Montessori	Three Creeks K-8	6	312	1,085	1.92%	0.55%
Free Horizon Montessori	Green Gables Elementary	6	312	259	1.92%	2.32%
Free Horizon Montessori	Creighton Middle	6	312	808	1.92%	0.74%
Free Horizon Montessori	Lumberg Elementary	6	312	391	1.92%	1.53%
Free Horizon Montessori	Hutchinson Elementary	6	312	327	1.92%	1.83%
Free Horizon Montessori	Van Arsdale Elementary	5	312	334	1.60%	1.50%
Free Horizon Montessori	Fitzmorris Elementary	5	312	217	1.60%	2.30%
Free Horizon Montessori	Belmar School of Integrated Arts	5	312	196	1.60%	2.55%
Free Horizon Montessori	West Jefferson Elementary	4	312	295	1.28%	1.36%
Free Horizon Montessori	Stevens Elementary	4	312	426	1.28%	0.94%
Free Horizon Montessori	Wilmore-Davis Elementary	3	312	246	0.96%	1.22%
Free Horizon Montessori	Emory Elementary	3	312	456	0.96%	0.66%
Free Horizon Montessori	Ralston Elementary	3	312	294	0.96%	1.02%
Free Horizon Montessori	Rose Stein International	3	312	301	0.96%	1.00%
Free Horizon Montessori	Dunstan Middle	3	312	880	0.96%	0.34%
Free Horizon Montessori	Option Fremont ES or Campbell ES	3	312	137	0.96%	2.19%
Free Horizon Montessori	Slater Elementary	3	312	279	0.96%	1.08%
Free Horizon Montessori	Glennon Heights Elementary	3	312	175	0.96%	1.71%
Free Horizon Montessori	Patterson International	3	312	388	0.96%	0.77%
Free Horizon Montessori	Stott Elementary	3	312	259	0.96%	1.16%
Free Horizon Montessori	Bergen Meadow Primary	2	312	276	0.64%	0.72%
Free Horizon Montessori	New Classical Academy at Vivian	2	312	184	0.64%	1.09%
Free Horizon Montessori	Warder Elementary	2	312	278	0.64%	0.72%

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Free Horizon Montessori	Oberon Middle	2	312	807	0.64%	0.25%
Free Horizon Montessori	Lawrence Elementary	2	312	219	0.64%	0.91%
Free Horizon Montessori	Witt Elementary	2	312	297	0.64%	0.67%
Free Horizon Montessori	Wilmot Elementary	2	312	336	0.64%	0.60%
Free Horizon Montessori	Parmalee Elementary	2	312	165	0.64%	1.21%
Free Horizon Montessori	Blue Heron Elementary	2	312	266	0.64%	0.75%
Free Horizon Montessori	Kendrick Lakes Elementary	2	312	309	0.64%	0.65%
Free Horizon Montessori	Lasley Elementary	2	312	382	0.64%	0.52%
Free Horizon Montessori	South Lakewood Elementary	2	312	369	0.64%	0.54%
Free Horizon Montessori	Secrest Elementary	1	312	320	0.32%	0.31%
Free Horizon Montessori	Lukas Elementary	1	312	460	0.32%	0.22%
Free Horizon Montessori	Meiklejohn Elementary	1	312	541	0.32%	0.18%
Free Horizon Montessori	Moore Middle	1	312	658	0.32%	0.15%
Free Horizon Montessori	Swanson Elementary	1	312	468	0.32%	0.21%
Free Horizon Montessori	Rooney Ranch Elementary	1	312	515	0.32%	0.19%
Free Horizon Montessori	Alameda International	1	312	590	0.32%	0.17%
Free Horizon Montessori	Fremont Elementary	1	312	381	0.32%	0.26%
Free Horizon Montessori	Arvada K-8	1	312	570	0.32%	0.18%
Free Horizon Montessori	Jefferson Jr-Sr High	1	312	238	0.32%	0.42%
Free Horizon Montessori	Prospect Valley Elementary	1	312	265	0.32%	0.38%
Free Horizon Montessori	Everitt Middle	1	312	912	0.32%	0.11%
Free Horizon Montessori	Devinny Elementary	1	312	329	0.32%	0.30%
Free Horizon Montessori	North Arvada Middle	1	312	484	0.32%	0.21%
Free Horizon Montessori	Mandalay Middle	1	312	600	0.32%	0.17%
Free Horizon Montessori	Coronado Elementary	1	312	381	0.32%	0.26%
Free Horizon Montessori	Peck Elementary	1	312	243	0.32%	0.41%
Free Horizon Montessori	Carmody Middle	1	312	1,113	0.32%	0.09%
Free Horizon Montessori	Maple Grove Elementary	1	312	266	0.32%	0.38%
Free Horizon Montessori	Ute Meadows Elementary	1	312	340	0.32%	0.29%
Free Horizon Montessori	Molholm Elementary	1	312	316	0.32%	0.32%
Great Work Montessori	Out of District	55	205	6,738	26.83%	0.82%
Great Work Montessori	Deane Elementary	15	205	462	7.32%	3.25%
Great Work Montessori	Emory Elementary	13	205	456	6.34%	2.85%
Great Work Montessori	Lasley Elementary	13	205	382	6.34%	3.40%
Great Work Montessori	Alameda International	12	205	590	5.85%	2.03%
Great Work Montessori	Creighton Middle	7	205	808	3.41%	0.87%
Great Work Montessori	Rose Stein International	6	205	301	2.93%	1.99%
Great Work Montessori	Lumberg Elementary	6	205	391	2.93%	1.53%
Great Work Montessori	Molholm Elementary	6	205	316	2.93%	1.90%
Great Work Montessori	Carmody Middle	5	205	1,113	2.44%	0.45%
Great Work Montessori	Belmar School of Integrated Arts	5	205	196	2.44%	2.55%
Great Work Montessori	South Lakewood Elementary	5	205	369	2.44%	1.36%
Great Work Montessori	Edgewater Elementary	4	205	248	1.95%	1.61%
Great Work Montessori	Westgate Elementary	3	205	535	1.46%	0.56%
Great Work Montessori	Green Mountain Elementary	3	205	198	1.46%	1.52%
Great Work Montessori	Kullerstrand Elementary	3	205	297	1.46%	1.01%
Great Work Montessori	Everitt Middle	3	205	912	1.46%	0.33%
Great Work Montessori	Patterson International	3	205	388	1.46%	0.77%

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Great Work Montessori	Shelton Elementary	3	205	490	1.46%	0.61%
Great Work Montessori	New Classical Academy at Vivian	2	205	184	0.98%	1.09%
Great Work Montessori	Rooney Ranch Elementary	2	205	515	0.98%	0.39%
Great Work Montessori	Mitchell Elementary	2	205	566	0.98%	0.35%
Great Work Montessori	Elk Creek Elementary	2	205	296	0.98%	0.68%
Great Work Montessori	Jefferson Jr-Sr High	2	205	238	0.98%	0.84%
Great Work Montessori	Prospect Valley Elementary	2	205	265	0.98%	0.75%
Great Work Montessori	Slater Elementary	2	205	279	0.98%	0.72%
Great Work Montessori	Eiber Elementary	2	205	452	0.98%	0.44%
Great Work Montessori	Kendrick Lakes Elementary	2	205	309	0.98%	0.65%
Great Work Montessori	Secrest Elementary	1	205	320	0.49%	0.31%
Great Work Montessori	West Jefferson Middle	1	205	547	0.49%	0.18%
Great Work Montessori	Parr Elementary	1	205	182	0.49%	0.55%
Great Work Montessori	Wilmore-Davis Elementary	1	205	246	0.49%	0.41%
Great Work Montessori	Bear Creek K-8	1	205	732	0.49%	0.14%
Great Work Montessori	Dunstan Middle	1	205	880	0.49%	0.11%
Great Work Montessori	Leawood Elementary	1	205	361	0.49%	0.28%
Great Work Montessori	Welchester Elementary	1	205	354	0.49%	0.28%
Great Work Montessori	Summit Ridge Middle	1	205	818	0.49%	0.12%
Great Work Montessori	Arvada K-8	1	205	570	0.49%	0.18%
Great Work Montessori	Glennon Heights Elementary	1	205	175	0.49%	0.57%
Great Work Montessori	Little Elementary	1	205	344	0.49%	0.29%
Great Work Montessori	Stevens Elementary	1	205	426	0.49%	0.23%
Great Work Montessori	Bergen Valley Intermediate	1	205	331	0.49%	0.30%
Great Work Montessori	Blue Heron Elementary	1	205	266	0.49%	0.38%
Great Work Montessori	Arvada K-8	1	205	361	0.49%	0.28%
Great Work Montessori	Green Gables Elementary	1	205	259	0.49%	0.39%
Jeffco Open Secondary	Out of District	38	317	6,738	11.99%	0.56%
Jeffco Open Secondary	Lakewood High	24	317	1,159	7.57%	2.07%
Jeffco Open Secondary	Alameda International	21	317	1,311	6.62%	1.60%
Jeffco Open Secondary	Wheat Ridge High	20	317	1,073	6.31%	1.86%
Jeffco Open Secondary	Bear Creek High	20	317	2,009	6.31%	1.00%
Jeffco Open Secondary	Arvada High	19	317	1,463	5.99%	1.30%
Jeffco Open Secondary	Green Mountain High	12	317	1,261	3.79%	0.95%
Jeffco Open Secondary	Evergreen High	12	317	948	3.79%	1.27%
Jeffco Open Secondary	Jefferson Jr-Sr High	11	317	541	3.47%	2.03%
Jeffco Open Secondary	Jefferson Jr-Sr High	11	317	238	3.47%	4.62%
Jeffco Open Secondary	Everitt Middle	11	317	912	3.47%	1.21%
Jeffco Open Secondary	Golden High	11	317	1,705	3.47%	0.65%
Jeffco Open Secondary	Creighton Middle	11	317	808	3.47%	1.36%
Jeffco Open Secondary	Conifer High	10	317	845	3.15%	1.18%
Jeffco Open Secondary	Dakota Ridge High	8	317	1,226	2.52%	0.65%
Jeffco Open Secondary	Arvada West High	8	317	1,555	2.52%	0.51%
Jeffco Open Secondary	Alameda International	8	317	590	2.52%	1.36%
Jeffco Open Secondary	Carmody Middle	8	317	1,113	2.52%	0.72%
Jeffco Open Secondary	Chatfield High	7	317	1,996	2.21%	0.35%
Jeffco Open Secondary	Bell Middle	7	317	1,052	2.21%	0.67%
Jeffco Open Secondary	West Jefferson Middle	4	317	547	1.26%	0.73%

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Jeffco Open Secondary	Dunstan Middle	4	317	880	1.26%	0.45%
Jeffco Open Secondary	Pomona High	4	317	986	1.26%	0.41%
Jeffco Open Secondary	Arvada K-8	4	317	570	1.26%	0.70%
Jeffco Open Secondary	Drake Middle	3	317	981	0.95%	0.31%
Jeffco Open Secondary	Columbine High	3	317	1,173	0.95%	0.26%
Jeffco Open Secondary	Standley Lake High	3	317	1,328	0.95%	0.23%
Jeffco Open Secondary	North Arvada Middle	3	317	484	0.95%	0.62%
Jeffco Open Secondary	Evergreen Middle	2	317	619	0.63%	0.32%
Jeffco Open Secondary	Summit Ridge Middle	2	317	818	0.63%	0.24%
Jeffco Open Secondary	Ralston Valley High	2	317	1,969	0.63%	0.10%
Jeffco Open Secondary	Golden HS or Wheat Ridge HS	2	317	61	0.63%	3.28%
Jeffco Open Secondary	Bear Creek K-8	1	317	732	0.32%	0.14%
Jeffco Open Secondary	Oberon Middle	1	317	807	0.32%	0.12%
Jeffco Open Secondary	Ken Caryl Middle	1	317	762	0.32%	0.13%
Jeffco Open Secondary	Mandalay Middle	1	317	600	0.32%	0.17%
Jeffco Remote Learning Program	Out of District	79	583	6,738	13.55%	1.17%
Jeffco Remote Learning Program	Arvada High	24	583	1,463	4.12%	1.64%
Jeffco Remote Learning Program	Bear Creek High	23	583	2,009	3.95%	1.14%
Jeffco Remote Learning Program	Arvada West High	16	583	1,555	2.74%	1.03%
Jeffco Remote Learning Program	Alameda International	16	583	1,311	2.74%	1.22%
Jeffco Remote Learning Program	Lakewood High	16	583	1,159	2.74%	1.38%
Jeffco Remote Learning Program	Everitt Middle	15	583	912	2.57%	1.64%
Jeffco Remote Learning Program	Wheat Ridge High	14	583	1,073	2.40%	1.30%
Jeffco Remote Learning Program	Standley Lake High	13	583	1,328	2.23%	0.98%
Jeffco Remote Learning Program	North Arvada Middle	13	583	484	2.23%	2.69%
Jeffco Remote Learning Program	Green Mountain High	12	583	1,261	2.06%	0.95%
Jeffco Remote Learning Program	Carmody Middle	12	583	1,113	2.06%	1.08%
Jeffco Remote Learning Program	Golden High	12	583	1,705	2.06%	0.70%
Jeffco Remote Learning Program	Bear Creek K-8	11	583	732	1.89%	1.50%
Jeffco Remote Learning Program	Chatfield High	11	583	1,996	1.89%	0.55%
Jeffco Remote Learning Program	Deane Elementary	11	583	462	1.89%	2.38%
Jeffco Remote Learning Program	Ralston Valley High	11	583	1,969	1.89%	0.56%
Jeffco Remote Learning Program	Arvada K-8	10	583	570	1.72%	1.75%
Jeffco Remote Learning Program	Jefferson Jr-Sr High	9	583	541	1.54%	1.66%
Jeffco Remote Learning Program	Drake Middle	8	583	981	1.37%	0.82%
Jeffco Remote Learning Program	Alameda International	8	583	590	1.37%	1.36%
Jeffco Remote Learning Program	Pomona High	8	583	986	1.37%	0.81%
Jeffco Remote Learning Program	Campbell Elementary	8	583	265	1.37%	3.02%
Jeffco Remote Learning Program	Creighton Middle	8	583	808	1.37%	0.99%
Jeffco Remote Learning Program	Moore Middle	7	583	658	1.20%	1.06%
Jeffco Remote Learning Program	Dakota Ridge High	7	583	1,226	1.20%	0.57%
Jeffco Remote Learning Program	Bell Middle	7	583	1,052	1.20%	0.67%
Jeffco Remote Learning Program	Arvada K-8	7	583	361	1.20%	1.94%
Jeffco Remote Learning Program	Foothills Elementary	6	583	324	1.03%	1.85%
Jeffco Remote Learning Program	New Classical Academy at Vivian	5	583	184	0.86%	2.72%
Jeffco Remote Learning Program	Thomson Elementary	5	583	278	0.86%	1.80%
Jeffco Remote Learning Program	Stevens Elementary	5	583	426	0.86%	1.17%
Jeffco Remote Learning Program	Rose Stein International	4	583	301	0.69%	1.33%

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Jeffco Remote Learning Program	Columbine High	4	583	1,173	0.69%	0.34%
Jeffco Remote Learning Program	Dunstan Middle	4	583	880	0.69%	0.45%
Jeffco Remote Learning Program	Wayne Carle Middle	4	583	727	0.69%	0.55%
Jeffco Remote Learning Program	West Jefferson Elementary	4	583	295	0.69%	1.36%
Jeffco Remote Learning Program	Edgewater Elementary	4	583	248	0.69%	1.61%
Jeffco Remote Learning Program	Mandalay Middle	4	583	600	0.69%	0.67%
Jeffco Remote Learning Program	Coronado Elementary	4	583	381	0.69%	1.05%
Jeffco Remote Learning Program	Eiber Elementary	4	583	452	0.69%	0.88%
Jeffco Remote Learning Program	Vanderhoof Elementary	4	583	483	0.69%	0.83%
Jeffco Remote Learning Program	Secrest Elementary	3	583	320	0.51%	0.94%
Jeffco Remote Learning Program	Lukas Elementary	3	583	460	0.51%	0.65%
Jeffco Remote Learning Program	Warder Elementary	3	583	278	0.51%	1.08%
Jeffco Remote Learning Program	Wilmore-Davis Elementary	3	583	246	0.51%	1.22%
Jeffco Remote Learning Program	Meiklejohn Elementary	3	583	541	0.51%	0.55%
Jeffco Remote Learning Program	Oberon Middle	3	583	807	0.51%	0.37%
Jeffco Remote Learning Program	Westgate Elementary	3	583	535	0.51%	0.56%
Jeffco Remote Learning Program	Welchester Elementary	3	583	354	0.51%	0.85%
Jeffco Remote Learning Program	Jefferson Jr-Sr High	3	583	238	0.51%	1.26%
Jeffco Remote Learning Program	Option Fremont ES or Campbell ES	3	583	137	0.51%	2.19%
Jeffco Remote Learning Program	Weber Elementary	3	583	479	0.51%	0.63%
Jeffco Remote Learning Program	Little Elementary	3	583	344	0.51%	0.87%
Jeffco Remote Learning Program	Evergreen High	3	583	948	0.51%	0.32%
Jeffco Remote Learning Program	Semper Elementary	3	583	327	0.51%	0.92%
Jeffco Remote Learning Program	Kendrick Lakes Elementary	3	583	309	0.51%	0.97%
Jeffco Remote Learning Program	Fairmount Elementary	3	583	695	0.51%	0.43%
Jeffco Remote Learning Program	West Woods Elementary	3	583	477	0.51%	0.63%
Jeffco Remote Learning Program	Lumberg Elementary	3	583	391	0.51%	0.77%
Jeffco Remote Learning Program	Conifer High	3	583	845	0.51%	0.36%
Jeffco Remote Learning Program	Lasley Elementary	3	583	382	0.51%	0.79%
Jeffco Remote Learning Program	Mortensen Elementary	2	583	283	0.34%	0.71%
Jeffco Remote Learning Program	Falcon Bluffs Middle	2	583	648	0.34%	0.31%
Jeffco Remote Learning Program	Parr Elementary	2	583	182	0.34%	1.10%
Jeffco Remote Learning Program	Emory Elementary	2	583	456	0.34%	0.44%
Jeffco Remote Learning Program	Rooney Ranch Elementary	2	583	515	0.34%	0.39%
Jeffco Remote Learning Program	Evergreen Middle	2	583	619	0.34%	0.32%
Jeffco Remote Learning Program	Stony Creek Elementary	2	583	388	0.34%	0.52%
Jeffco Remote Learning Program	Green Mountain Elementary	2	583	198	0.34%	1.01%
Jeffco Remote Learning Program	Mitchell Elementary	2	583	566	0.34%	0.35%
Jeffco Remote Learning Program	Summit Ridge Middle	2	583	818	0.34%	0.24%
Jeffco Remote Learning Program	Adams Elementary	2	583	311	0.34%	0.64%
Jeffco Remote Learning Program	Prospect Valley Elementary	2	583	265	0.34%	0.75%
Jeffco Remote Learning Program	Slater Elementary	2	583	279	0.34%	0.72%
Jeffco Remote Learning Program	Devinny Elementary	2	583	329	0.34%	0.61%
Jeffco Remote Learning Program	Shelton Elementary	2	583	490	0.34%	0.41%
Jeffco Remote Learning Program	Peiffer Elementary	2	583	403	0.34%	0.50%
Jeffco Remote Learning Program	Three Creeks K-8	2	583	1,085	0.34%	0.18%
Jeffco Remote Learning Program	Sheridan Green Elementary	2	583	284	0.34%	0.70%
Jeffco Remote Learning Program	Ute Meadows Elementary	2	583	340	0.34%	0.59%

Nonattendance Area School Name	Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Nonattendance Area School Enrollment Total	Attendance Area Residence Total	Percent of Total Enrollment From Attendance Area	Percent of Attendance Area Residence Total
Jeffco Remote Learning Program	Sierra Elementary	2	583	459	0.34%	0.44%
Jeffco Remote Learning Program	South Lakewood Elementary	2	583	369	0.34%	0.54%
Jeffco Remote Learning Program	Powderhorn Elementary	1	583	518	0.17%	0.19%
Jeffco Remote Learning Program	West Jefferson Middle	1	583	547	0.17%	0.18%
Jeffco Remote Learning Program	Mount Carbon Elementary	1	583	288	0.17%	0.35%
Jeffco Remote Learning Program	Leawood Elementary	1	583	361	0.17%	0.28%
Jeffco Remote Learning Program	Dutch Creek Elementary	1	583	302	0.17%	0.33%
Jeffco Remote Learning Program	Kullerstrand Elementary	1	583	297	0.17%	0.34%
Jeffco Remote Learning Program	Lawrence Elementary	1	583	219	0.17%	0.46%
Jeffco Remote Learning Program	Fremont Elementary	1	583	381	0.17%	0.26%
Jeffco Remote Learning Program	Elk Creek Elementary	1	583	296	0.17%	0.34%
Jeffco Remote Learning Program	Stober Elementary	1	583	225	0.17%	0.44%
Jeffco Remote Learning Program	Ken Caryl Middle	1	583	762	0.17%	0.13%
Jeffco Remote Learning Program	Parmalee Elementary	1	583	165	0.17%	0.61%
Jeffco Remote Learning Program	Glennon Heights Elementary	1	583	175	0.17%	0.57%
Jeffco Remote Learning Program	Marshdale Elementary	1	583	366	0.17%	0.27%
Jeffco Remote Learning Program	Bergen Valley Intermediate	1	583	331	0.17%	0.30%
Jeffco Remote Learning Program	Blue Heron Elementary	1	583	266	0.17%	0.38%
Jeffco Remote Learning Program	Golden HS or Wheat Ridge HS	1	583	61	0.17%	1.64%
Jeffco Remote Learning Program	Columbine Hills Elementary	1	583	257	0.17%	0.39%
Jeffco Remote Learning Program	Deer Creek Middle	1	583	427	0.17%	0.23%
Jeffco Remote Learning Program	Peck Elementary	1	583	243	0.17%	0.41%
Jeffco Remote Learning Program	Ryan Elementary	1	583	256	0.17%	0.39%
Jeffco Remote Learning Program	Maple Grove Elementary	1	583	266	0.17%	0.38%
Jeffco Remote Learning Program	Shaffer Elementary	1	583	500	0.17%	0.20%
Jeffco Remote Learning Program	Molholm Elementary	1	583	316	0.17%	0.32%
Jeffco Transition Services	Out of District	17	118	6,738	14.41%	0.25%
Jeffco Transition Services	Bear Creek High	13	118	2,009	11.02%	0.65%
Jeffco Transition Services	Alameda International	11	118	1,311	9.32%	0.84%
Jeffco Transition Services	Standley Lake High	9	118	1,328	7.63%	0.68%
Jeffco Transition Services	Green Mountain High	8	118	1,261	6.78%	0.63%
Jeffco Transition Services	Columbine High	6	118	1,173	5.08%	0.51%
Jeffco Transition Services	Arvada West High	6	118	1,555	5.08%	0.39%
Jeffco Transition Services	Chatfield High	6	118	1,996	5.08%	0.30%
Jeffco Transition Services	Pomona High	6	118	986	5.08%	0.61%
Jeffco Transition Services	Jefferson Jr-Sr High	6	118	541	5.08%	1.11%
Jeffco Transition Services	Wheat Ridge High	5	118	1,073	4.24%	0.47%
Jeffco Transition Services	Dakota Ridge High	5	118	1,226	4.24%	0.41%
Jeffco Transition Services	Lakewood High	5	118	1,159	4.24%	0.43%
Jeffco Transition Services	Arvada High	5	118	1,463	4.24%	0.34%
Jeffco Transition Services	Ralston Valley High	4	118	1,969	3.39%	0.20%
Jeffco Transition Services	Golden High	2	118	1,705	1.69%	0.12%
Jeffco Transition Services	Conifer High	2	118	845	1.69%	0.24%
Jeffco Transition Services	Evergreen High	1	118	948	0.85%	0.11%
Jeffco Transition Services	Golden HS or Wheat Ridge HS	1	118	61	0.85%	1.64%
Jeffco Virtual Academy	Out of District	42	339	6,738	12.39%	0.62%
Jeffco Virtual Academy	Arvada High	29	339	1,463	8.55%	1.98%
Jeffco Virtual Academy	Standley Lake High	26	339	1,328	7.67%	1.96%

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Jeffco Virtual Academy	Golden High	22	339	1,705	6.49%	1.29%
Jeffco Virtual Academy	Wheat Ridge High	20	339	1,073	5.90%	1.86%
Jeffco Virtual Academy	Ralston Valley High	19	339	1,969	5.60%	0.96%
Jeffco Virtual Academy	Bear Creek High	18	339	2,009	5.31%	0.90%
Jeffco Virtual Academy	Chatfield High	17	339	1,996	5.01%	0.85%
Jeffco Virtual Academy	Dakota Ridge High	16	339	1,226	4.72%	1.31%
Jeffco Virtual Academy	Arvada West High	14	339	1,555	4.13%	0.90%
Jeffco Virtual Academy	Green Mountain High	13	339	1,261	3.83%	1.03%
Jeffco Virtual Academy	Columbine High	12	339	1,173	3.54%	1.02%
Jeffco Virtual Academy	Lakewood High	12	339	1,159	3.54%	1.04%
Jeffco Virtual Academy	Alameda International	11	339	1,311	3.24%	0.84%
Jeffco Virtual Academy	Evergreen High	11	339	948	3.24%	1.16%
Jeffco Virtual Academy	Pomona High	7	339	986	2.06%	0.71%
Jeffco Virtual Academy	Conifer High	7	339	845	2.06%	0.83%
Jeffco Virtual Academy	Alameda International	6	339	590	1.77%	1.02%
Jeffco Virtual Academy	Carmody Middle	5	339	1,113	1.47%	0.45%
Jeffco Virtual Academy	Evergreen Middle	4	339	619	1.18%	0.65%
Jeffco Virtual Academy	Everitt Middle	4	339	912	1.18%	0.44%
Jeffco Virtual Academy	Bell Middle	4	339	1,052	1.18%	0.38%
Jeffco Virtual Academy	Summit Ridge Middle	3	339	818	0.88%	0.37%
Jeffco Virtual Academy	Ken Caryl Middle	3	339	762	0.88%	0.39%
Jeffco Virtual Academy	West Jefferson Middle	2	339	547	0.59%	0.37%
Jeffco Virtual Academy	Bear Creek K-8	2	339	732	0.59%	0.27%
Jeffco Virtual Academy	Arvada K-8	2	339	570	0.59%	0.35%
Jeffco Virtual Academy	Jefferson Jr-Sr High	2	339	238	0.59%	0.84%
Jeffco Virtual Academy	Oberon Middle	1	339	807	0.29%	0.12%
Jeffco Virtual Academy	Dunstan Middle	1	339	880	0.29%	0.11%
Jeffco Virtual Academy	Jefferson Jr-Sr High	1	339	541	0.29%	0.18%
Jeffco Virtual Academy	Golden HS or Wheat Ridge HS	1	339	61	0.29%	1.64%
Jeffco Virtual Academy	Creighton Middle	1	339	808	0.29%	0.12%
Jeffco Virtual Academy	Molholm Elementary	1	339	316	0.29%	0.32%
JeffCo Open Elementary	Eiber Elementary	20	223	452	8.97%	4.42%
JeffCo Open Elementary	Molholm Elementary	18	223	316	8.07%	5.70%
JeffCo Open Elementary	Creighton Middle	11	223	808	4.93%	1.36%
JeffCo Open Elementary	Slater Elementary	10	223	279	4.48%	3.58%
JeffCo Open Elementary	South Lakewood Elementary	9	223	369	4.04%	2.44%
JeffCo Open Elementary	Patterson International	8	223	388	3.59%	2.06%
JeffCo Open Elementary	New Classical Academy at Vivian	7	223	184	3.14%	3.80%
JeffCo Open Elementary	Deane Elementary	7	223	462	3.14%	1.52%
JeffCo Open Elementary	Out of District	7	223	6,738	3.14%	0.10%
JeffCo Open Elementary	Wilmore-Davis Elementary	6	223	246	2.69%	2.44%
JeffCo Open Elementary	Emory Elementary	6	223	456	2.69%	1.32%
JeffCo Open Elementary	Westgate Elementary	6	223	535	2.69%	1.12%
JeffCo Open Elementary	Belmar School of Integrated Arts	6	223	196	2.69%	3.06%
JeffCo Open Elementary	Green Gables Elementary	6	223	259	2.69%	2.32%
JeffCo Open Elementary	Lumberg Elementary	6	223	391	2.69%	1.53%
JeffCo Open Elementary	Foothills Elementary	5	223	324	2.24%	1.54%
JeffCo Open Elementary	Lasley Elementary	5	223	382	2.24%	1.31%

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JeffCo Open Elementary	Dunstan Middle	4	223	880	1.79%	0.45%
JeffCo Open Elementary	Elk Creek Elementary	4	223	296	1.79%	1.35%
JeffCo Open Elementary	Stevens Elementary	4	223	426	1.79%	0.94%
JeffCo Open Elementary	Secrest Elementary	3	223	320	1.35%	0.94%
JeffCo Open Elementary	Swanson Elementary	3	223	468	1.35%	0.64%
JeffCo Open Elementary	Rose Stein International	3	223	301	1.35%	1.00%
JeffCo Open Elementary	Stober Elementary	3	223	225	1.35%	1.33%
JeffCo Open Elementary	Prospect Valley Elementary	3	223	265	1.35%	1.13%
JeffCo Open Elementary	Bell Middle	3	223	1,052	1.35%	0.29%
JeffCo Open Elementary	West Jefferson Middle	2	223	547	0.90%	0.37%
JeffCo Open Elementary	Ralston Elementary	2	223	294	0.90%	0.68%
JeffCo Open Elementary	Bear Creek K-8	2	223	732	0.90%	0.27%
JeffCo Open Elementary	Rooney Ranch Elementary	2	223	515	0.90%	0.39%
JeffCo Open Elementary	Welchester Elementary	2	223	354	0.90%	0.56%
JeffCo Open Elementary	Campbell Elementary	2	223	265	0.90%	0.75%
JeffCo Open Elementary	Glennon Heights Elementary	2	223	175	0.90%	1.14%
JeffCo Open Elementary	Devinny Elementary	2	223	329	0.90%	0.61%
JeffCo Open Elementary	Edgewater Elementary	2	223	248	0.90%	0.81%
JeffCo Open Elementary	Mandalay Middle	2	223	600	0.90%	0.33%
JeffCo Open Elementary	Semper Elementary	2	223	327	0.90%	0.61%
JeffCo Open Elementary	Shelton Elementary	2	223	490	0.90%	0.41%
JeffCo Open Elementary	Carmody Middle	2	223	1,113	0.90%	0.18%
JeffCo Open Elementary	Hutchinson Elementary	2	223	327	0.90%	0.61%
JeffCo Open Elementary	Mortensen Elementary	1	223	283	0.45%	0.35%
JeffCo Open Elementary	Falcon Bluffs Middle	1	223	648	0.45%	0.15%
JeffCo Open Elementary	Bradford K-8 North	1	223	350	0.45%	0.29%
JeffCo Open Elementary	Drake Middle	1	223	981	0.45%	0.10%
JeffCo Open Elementary	Colorow Elementary	1	223	277	0.45%	0.36%
JeffCo Open Elementary	Green Mountain Elementary	1	223	198	0.45%	0.51%
JeffCo Open Elementary	Kullerstrand Elementary	1	223	297	0.45%	0.34%
JeffCo Open Elementary	Lawrence Elementary	1	223	219	0.45%	0.46%
JeffCo Open Elementary	Thomson Elementary	1	223	278	0.45%	0.36%
JeffCo Open Elementary	Mitchell Elementary	1	223	566	0.45%	0.18%
JeffCo Open Elementary	Witt Elementary	1	223	297	0.45%	0.34%
JeffCo Open Elementary	Arvada K-8	1	223	570	0.45%	0.18%
JeffCo Open Elementary	Option Fremont ES or Campbell ES	1	223	137	0.45%	0.73%
JeffCo Open Elementary	Everitt Middle	1	223	912	0.45%	0.11%
JeffCo Open Elementary	West Jefferson Elementary	1	223	295	0.45%	0.34%
JeffCo Open Elementary	Fitzmorris Elementary	1	223	217	0.45%	0.46%
JeffCo Open Elementary	Kendrick Lakes Elementary	1	223	309	0.45%	0.32%
JeffCo Open Elementary	Peck Elementary	1	223	243	0.45%	0.41%
JeffCo Open Elementary	Peiffer Elementary	1	223	403	0.45%	0.25%
JeffCo Open Elementary	Maple Grove Elementary	1	223	266	0.45%	0.38%
JeffCo Open Elementary	Vanderhoof Elementary	1	223	483	0.45%	0.21%
JeffCo Open Elementary	Shaffer Elementary	1	223	500	0.45%	0.20%
Jefferson Academy	Out of District	717	1,314	6,738	54.57%	10.64%
Jefferson Academy	Mandalay Middle	103	1,314	600	7.84%	17.17%
Jefferson Academy	Wayne Carle Middle	45	1,314	727	3.42%	6.19%

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Jefferson Academy	Moore Middle	37	1,314	658	2.82%	5.62%
Jefferson Academy	Standley Lake High	30	1,314	1,328	2.28%	2.26%
Jefferson Academy	West Jefferson Middle	22	1,314	547	1.67%	4.02%
Jefferson Academy	Arvada High	16	1,314	1,463	1.22%	1.09%
Jefferson Academy	Arvada West High	15	1,314	1,555	1.14%	0.96%
Jefferson Academy	Elk Creek Elementary	15	1,314	296	1.14%	5.07%
Jefferson Academy	West Jefferson Elementary	14	1,314	295	1.07%	4.75%
Jefferson Academy	Ralston Valley High	14	1,314	1,969	1.07%	0.71%
Jefferson Academy	Drake Middle	13	1,314	981	0.99%	1.33%
Jefferson Academy	Weber Elementary	13	1,314	479	0.99%	2.71%
Jefferson Academy	North Arvada Middle	13	1,314	484	0.99%	2.69%
Jefferson Academy	Conifer High	12	1,314	845	0.91%	1.42%
Jefferson Academy	Coal Creek Canyon K-8	10	1,314	87	0.76%	11.49%
Jefferson Academy	Evergreen Middle	9	1,314	619	0.68%	1.45%
Jefferson Academy	Witt Elementary	9	1,314	297	0.68%	3.03%
Jefferson Academy	Semper Elementary	9	1,314	327	0.68%	2.75%
Jefferson Academy	Oberon Middle	8	1,314	807	0.61%	0.99%
Jefferson Academy	Wilmot Elementary	8	1,314	336	0.61%	2.38%
Jefferson Academy	Marshdale Elementary	8	1,314	366	0.61%	2.19%
Jefferson Academy	Pomona High	7	1,314	986	0.53%	0.71%
Jefferson Academy	Three Creeks K-8	7	1,314	1,085	0.53%	0.65%
Jefferson Academy	Green Mountain High	6	1,314	1,261	0.46%	0.48%
Jefferson Academy	Peck Elementary	6	1,314	243	0.46%	2.47%
Jefferson Academy	Arvada K-8	5	1,314	570	0.38%	0.88%
Jefferson Academy	Carmody Middle	5	1,314	1,113	0.38%	0.45%
Jefferson Academy	Vanderhoof Elementary	5	1,314	483	0.38%	1.04%
Jefferson Academy	Fairmount Elementary	5	1,314	695	0.38%	0.72%
Jefferson Academy	Sheridan Green Elementary	5	1,314	284	0.38%	1.76%
Jefferson Academy	Powderhorn Elementary	4	1,314	518	0.30%	0.77%
Jefferson Academy	Lukas Elementary	4	1,314	460	0.30%	0.87%
Jefferson Academy	Dunstan Middle	4	1,314	880	0.30%	0.45%
Jefferson Academy	Lawrence Elementary	4	1,314	219	0.30%	1.83%
Jefferson Academy	Bear Creek High	4	1,314	2,009	0.30%	0.20%
Jefferson Academy	Adams Elementary	4	1,314	311	0.30%	1.29%
Jefferson Academy	Stevens Elementary	4	1,314	426	0.30%	0.94%
Jefferson Academy	Ryan Elementary	4	1,314	256	0.30%	1.56%
Jefferson Academy	Arvada K-8	4	1,314	361	0.30%	1.11%
Jefferson Academy	Warder Elementary	3	1,314	278	0.23%	1.08%
Jefferson Academy	Meiklejohn Elementary	3	1,314	541	0.23%	0.55%
Jefferson Academy	Rose Stein International	3	1,314	301	0.23%	1.00%
Jefferson Academy	Columbine High	3	1,314	1,173	0.23%	0.26%
Jefferson Academy	Chatfield High	3	1,314	1,996	0.23%	0.15%
Jefferson Academy	Thomson Elementary	3	1,314	278	0.23%	1.08%
Jefferson Academy	Campbell Elementary	3	1,314	265	0.23%	1.13%
Jefferson Academy	Everitt Middle	3	1,314	912	0.23%	0.33%
Jefferson Academy	Evergreen High	3	1,314	948	0.23%	0.32%
Jefferson Academy	Deer Creek Middle	3	1,314	427	0.23%	0.70%
Jefferson Academy	Kendrick Lakes Elementary	3	1,314	309	0.23%	0.97%

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Jefferson Academy	Falcon Bluffs Middle	2	1,314	648	0.15%	0.31%
Jefferson Academy	Emory Elementary	2	1,314	456	0.15%	0.44%
Jefferson Academy	Bear Creek K-8	2	1,314	732	0.15%	0.27%
Jefferson Academy	Dakota Ridge High	2	1,314	1,226	0.15%	0.16%
Jefferson Academy	Colorow Elementary	2	1,314	277	0.15%	0.72%
Jefferson Academy	Fremont Elementary	2	1,314	381	0.15%	0.52%
Jefferson Academy	Welchester Elementary	2	1,314	354	0.15%	0.56%
Jefferson Academy	Summit Ridge Middle	2	1,314	818	0.15%	0.24%
Jefferson Academy	Ken Caryl Middle	2	1,314	762	0.15%	0.26%
Jefferson Academy	Deane Elementary	2	1,314	462	0.15%	0.43%
Jefferson Academy	Kendallvue Elementary	2	1,314	292	0.15%	0.68%
Jefferson Academy	Glennon Heights Elementary	2	1,314	175	0.15%	1.14%
Jefferson Academy	Westridge Elementary	2	1,314	238	0.15%	0.84%
Jefferson Academy	Coronado Elementary	2	1,314	381	0.15%	0.52%
Jefferson Academy	Lakewood High	2	1,314	1,159	0.15%	0.17%
Jefferson Academy	Sierra Elementary	2	1,314	459	0.15%	0.44%
Jefferson Academy	Hutchinson Elementary	2	1,314	327	0.15%	0.61%
Jefferson Academy	Secrest Elementary	1	1,314	320	0.08%	0.31%
Jefferson Academy	Wheat Ridge High	1	1,314	1,073	0.08%	0.09%
Jefferson Academy	Parr Elementary	1	1,314	182	0.08%	0.55%
Jefferson Academy	Van Arsdale Elementary	1	1,314	334	0.08%	0.30%
Jefferson Academy	Leawood Elementary	1	1,314	361	0.08%	0.28%
Jefferson Academy	Stony Creek Elementary	1	1,314	388	0.08%	0.26%
Jefferson Academy	Alameda International	1	1,314	590	0.08%	0.17%
Jefferson Academy	Kullerstrand Elementary	1	1,314	297	0.08%	0.34%
Jefferson Academy	Hackberry Hill Elementary	1	1,314	140	0.08%	0.71%
Jefferson Academy	Alameda International	1	1,314	1,311	0.08%	0.08%
Jefferson Academy	Prospect Valley Elementary	1	1,314	265	0.08%	0.38%
Jefferson Academy	Fitzmorris Elementary	1	1,314	217	0.08%	0.46%
Jefferson Academy	Bergen Valley Intermediate	1	1,314	331	0.08%	0.30%
Jefferson Academy	Option Westgate ES or Blue Heron ES	1	1,314	17	0.08%	5.88%
Jefferson Academy	Golden High	1	1,314	1,705	0.08%	0.06%
Jefferson Academy	Peiffer Elementary	1	1,314	403	0.08%	0.25%
Jefferson Academy	Shaffer Elementary	1	1,314	500	0.08%	0.20%
Jefferson Academy	West Woods Elementary	1	1,314	477	0.08%	0.21%
Jefferson Academy	Ute Meadows Elementary	1	1,314	340	0.08%	0.29%
Jefferson Academy	Green Gables Elementary	1	1,314	259	0.08%	0.39%
Jefferson Academy Elementary	Out of District	242	733	6,738	33.02%	3.59%
Jefferson Academy Elementary	Lukas Elementary	61	733	460	8.32%	13.26%
Jefferson Academy Elementary	Semper Elementary	61	733	327	8.32%	18.65%
Jefferson Academy Elementary	Adams Elementary	59	733	311	8.05%	18.97%
Jefferson Academy Elementary	Sheridan Green Elementary	47	733	284	6.41%	16.55%
Jefferson Academy Elementary	Mandalay Middle	40	733	600	5.46%	6.67%
Jefferson Academy Elementary	Witt Elementary	37	733	297	5.05%	12.46%
Jefferson Academy Elementary	Ryan Elementary	29	733	256	3.96%	11.33%
Jefferson Academy Elementary	Weber Elementary	25	733	479	3.41%	5.22%
Jefferson Academy Elementary	Little Elementary	22	733	344	3.00%	6.40%
Jefferson Academy Elementary	Wayne Carle Middle	15	733	727	2.05%	2.06%

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Jefferson Academy Elementary	Warder Elementary	12	733	278	1.64%	4.32%
Jefferson Academy Elementary	Moore Middle	10	733	658	1.36%	1.52%
Jefferson Academy Elementary	Meiklejohn Elementary	8	733	541	1.09%	1.48%
Jefferson Academy Elementary	Swanson Elementary	8	733	468	1.09%	1.71%
Jefferson Academy Elementary	Peck Elementary	6	733	243	0.82%	2.47%
Jefferson Academy Elementary	Sierra Elementary	6	733	459	0.82%	1.31%
Jefferson Academy Elementary	Parr Elementary	4	733	182	0.55%	2.20%
Jefferson Academy Elementary	Oberon Middle	4	733	807	0.55%	0.50%
Jefferson Academy Elementary	Fremont Elementary	4	733	381	0.55%	1.05%
Jefferson Academy Elementary	Campbell Elementary	4	733	265	0.55%	1.51%
Jefferson Academy Elementary	North Arvada Middle	3	733	484	0.41%	0.62%
Jefferson Academy Elementary	Three Creeks K-8	3	733	1,085	0.41%	0.28%
Jefferson Academy Elementary	Vanderhoof Elementary	3	733	483	0.41%	0.62%
Jefferson Academy Elementary	New Classical Academy at Vivian	2	733	184	0.27%	1.09%
Jefferson Academy Elementary	Thomson Elementary	2	733	278	0.27%	0.72%
Jefferson Academy Elementary	Arvada K-8	2	733	570	0.27%	0.35%
Jefferson Academy Elementary	Coal Creek Canyon K-8	2	733	87	0.27%	2.30%
Jefferson Academy Elementary	West Woods Elementary	2	733	477	0.27%	0.42%
Jefferson Academy Elementary	Lumberg Elementary	2	733	391	0.27%	0.51%
Jefferson Academy Elementary	Van Arsdale Elementary	1	733	334	0.14%	0.30%
Jefferson Academy Elementary	Drake Middle	1	733	981	0.14%	0.10%
Jefferson Academy Elementary	Lawrence Elementary	1	733	219	0.14%	0.46%
Jefferson Academy Elementary	Hackberry Hill Elementary	1	733	140	0.14%	0.71%
Jefferson Academy Elementary	Stober Elementary	1	733	225	0.14%	0.44%
Jefferson Academy Elementary	Option Fremont ES or Campbell ES	1	733	137	0.14%	0.73%
Jefferson Academy Elementary	Fairmount Elementary	1	733	695	0.14%	0.14%
Jefferson Academy Elementary	Stott Elementary	1	733	259	0.14%	0.39%
Jefferson Academy High	Standley Lake High	177	424	1,328	41.75%	13.33%
Jefferson Academy High	Out of District	152	424	6,738	35.85%	2.26%
Jefferson Academy High	Pomona High	30	424	986	7.08%	3.04%
Jefferson Academy High	Ralston Valley High	27	424	1,969	6.37%	1.37%
Jefferson Academy High	Arvada High	25	424	1,463	5.90%	1.71%
Jefferson Academy High	Arvada West High	6	424	1,555	1.42%	0.39%
Jefferson Academy High	Wheat Ridge High	5	424	1,073	1.18%	0.47%
Jefferson Academy High	Alameda International	1	424	1,311	0.24%	0.08%
Jefferson Academy High	Golden High	1	424	1,705	0.24%	0.06%
Lincoln Academy	Oberon Middle	72	746	807	9.65%	8.92%
Lincoln Academy	Out of District	55	746	6,738	7.37%	0.82%
Lincoln Academy	Fremont Elementary	46	746	381	6.17%	12.07%
Lincoln Academy	Campbell Elementary	41	746	265	5.50%	15.47%
Lincoln Academy	North Arvada Middle	36	746	484	4.83%	7.44%
Lincoln Academy	Fitzmorris Elementary	34	746	217	4.56%	15.67%
Lincoln Academy	Drake Middle	30	746	981	4.02%	3.06%
Lincoln Academy	Moore Middle	29	746	658	3.89%	4.41%
Lincoln Academy	Arvada K-8	29	746	570	3.89%	5.09%
Lincoln Academy	Swanson Elementary	28	746	468	3.75%	5.98%
Lincoln Academy	Vanderhoof Elementary	26	746	483	3.49%	5.38%
Lincoln Academy	Weber Elementary	25	746	479	3.35%	5.22%

Nonattendance Area School Name	Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Nonattendance Area School Enrollment Total	Attendance Area Residence Total	Percent of Total Enrollment From Attendance Area	Percent of Attendance Area Residence Total
Lincoln Academy	Stott Elementary	24	746	259	3.22%	9.27%
Lincoln Academy	Van Arsdale Elementary	21	746	334	2.82%	6.29%
Lincoln Academy	Meiklejohn Elementary	21	746	541	2.82%	3.88%
Lincoln Academy	Thomson Elementary	17	746	278	2.28%	6.12%
Lincoln Academy	Wayne Carle Middle	17	746	727	2.28%	2.34%
Lincoln Academy	Fairmount Elementary	17	746	695	2.28%	2.45%
Lincoln Academy	Peck Elementary	16	746	243	2.14%	6.58%
Lincoln Academy	Lawrence Elementary	15	746	219	2.01%	6.85%
Lincoln Academy	Option Fremont ES or Campbell ES	15	746	137	2.01%	10.95%
Lincoln Academy	Three Creeks K-8	15	746	1,085	2.01%	1.38%
Lincoln Academy	Sierra Elementary	14	746	459	1.88%	3.05%
Lincoln Academy	Secrest Elementary	13	746	320	1.74%	4.06%
Lincoln Academy	Warder Elementary	12	746	278	1.61%	4.32%
Lincoln Academy	Little Elementary	10	746	344	1.34%	2.91%
Lincoln Academy	West Woods Elementary	10	746	477	1.34%	2.10%
Lincoln Academy	Semper Elementary	7	746	327	0.94%	2.14%
Lincoln Academy	Lukas Elementary	6	746	460	0.80%	1.30%
Lincoln Academy	Parr Elementary	6	746	182	0.80%	3.30%
Lincoln Academy	Arvada K-8	6	746	361	0.80%	1.66%
Lincoln Academy	Stevens Elementary	4	746	426	0.54%	0.94%
Lincoln Academy	Witt Elementary	3	746	297	0.40%	1.01%
Lincoln Academy	Hackberry Hill Elementary	3	746	140	0.40%	2.14%
Lincoln Academy	Lumberg Elementary	3	746	391	0.40%	0.77%
Lincoln Academy	Kullerstrand Elementary	2	746	297	0.27%	0.67%
Lincoln Academy	Stober Elementary	2	746	225	0.27%	0.89%
Lincoln Academy	Prospect Valley Elementary	2	746	265	0.27%	0.75%
Lincoln Academy	Sheridan Green Elementary	2	746	284	0.27%	0.70%
Lincoln Academy	Hutchinson Elementary	2	746	327	0.27%	0.61%
Lincoln Academy	Rose Stein International	1	746	301	0.13%	0.33%
Lincoln Academy	Westgate Elementary	1	746	535	0.13%	0.19%
Lincoln Academy	Mitchell Elementary	1	746	566	0.13%	0.18%
Lincoln Academy	Adams Elementary	1	746	311	0.13%	0.32%
Lincoln Academy	Everitt Middle	1	746	912	0.13%	0.11%
Lincoln Academy	Edgewater Elementary	1	746	248	0.13%	0.40%
Lincoln Academy	Bell Middle	1	746	1,052	0.13%	0.10%
Lincoln Academy	Mandalay Middle	1	746	600	0.13%	0.17%
Lincoln Academy	Carmody Middle	1	746	1,113	0.13%	0.09%
Lincoln Academy	Maple Grove Elementary	1	746	266	0.13%	0.38%
Long View	Lakewood High	12	35	1,159	34.29%	1.04%
Long View	Wheat Ridge High	4	35	1,073	11.43%	0.37%
Long View	Arvada High	4	35	1,463	11.43%	0.27%
Long View	Alameda International	3	35	1,311	8.57%	0.23%
Long View	Dakota Ridge High	2	35	1,226	5.71%	0.16%
Long View	Chatfield High	2	35	1,996	5.71%	0.10%
Long View	Bear Creek High	2	35	2,009	5.71%	0.10%
Long View	Golden High	2	35	1,705	5.71%	0.12%
Long View	Out of District	2	35	6,738	5.71%	0.03%
Long View	Pomona High	1	35	986	2.86%	0.10%

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Long View	Golden HS or Wheat Ridge HS	1	35	61	2.86%	1.64%
Manning	Everitt Middle	238	670	912	35.52%	26.10%
Manning	Bell Middle	193	670	1,052	28.81%	18.35%
Manning	Drake Middle	83	670	981	12.39%	8.46%
Manning	Oberon Middle	25	670	807	3.73%	3.10%
Manning	Creighton Middle	24	670	808	3.58%	2.97%
Manning	Dunstan Middle	22	670	880	3.28%	2.50%
Manning	Wayne Carle Middle	22	670	727	3.28%	3.03%
Manning	Arvada K-8	14	670	570	2.09%	2.46%
Manning	Jefferson Jr-Sr High	12	670	238	1.79%	5.04%
Manning	Moore Middle	11	670	658	1.64%	1.67%
Manning	Lumberg Elementary	5	670	391	0.75%	1.28%
Manning	Out of District	5	670	6,738	0.75%	0.07%
Manning	Alameda International	4	670	590	0.60%	0.68%
Manning	Three Creeks K-8	4	670	1,085	0.60%	0.37%
Manning	North Arvada Middle	3	670	484	0.45%	0.62%
Manning	Bear Creek K-8	2	670	732	0.30%	0.27%
Manning	Patterson International	1	670	388	0.15%	0.26%
Manning	Carmody Middle	1	670	1,113	0.15%	0.09%
Manning	Molholm Elementary	1	670	316	0.15%	0.32%
McLain Community High	Golden High	53	395	1,705	13.42%	3.11%
McLain Community High	Green Mountain High	48	395	1,261	12.15%	3.81%
McLain Community High	Lakewood High	46	395	1,159	11.65%	3.97%
McLain Community High	Out of District	35	395	6,738	8.86%	0.52%
McLain Community High	Bear Creek High	29	395	2,009	7.34%	1.44%
McLain Community High	Chatfield High	23	395	1,996	5.82%	1.15%
McLain Community High	Alameda International	22	395	1,311	5.57%	1.68%
McLain Community High	Arvada West High	19	395	1,555	4.81%	1.22%
McLain Community High	Standley Lake High	19	395	1,328	4.81%	1.43%
McLain Community High	Wheat Ridge High	18	395	1,073	4.56%	1.68%
McLain Community High	Dakota Ridge High	18	395	1,226	4.56%	1.47%
McLain Community High	Arvada High	17	395	1,463	4.30%	1.16%
McLain Community High	Jefferson Jr-Sr High	14	395	541	3.54%	2.59%
McLain Community High	Pomona High	10	395	986	2.53%	1.01%
McLain Community High	Ralston Valley High	9	395	1,969	2.28%	0.46%
McLain Community High	Columbine High	6	395	1,173	1.52%	0.51%
McLain Community High	Evergreen High	4	395	948	1.01%	0.42%
McLain Community High	Conifer High	4	395	845	1.01%	0.47%
McLain Community High	Golden HS or Wheat Ridge HS	1	395	61	0.25%	1.64%
Montessori Peaks Academy	Out of District	48	362	6,738	13.26%	0.71%
Montessori Peaks Academy	Colorow Elementary	23	362	277	6.35%	8.30%
Montessori Peaks Academy	Leawood Elementary	22	362	361	6.08%	6.09%
Montessori Peaks Academy	Stony Creek Elementary	21	362	388	5.80%	5.41%
Montessori Peaks Academy	Powderhorn Elementary	20	362	518	5.52%	3.86%
Montessori Peaks Academy	Peiffer Elementary	19	362	403	5.25%	4.71%
Montessori Peaks Academy	Westridge Elementary	15	362	238	4.14%	6.30%
Montessori Peaks Academy	Mount Carbon Elementary	14	362	288	3.87%	4.86%
Montessori Peaks Academy	Shaffer Elementary	13	362	500	3.59%	2.60%

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Montessori Peaks Academy	Kendallvue Elementary	11	362	292	3.04%	3.77%
Montessori Peaks Academy	Mortensen Elementary	10	362	283	2.76%	3.53%
Montessori Peaks Academy	Normandy Elementary	10	362	265	2.76%	3.77%
Montessori Peaks Academy	Ken Caryl Middle	10	362	762	2.76%	1.31%
Montessori Peaks Academy	Blue Heron Elementary	10	362	266	2.76%	3.76%
Montessori Peaks Academy	Ute Meadows Elementary	10	362	340	2.76%	2.94%
Montessori Peaks Academy	Coronado Elementary	8	362	381	2.21%	2.10%
Montessori Peaks Academy	Westgate Elementary	7	362	535	1.93%	1.31%
Montessori Peaks Academy	Governor's Ranch Elementary	7	362	235	1.93%	2.98%
Montessori Peaks Academy	Columbine Hills Elementary	7	362	257	1.93%	2.72%
Montessori Peaks Academy	Carmody Middle	7	362	1,113	1.93%	0.63%
Montessori Peaks Academy	Bear Creek K-8	6	362	732	1.66%	0.82%
Montessori Peaks Academy	Dutch Creek Elementary	6	362	302	1.66%	1.99%
Montessori Peaks Academy	Summit Ridge Middle	5	362	818	1.38%	0.61%
Montessori Peaks Academy	West Jefferson Elementary	5	362	295	1.38%	1.69%
Montessori Peaks Academy	Bradford K-8 South	5	362	373	1.38%	1.34%
Montessori Peaks Academy	Rooney Ranch Elementary	4	362	515	1.10%	0.78%
Montessori Peaks Academy	Falcon Bluffs Middle	3	362	648	0.83%	0.46%
Montessori Peaks Academy	Patterson International	3	362	388	0.83%	0.77%
Montessori Peaks Academy	Deer Creek Middle	3	362	427	0.83%	0.70%
Montessori Peaks Academy	Kendrick Lakes Elementary	3	362	309	0.83%	0.97%
Montessori Peaks Academy	Red Rocks Elementary	3	362	147	0.83%	2.04%
Montessori Peaks Academy	Green Gables Elementary	3	362	259	0.83%	1.16%
Montessori Peaks Academy	Lasley Elementary	3	362	382	0.83%	0.79%
Montessori Peaks Academy	Wilmot Elementary	2	362	336	0.55%	0.60%
Montessori Peaks Academy	Devinny Elementary	2	362	329	0.55%	0.61%
Montessori Peaks Academy	Option Westgate ES or Blue Heron ES	2	362	17	0.55%	11.76%
Montessori Peaks Academy	New Classical Academy at Vivian	1	362	184	0.28%	0.54%
Montessori Peaks Academy	Warder Elementary	1	362	278	0.28%	0.36%
Montessori Peaks Academy	Emory Elementary	1	362	456	0.28%	0.22%
Montessori Peaks Academy	Bradford K-8 North	1	362	350	0.28%	0.29%
Montessori Peaks Academy	Rose Stein International	1	362	301	0.28%	0.33%
Montessori Peaks Academy	Everitt Middle	1	362	912	0.28%	0.11%
Montessori Peaks Academy	Parmalee Elementary	1	362	165	0.28%	0.61%
Montessori Peaks Academy	Glennon Heights Elementary	1	362	175	0.28%	0.57%
Montessori Peaks Academy	Eiber Elementary	1	362	452	0.28%	0.22%
Montessori Peaks Academy	Kyffin Elementary	1	362	304	0.28%	0.33%
Montessori Peaks Academy	Lumberg Elementary	1	362	391	0.28%	0.26%
Montessori Peaks Academy	Hutchinson Elementary	1	362	327	0.28%	0.31%
Mountain Phoenix Community	Out of District	144	616	6,738	23.38%	2.14%
Mountain Phoenix Community	Stevens Elementary	33	616	426	5.36%	7.75%
Mountain Phoenix Community	Everitt Middle	27	616	912	4.38%	2.96%
Mountain Phoenix Community	Kullerstrand Elementary	25	616	297	4.06%	8.42%
Mountain Phoenix Community	Slater Elementary	20	616	279	3.25%	7.17%
Mountain Phoenix Community	Creighton Middle	15	616	808	2.44%	1.86%
Mountain Phoenix Community	Arvada K-8	14	616	570	2.27%	2.46%
Mountain Phoenix Community	Arvada K-8	13	616	361	2.11%	3.60%
Mountain Phoenix Community	Vanderhoof Elementary	13	616	483	2.11%	2.69%

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Mountain Phoenix Community	Fairmount Elementary	12	616	695	1.95%	1.73%
Mountain Phoenix Community	Dunstan Middle	11	616	880	1.79%	1.25%
Mountain Phoenix Community	Bell Middle	10	616	1,052	1.62%	0.95%
Mountain Phoenix Community	Wilmore-Davis Elementary	9	616	246	1.46%	3.66%
Mountain Phoenix Community	Lawrence Elementary	9	616	219	1.46%	4.11%
Mountain Phoenix Community	Campbell Elementary	9	616	265	1.46%	3.40%
Mountain Phoenix Community	Eiber Elementary	9	616	452	1.46%	1.99%
Mountain Phoenix Community	New Classical Academy at Vivian	8	616	184	1.30%	4.35%
Mountain Phoenix Community	Foothills Elementary	8	616	324	1.30%	2.47%
Mountain Phoenix Community	Oberon Middle	8	616	807	1.30%	0.99%
Mountain Phoenix Community	Drake Middle	8	616	981	1.30%	0.82%
Mountain Phoenix Community	Fitzmorris Elementary	8	616	217	1.30%	3.69%
Mountain Phoenix Community	Carmody Middle	8	616	1,113	1.30%	0.72%
Mountain Phoenix Community	Molholm Elementary	8	616	316	1.30%	2.53%
Mountain Phoenix Community	Sierra Elementary	8	616	459	1.30%	1.74%
Mountain Phoenix Community	Moore Middle	7	616	658	1.14%	1.06%
Mountain Phoenix Community	Edgewater Elementary	7	616	248	1.14%	2.82%
Mountain Phoenix Community	Peck Elementary	7	616	243	1.14%	2.88%
Mountain Phoenix Community	Warder Elementary	6	616	278	0.97%	2.16%
Mountain Phoenix Community	Mitchell Elementary	6	616	566	0.97%	1.06%
Mountain Phoenix Community	Stober Elementary	6	616	225	0.97%	2.67%
Mountain Phoenix Community	Prospect Valley Elementary	6	616	265	0.97%	2.26%
Mountain Phoenix Community	Weber Elementary	6	616	479	0.97%	1.25%
Mountain Phoenix Community	Shelton Elementary	6	616	490	0.97%	1.22%
Mountain Phoenix Community	Lumberg Elementary	6	616	391	0.97%	1.53%
Mountain Phoenix Community	Bear Creek K-8	5	616	732	0.81%	0.68%
Mountain Phoenix Community	Welchester Elementary	5	616	354	0.81%	1.41%
Mountain Phoenix Community	Maple Grove Elementary	5	616	266	0.81%	1.88%
Mountain Phoenix Community	Rooney Ranch Elementary	4	616	515	0.65%	0.78%
Mountain Phoenix Community	Westgate Elementary	4	616	535	0.65%	0.75%
Mountain Phoenix Community	Alameda International	4	616	590	0.65%	0.68%
Mountain Phoenix Community	Thomson Elementary	4	616	278	0.65%	1.44%
Mountain Phoenix Community	Adams Elementary	4	616	311	0.65%	1.29%
Mountain Phoenix Community	Deane Elementary	4	616	462	0.65%	0.87%
Mountain Phoenix Community	Peiffer Elementary	4	616	403	0.65%	0.99%
Mountain Phoenix Community	Secrest Elementary	3	616	320	0.49%	0.94%
Mountain Phoenix Community	Lukas Elementary	3	616	460	0.49%	0.65%
Mountain Phoenix Community	Fremont Elementary	3	616	381	0.49%	0.79%
Mountain Phoenix Community	Option Fremont ES or Campbell ES	3	616	137	0.49%	2.19%
Mountain Phoenix Community	Little Elementary	3	616	344	0.49%	0.87%
Mountain Phoenix Community	Kendrick Lakes Elementary	3	616	309	0.49%	0.97%
Mountain Phoenix Community	Ryan Elementary	3	616	256	0.49%	1.17%
Mountain Phoenix Community	Belmar School of Integrated Arts	3	616	196	0.49%	1.53%
Mountain Phoenix Community	South Lakewood Elementary	3	616	369	0.49%	0.81%
Mountain Phoenix Community	Parr Elementary	2	616	182	0.32%	1.10%
Mountain Phoenix Community	Rose Stein International	2	616	301	0.32%	0.66%
Mountain Phoenix Community	Normandy Elementary	2	616	265	0.32%	0.75%
Mountain Phoenix Community	Witt Elementary	2	616	297	0.32%	0.67%

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Mountain Phoenix Community	Jefferson Jr-Sr High	2	616	238	0.32%	0.84%
Mountain Phoenix Community	Kendallvue Elementary	2	616	292	0.32%	0.68%
Mountain Phoenix Community	Devinny Elementary	2	616	329	0.32%	0.61%
Mountain Phoenix Community	North Arvada Middle	2	616	484	0.32%	0.41%
Mountain Phoenix Community	Mandalay Middle	2	616	600	0.32%	0.33%
Mountain Phoenix Community	Patterson International	2	616	388	0.32%	0.52%
Mountain Phoenix Community	Three Creeks K-8	2	616	1,085	0.32%	0.18%
Mountain Phoenix Community	Red Rocks Elementary	2	616	147	0.32%	1.36%
Mountain Phoenix Community	Kyffin Elementary	2	616	304	0.32%	0.66%
Mountain Phoenix Community	Stott Elementary	2	616	259	0.32%	0.77%
Mountain Phoenix Community	Lasley Elementary	2	616	382	0.32%	0.52%
Mountain Phoenix Community	Mortensen Elementary	1	616	283	0.16%	0.35%
Mountain Phoenix Community	Powderhorn Elementary	1	616	518	0.16%	0.19%
Mountain Phoenix Community	West Jefferson Middle	1	616	547	0.16%	0.18%
Mountain Phoenix Community	Van Arsdale Elementary	1	616	334	0.16%	0.30%
Mountain Phoenix Community	Emory Elementary	1	616	456	0.16%	0.22%
Mountain Phoenix Community	Ralston Elementary	1	616	294	0.16%	0.34%
Mountain Phoenix Community	Meiklejohn Elementary	1	616	541	0.16%	0.18%
Mountain Phoenix Community	Bradford K-8 North	1	616	350	0.16%	0.29%
Mountain Phoenix Community	Evergreen Middle	1	616	619	0.16%	0.16%
Mountain Phoenix Community	Wayne Carle Middle	1	616	727	0.16%	0.14%
Mountain Phoenix Community	Summit Ridge Middle	1	616	818	0.16%	0.12%
Mountain Phoenix Community	Elk Creek Elementary	1	616	296	0.16%	0.34%
Mountain Phoenix Community	Glennon Heights Elementary	1	616	175	0.16%	0.57%
Mountain Phoenix Community	Westridge Elementary	1	616	238	0.16%	0.42%
Mountain Phoenix Community	Option Westgate ES or Blue Heron ES	1	616	17	0.16%	5.88%
Mountain Phoenix Community	West Woods Elementary	1	616	477	0.16%	0.21%
Mountview Youth Service Center	Bear Creek High	4	14	2,009	28.57%	0.20%
Mountview Youth Service Center	Arvada High	4	14	1,463	28.57%	0.27%
Mountview Youth Service Center	Alameda International	3	14	1,311	21.43%	0.23%
Mountview Youth Service Center	Lakewood High	1	14	1,159	7.14%	0.09%
Mountview Youth Service Center	Conifer High	1	14	845	7.14%	0.12%
Mountview Youth Service Center	Out of District	1	14	6,738	7.14%	0.01%
New America	Out of District	58	99	6,738	58.59%	0.86%
New America	Alameda International	26	99	1,311	26.26%	1.98%
New America	Wheat Ridge High	3	99	1,073	3.03%	0.28%
New America	Jefferson Jr-Sr High	3	99	541	3.03%	0.55%
New America	Bear Creek High	2	99	2,009	2.02%	0.10%
New America	Lakewood High	2	99	1,159	2.02%	0.17%
New America	Golden High	2	99	1,705	2.02%	0.12%
New America	Columbine High	1	99	1,173	1.01%	0.09%
New America	Pomona High	1	99	986	1.01%	0.10%
New America	Green Mountain High	1	99	1,261	1.01%	0.08%
Rocky Mountain Academy of Evergreen	Evergreen Middle	85	349	619	24.36%	13.73%
Rocky Mountain Academy of Evergreen	Bergen Meadow Primary	58	349	276	16.62%	21.01%
Rocky Mountain Academy of Evergreen	Wilmot Elementary	58	349	336	16.62%	17.26%
Rocky Mountain Academy of Evergreen	Bergen Valley Intermediate	49	349	331	14.04%	14.80%
Rocky Mountain Academy of Evergreen	Out of District	31	349	6,738	8.88%	0.46%

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Rocky Mountain Academy of Evergreen	Marshdale Elementary	19	349	366	5.44%	5.19%
Rocky Mountain Academy of Evergreen	West Jefferson Middle	17	349	547	4.87%	3.11%
Rocky Mountain Academy of Evergreen	Bell Middle	9	349	1,052	2.58%	0.86%
Rocky Mountain Academy of Evergreen	Ralston Elementary	8	349	294	2.29%	2.72%
Rocky Mountain Academy of Evergreen	Parmalee Elementary	7	349	165	2.01%	4.24%
Rocky Mountain Academy of Evergreen	Mitchell Elementary	2	349	566	0.57%	0.35%
Rocky Mountain Academy of Evergreen	Campbell Elementary	2	349	265	0.57%	0.75%
Rocky Mountain Academy of Evergreen	Elk Creek Elementary	2	349	296	0.57%	0.68%
Rocky Mountain Academy of Evergreen	Bear Creek K-8	1	349	732	0.29%	0.14%
Rocky Mountain Academy of Evergreen	Drake Middle	1	349	981	0.29%	0.10%
Rocky Mountain Deaf	Out of District	47	80	6,738	58.75%	0.70%
Rocky Mountain Deaf	Powderhorn Elementary	3	80	518	3.75%	0.58%
Rocky Mountain Deaf	Chatfield High	2	80	1,996	2.50%	0.10%
Rocky Mountain Deaf	Bear Creek High	2	80	2,009	2.50%	0.10%
Rocky Mountain Deaf	Jefferson Jr-Sr High	2	80	541	2.50%	0.37%
Rocky Mountain Deaf	Lakewood High	2	80	1,159	2.50%	0.17%
Rocky Mountain Deaf	Peiffer Elementary	2	80	403	2.50%	0.50%
Rocky Mountain Deaf	Belmar School of Integrated Arts	2	80	196	2.50%	1.02%
Rocky Mountain Deaf	Creighton Middle	2	80	808	2.50%	0.25%
Rocky Mountain Deaf	Mortensen Elementary	1	80	283	1.25%	0.35%
Rocky Mountain Deaf	Wilmore-Davis Elementary	1	80	246	1.25%	0.41%
Rocky Mountain Deaf	Dakota Ridge High	1	80	1,226	1.25%	0.08%
Rocky Mountain Deaf	Dunstan Middle	1	80	880	1.25%	0.11%
Rocky Mountain Deaf	Alameda International	1	80	590	1.25%	0.17%
Rocky Mountain Deaf	Deane Elementary	1	80	462	1.25%	0.22%
Rocky Mountain Deaf	Green Mountain High	1	80	1,261	1.25%	0.08%
Rocky Mountain Deaf	Kendallvue Elementary	1	80	292	1.25%	0.34%
Rocky Mountain Deaf	Stevens Elementary	1	80	426	1.25%	0.23%
Rocky Mountain Deaf	Mandalay Middle	1	80	600	1.25%	0.17%
Rocky Mountain Deaf	Blue Heron Elementary	1	80	266	1.25%	0.38%
Rocky Mountain Deaf	Eiber Elementary	1	80	452	1.25%	0.22%
Rocky Mountain Deaf	Carmody Middle	1	80	1,113	1.25%	0.09%
Rocky Mountain Deaf	Golden High	1	80	1,705	1.25%	0.06%
Rocky Mountain Deaf	Ute Meadows Elementary	1	80	340	1.25%	0.29%
Rocky Mountain Deaf	Hutchinson Elementary	1	80	327	1.25%	0.31%
Sobesky Academy	Alameda International	11	110	1,311	10.00%	0.84%
Sobesky Academy	Arvada K-8	6	110	570	5.45%	1.05%
Sobesky Academy	Jefferson Jr-Sr High	6	110	541	5.45%	1.11%
Sobesky Academy	Lakewood High	6	110	1,159	5.45%	0.52%
Sobesky Academy	Alameda International	5	110	590	4.55%	0.85%
Sobesky Academy	Out of District	5	110	6,738	4.55%	0.07%
Sobesky Academy	Drake Middle	4	110	981	3.64%	0.41%
Sobesky Academy	Columbine High	4	110	1,173	3.64%	0.34%
Sobesky Academy	Bear Creek High	4	110	2,009	3.64%	0.20%
Sobesky Academy	Arvada High	4	110	1,463	3.64%	0.27%
Sobesky Academy	Creighton Middle	4	110	808	3.64%	0.50%
Sobesky Academy	Wheat Ridge High	3	110	1,073	2.73%	0.28%
Sobesky Academy	Dakota Ridge High	3	110	1,226	2.73%	0.24%

Nonattendance Area School Name	Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Nonattendance Area School Enrollment Total	Attendance Area Residence Total	Percent of Total Enrollment From Attendance Area	Percent of Attendance Area Residence Total
Sobesky Academy	Pomona High	3	110	986	2.73%	0.30%
Sobesky Academy	Jefferson Jr-Sr High	3	110	238	2.73%	1.26%
Sobesky Academy	Everitt Middle	3	110	912	2.73%	0.33%
Sobesky Academy	Green Mountain High	3	110	1,261	2.73%	0.24%
Sobesky Academy	North Arvada Middle	3	110	484	2.73%	0.62%
Sobesky Academy	Golden High	3	110	1,705	2.73%	0.18%
Sobesky Academy	Evergreen Middle	2	110	619	1.82%	0.32%
Sobesky Academy	Arvada West High	2	110	1,555	1.82%	0.13%
Sobesky Academy	Ken Caryl Middle	2	110	762	1.82%	0.26%
Sobesky Academy	Bell Middle	2	110	1,052	1.82%	0.19%
Sobesky Academy	Mandalay Middle	2	110	600	1.82%	0.33%
Sobesky Academy	Carmody Middle	2	110	1,113	1.82%	0.18%
Sobesky Academy	West Jefferson Middle	1	110	547	0.91%	0.18%
Sobesky Academy	Foothills Elementary	1	110	324	0.91%	0.31%
Sobesky Academy	Dunstan Middle	1	110	880	0.91%	0.11%
Sobesky Academy	Chatfield High	1	110	1,996	0.91%	0.05%
Sobesky Academy	Wayne Carle Middle	1	110	727	0.91%	0.14%
Sobesky Academy	Summit Ridge Middle	1	110	818	0.91%	0.12%
Sobesky Academy	Adams Elementary	1	110	311	0.91%	0.32%
Sobesky Academy	Option Fremont ES or Campbell ES	1	110	137	0.91%	0.73%
Sobesky Academy	Deane Elementary	1	110	462	0.91%	0.22%
Sobesky Academy	Standley Lake High	1	110	1,328	0.91%	0.08%
Sobesky Academy	West Jefferson Elementary	1	110	295	0.91%	0.34%
Sobesky Academy	Evergreen High	1	110	948	0.91%	0.11%
Sobesky Academy	Ralston Valley High	1	110	1,969	0.91%	0.05%
Sobesky Academy	Lumberg Elementary	1	110	391	0.91%	0.26%
Sobesky Academy	Conifer High	1	110	845	0.91%	0.12%
Two Roads	Out of District	175	628	6,738	27.87%	2.60%
Two Roads	North Arvada Middle	45	628	484	7.17%	9.30%
Two Roads	Arvada High	43	628	1,463	6.85%	2.94%
Two Roads	Arvada K-8	20	628	570	3.18%	3.51%
Two Roads	Secrest Elementary	16	628	320	2.55%	5.00%
Two Roads	Pomona High	14	628	986	2.23%	1.42%
Two Roads	Summit Ridge Middle	12	628	818	1.91%	1.47%
Two Roads	Arvada West High	11	628	1,555	1.75%	0.71%
Two Roads	Bear Creek High	11	628	2,009	1.75%	0.55%
Two Roads	Leawood Elementary	10	628	361	1.59%	2.77%
Two Roads	Shaffer Elementary	9	628	500	1.43%	1.80%
Two Roads	Powderhorn Elementary	8	628	518	1.27%	1.54%
Two Roads	Thomson Elementary	8	628	278	1.27%	2.88%
Two Roads	Green Mountain High	8	628	1,261	1.27%	0.63%
Two Roads	Mortensen Elementary	7	628	283	1.11%	2.47%
Two Roads	Moore Middle	7	628	658	1.11%	1.06%
Two Roads	Dakota Ridge High	7	628	1,226	1.11%	0.57%
Two Roads	Normandy Elementary	7	628	265	1.11%	2.64%
Two Roads	Chatfield High	7	628	1,996	1.11%	0.35%
Two Roads	Peck Elementary	7	628	243	1.11%	2.88%
Two Roads	Carmody Middle	7	628	1,113	1.11%	0.63%

Nonattendance Area School Name	Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Nonattendance Area School Enrollment Total	Attendance Area Residence Total	Percent of Total Enrollment From Attendance Area	Percent of Attendance Area Residence Total
Two Roads	Dunstan Middle	6	628	880	0.96%	0.68%
Two Roads	Stony Creek Elementary	6	628	388	0.96%	1.55%
Two Roads	Ken Caryl Middle	6	628	762	0.96%	0.79%
Two Roads	Everitt Middle	6	628	912	0.96%	0.66%
Two Roads	Conifer High	6	628	845	0.96%	0.71%
Two Roads	Hutchinson Elementary	6	628	327	0.96%	1.83%
Two Roads	West Jefferson Middle	5	628	547	0.80%	0.91%
Two Roads	Bear Creek K-8	5	628	732	0.80%	0.68%
Two Roads	Drake Middle	5	628	981	0.80%	0.51%
Two Roads	Swanson Elementary	5	628	468	0.80%	1.07%
Two Roads	Rooney Ranch Elementary	5	628	515	0.80%	0.97%
Two Roads	Lawrence Elementary	5	628	219	0.80%	2.28%
Two Roads	Ralston Valley High	5	628	1,969	0.80%	0.25%
Two Roads	Bell Middle	5	628	1,052	0.80%	0.48%
Two Roads	Peiffer Elementary	5	628	403	0.80%	1.24%
Two Roads	Wheat Ridge High	4	628	1,073	0.64%	0.37%
Two Roads	Falcon Bluffs Middle	4	628	648	0.64%	0.62%
Two Roads	Parr Elementary	4	628	182	0.64%	2.20%
Two Roads	Oberon Middle	4	628	807	0.64%	0.50%
Two Roads	Weber Elementary	4	628	479	0.64%	0.84%
Two Roads	Coronado Elementary	4	628	381	0.64%	1.05%
Two Roads	Deer Creek Middle	4	628	427	0.64%	0.94%
Two Roads	Vanderhoof Elementary	4	628	483	0.64%	0.83%
Two Roads	Ute Meadows Elementary	4	628	340	0.64%	1.18%
Two Roads	Warder Elementary	3	628	278	0.48%	1.08%
Two Roads	Dutch Creek Elementary	3	628	302	0.48%	0.99%
Two Roads	Hackberry Hill Elementary	3	628	140	0.48%	2.14%
Two Roads	Kendallvue Elementary	3	628	292	0.48%	1.03%
Two Roads	West Jefferson Elementary	3	628	295	0.48%	1.02%
Two Roads	Stevens Elementary	3	628	426	0.48%	0.70%
Two Roads	Fitzmorris Elementary	3	628	217	0.48%	1.38%
Two Roads	Lakewood High	3	628	1,159	0.48%	0.26%
Two Roads	Patterson International	3	628	388	0.48%	0.77%
Two Roads	Arvada K-8	3	628	361	0.48%	0.83%
Two Roads	Mount Carbon Elementary	2	628	288	0.32%	0.69%
Two Roads	Columbine High	2	628	1,173	0.32%	0.17%
Two Roads	Westgate Elementary	2	628	535	0.32%	0.37%
Two Roads	Colorow Elementary	2	628	277	0.32%	0.72%
Two Roads	Wayne Carle Middle	2	628	727	0.32%	0.28%
Two Roads	Campbell Elementary	2	628	265	0.32%	0.75%
Two Roads	Jefferson Jr-Sr High	2	628	541	0.32%	0.37%
Two Roads	Little Elementary	2	628	344	0.32%	0.58%
Two Roads	Bradford K-8 South	2	628	373	0.32%	0.54%
Two Roads	Governor's Ranch Elementary	2	628	235	0.32%	0.85%
Two Roads	Columbine Hills Elementary	2	628	257	0.32%	0.78%
Two Roads	Golden High	2	628	1,705	0.32%	0.12%
Two Roads	Red Rocks Elementary	2	628	147	0.32%	1.36%
Two Roads	Stott Elementary	2	628	259	0.32%	0.77%

Nonattendance Area School Name	Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Nonattendance Area School Enrollment Total	Attendance Area Residence Total	Percent of Total Enrollment From Attendance Area	Percent of Attendance Area Residence Total
Two Roads	Alameda International	1	628	590	0.16%	0.17%
Two Roads	Kullerstrand Elementary	1	628	297	0.16%	0.34%
Two Roads	Fremont Elementary	1	628	381	0.16%	0.26%
Two Roads	Option Fremont ES or Campbell ES	1	628	137	0.16%	0.73%
Two Roads	Glennon Heights Elementary	1	628	175	0.16%	0.57%
Two Roads	Standley Lake High	1	628	1,328	0.16%	0.08%
Two Roads	Westridge Elementary	1	628	238	0.16%	0.42%
Two Roads	Mandalay Middle	1	628	600	0.16%	0.17%
Two Roads	Marshdale Elementary	1	628	366	0.16%	0.27%
Two Roads	Semper Elementary	1	628	327	0.16%	0.31%
Two Roads	Kendrick Lakes Elementary	1	628	309	0.16%	0.32%
Two Roads	Fairmount Elementary	1	628	695	0.16%	0.14%
Two Roads	Creighton Middle	1	628	808	0.16%	0.12%
Two Roads	Sierra Elementary	1	628	459	0.16%	0.22%
Warren Tech Center	Out of District	22	26	6,738	84.62%	0.33%
Warren Tech Center	Bear Creek High	2	26	2,009	7.69%	0.10%
Warren Tech Center	Columbine High	1	26	1,173	3.85%	0.09%
Warren Tech Center	Conifer High	1	26	845	3.85%	0.12%
Woodrow Wilson Academy	Out of District	228	785	6,738	29.04%	3.38%
Woodrow Wilson Academy	Lukas Elementary	77	785	460	9.81%	16.74%
Woodrow Wilson Academy	Weber Elementary	64	785	479	8.15%	13.36%
Woodrow Wilson Academy	Moore Middle	42	785	658	5.35%	6.38%
Woodrow Wilson Academy	Wayne Carle Middle	42	785	727	5.35%	5.78%
Woodrow Wilson Academy	Witt Elementary	23	785	297	2.93%	7.74%
Woodrow Wilson Academy	Adams Elementary	20	785	311	2.55%	6.43%
Woodrow Wilson Academy	Meiklejohn Elementary	14	785	541	1.78%	2.59%
Woodrow Wilson Academy	Little Elementary	14	785	344	1.78%	4.07%
Woodrow Wilson Academy	Semper Elementary	13	785	327	1.66%	3.98%
Woodrow Wilson Academy	Three Creeks K-8	13	785	1,085	1.66%	1.20%
Woodrow Wilson Academy	Sheridan Green Elementary	12	785	284	1.53%	4.23%
Woodrow Wilson Academy	Oberon Middle	11	785	807	1.40%	1.36%
Woodrow Wilson Academy	Mandalay Middle	11	785	600	1.40%	1.83%
Woodrow Wilson Academy	Marshdale Elementary	11	785	366	1.40%	3.01%
Woodrow Wilson Academy	Elk Creek Elementary	10	785	296	1.27%	3.38%
Woodrow Wilson Academy	Sierra Elementary	10	785	459	1.27%	2.18%
Woodrow Wilson Academy	Parr Elementary	9	785	182	1.15%	4.95%
Woodrow Wilson Academy	Wilmot Elementary	9	785	336	1.15%	2.68%
Woodrow Wilson Academy	Warder Elementary	8	785	278	1.02%	2.88%
Woodrow Wilson Academy	Swanson Elementary	7	785	468	0.89%	1.50%
Woodrow Wilson Academy	Foothills Elementary	6	785	324	0.76%	1.85%
Woodrow Wilson Academy	Thomson Elementary	6	785	278	0.76%	2.16%
Woodrow Wilson Academy	North Arvada Middle	6	785	484	0.76%	1.24%
Woodrow Wilson Academy	West Jefferson Middle	5	785	547	0.64%	0.91%
Woodrow Wilson Academy	Drake Middle	5	785	981	0.64%	0.51%
Woodrow Wilson Academy	West Jefferson Elementary	5	785	295	0.64%	1.69%
Woodrow Wilson Academy	Fairmount Elementary	5	785	695	0.64%	0.72%
Woodrow Wilson Academy	West Woods Elementary	5	785	477	0.64%	1.05%
Woodrow Wilson Academy	South Lakewood Elementary	5	785	369	0.64%	1.36%

Nonattendance Area School Name	Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Nonattendance Area School Enrollment Total	Attendance Area Residence Total	Percent of Total Enrollment From Attendance Area	Percent of Attendance Area Residence Total
Woodrow Wilson Academy	Arvada K-8	4	785	570	0.51%	0.70%
Woodrow Wilson Academy	Coal Creek Canyon K-8	4	785	87	0.51%	4.60%
Woodrow Wilson Academy	Eiber Elementary	4	785	452	0.51%	0.88%
Woodrow Wilson Academy	Ryan Elementary	4	785	256	0.51%	1.56%
Woodrow Wilson Academy	Hutchinson Elementary	4	785	327	0.51%	1.22%
Woodrow Wilson Academy	Mortensen Elementary	3	785	283	0.38%	1.06%
Woodrow Wilson Academy	Secrest Elementary	3	785	320	0.38%	0.94%
Woodrow Wilson Academy	Falcon Bluffs Middle	3	785	648	0.38%	0.46%
Woodrow Wilson Academy	Bergen Meadow Primary	3	785	276	0.38%	1.09%
Woodrow Wilson Academy	Ralston Elementary	3	785	294	0.38%	1.02%
Woodrow Wilson Academy	Evergreen Middle	3	785	619	0.38%	0.48%
Woodrow Wilson Academy	Normandy Elementary	3	785	265	0.38%	1.13%
Woodrow Wilson Academy	Dutch Creek Elementary	3	785	302	0.38%	0.99%
Woodrow Wilson Academy	Hackberry Hill Elementary	3	785	140	0.38%	2.14%
Woodrow Wilson Academy	Ken Caryl Middle	3	785	762	0.38%	0.39%
Woodrow Wilson Academy	Bergen Valley Intermediate	3	785	331	0.38%	0.91%
Woodrow Wilson Academy	Creighton Middle	3	785	808	0.38%	0.37%
Woodrow Wilson Academy	Dunstan Middle	2	785	880	0.25%	0.23%
Woodrow Wilson Academy	Westgate Elementary	2	785	535	0.25%	0.37%
Woodrow Wilson Academy	Campbell Elementary	2	785	265	0.25%	0.75%
Woodrow Wilson Academy	Glennon Heights Elementary	2	785	175	0.25%	1.14%
Woodrow Wilson Academy	Patterson International	2	785	388	0.25%	0.52%
Woodrow Wilson Academy	Peck Elementary	2	785	243	0.25%	0.82%
Woodrow Wilson Academy	Belmar School of Integrated Arts	2	785	196	0.25%	1.02%
Woodrow Wilson Academy	Kyffin Elementary	2	785	304	0.25%	0.66%
Woodrow Wilson Academy	Stott Elementary	2	785	259	0.25%	0.77%
Woodrow Wilson Academy	Green Gables Elementary	2	785	259	0.25%	0.77%
Woodrow Wilson Academy	New Classical Academy at Vivian	1	785	184	0.13%	0.54%
Woodrow Wilson Academy	Van Arsdale Elementary	1	785	334	0.13%	0.30%
Woodrow Wilson Academy	Rooney Ranch Elementary	1	785	515	0.13%	0.19%
Woodrow Wilson Academy	Leawood Elementary	1	785	361	0.13%	0.28%
Woodrow Wilson Academy	Kullerstrand Elementary	1	785	297	0.13%	0.34%
Woodrow Wilson Academy	Fremont Elementary	1	785	381	0.13%	0.26%
Woodrow Wilson Academy	Mitchell Elementary	1	785	566	0.13%	0.18%
Woodrow Wilson Academy	Jefferson Jr-Sr High	1	785	238	0.13%	0.42%
Woodrow Wilson Academy	Everitt Middle	1	785	912	0.13%	0.11%
Woodrow Wilson Academy	Devinny Elementary	1	785	329	0.13%	0.30%
Woodrow Wilson Academy	Bell Middle	1	785	1,052	0.13%	0.10%
Woodrow Wilson Academy	Coronado Elementary	1	785	381	0.13%	0.26%
Woodrow Wilson Academy	Ute Meadows Elementary	1	785	340	0.13%	0.29%

ATTACHMENT C

Total Residence and Nonattendance Area Enrollment Numbers for Each Attendance Area

Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Attendance Area Residence Total	Percentage attending Nonattendance Area Schools
Arvada High	241	1,463	16.47%
Fairmount Elementary	91	695	13.09%
Devinny Elementary	47	329	14.29%
Sierra Elementary	85	459	18.52%
Elk Creek Elementary	38	296	12.84%
Leawood Elementary	60	361	16.62%
Arvada K-8	178	570	31.23%
Creighton Middle	144	808	17.82%
Stony Creek Elementary	42	388	10.82%
Rooney Ranch Elementary	83	515	16.12%
Columbine Hills Elementary	19	257	7.39%
Westridge Elementary	31	238	13.03%
Deer Creek Middle	38	427	8.90%
Moore Middle	225	658	34.19%
Option Westgate ES or Blue Heron ES	11	17	64.71%
Lumberg Elementary	56	391	14.32%
Columbine High	129	1,173	11.00%
Wayne Carle Middle	203	727	27.92%
Mandalay Middle	179	600	29.83%
Evergreen Middle	127	619	20.52%
Kendallvue Elementary	45	292	15.41%
Weber Elementary	199	479	41.54%
Oberon Middle	202	807	25.03%
Mitchell Elementary	59	566	10.42%
North Arvada Middle	149	484	30.79%
Stober Elementary	24	225	10.67%
Red Rocks Elementary	15	147	10.20%
Everitt Middle	380	912	41.67%
Ralston Valley High	125	1,969	6.35%
Hackberry Hill Elementary	17	140	12.14%
Coronado Elementary	34	381	8.92%
Marshdale Elementary	41	366	11.20%
Blue Heron Elementary	36	266	13.53%
Wilmore-Davis Elementary	47	246	19.11%
Welchester Elementary	55	354	15.54%
Vanderhoof Elementary	98	483	20.29%
Slater Elementary	53	279	19.00%
Fitzmorris Elementary	78	217	35.94%
Colorow Elementary	40	277	14.44%
Dunstan Middle	183	880	20.80%
Bradford K-8 North	30	350	8.57%
Thomson Elementary	59	278	21.22%
Out of District	2768	6,738	41.08%

Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Attendance Area Residence Total	Percentage attending Nonattendance Area Schools
Falcon Bluffs Middle	61	648	9.41%
Mortensen Elementary	48	283	16.96%
Mount Carbon Elementary	20	288	6.94%
West Jefferson Elementary	39	295	13.22%
Stevens Elementary	94	426	22.07%
Wilmot Elementary	79	336	23.51%
Coal Creek Canyon K-8	19	87	21.84%
Kullerstrand Elementary	64	297	21.55%
South Lakewood Elementary	78	369	21.14%
Conifer High	73	845	8.64%
Alameda International	106	590	17.97%
Patterson International	63	388	16.24%
Foothills Elementary	47	324	14.51%
Van Arsdale Elementary	45	334	13.47%
Green Gables Elementary	47	259	18.15%
Peck Elementary	81	243	33.33%
Parr Elementary	39	182	21.43%
Option Fremont ES or Campbell ES	41	137	29.93%
West Jefferson Middle	79	547	14.44%
Parmalee Elementary	12	165	7.27%
Shaffer Elementary	52	500	10.40%
Witt Elementary	88	297	29.63%
Bradford K-8 South	17	373	4.56%
Westgate Elementary	88	535	16.45%
Golden HS or Wheat Ridge HS	20	61	32.79%
Kendrick Lakes Elementary	51	309	16.50%
Evergreen High	44	948	4.64%
Governor's Ranch Elementary	22	235	9.36%
Sheridan Green Elementary	73	284	25.70%
Peak Expeditionary School at Pennington	6	117	5.13%
Pomona High	112	986	11.36%
Carmody Middle	268	1,113	24.08%
Green Mountain High	238	1,261	18.87%
Golden High	219	1,705	12.84%
Stott Elementary	44	259	16.99%
Emory Elementary	62	456	13.60%
Secrest Elementary	89	320	27.81%
Fremont Elementary	94	381	24.67%
Ryan Elementary	44	256	17.19%
Bear Creek High	381	2,009	18.96%
New Classical Academy at Vivian	37	184	20.11%
Warder Elementary	80	278	28.78%
Jefferson Jr-Sr High	93	541	17.19%

Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Attendance Area Residence Total	Percentage attending Nonattendance Area Schools
Shelton Elementary	88	490	17.96%
Lukas Elementary	194	460	42.17%
Meiklejohn Elementary	72	541	13.31%
Ute Meadows Elementary	31	340	9.12%
Ralston Elementary	32	294	10.88%
Maple Grove Elementary	27	266	10.15%
Deane Elementary	57	462	12.34%
Edgewater Elementary	29	248	11.69%
West Woods Elementary	38	477	7.97%
Glennon Heights Elementary	29	175	16.57%
Rose Stein International	34	301	11.30%
Lawrence Elementary	55	219	25.11%
Lasley Elementary	75	382	19.63%
Campbell Elementary	87	265	32.83%
Option Mitchell ES or Fairmount ES	2	5	40.00%
Dakota Ridge High	142	1,226	11.58%
Prospect Valley Elementary	35	265	13.21%
Hutchinson Elementary	59	327	18.04%
Green Mountain Elementary	13	198	6.57%
Ken Caryl Middle	95	762	12.47%
Normandy Elementary	35	265	13.21%
Drake Middle	232	981	23.65%
Bear Creek K-8	110	732	15.03%
Bergen Valley Intermediate	59	331	17.82%
Kyffin Elementary	40	304	13.16%
Alameda International	232	1,311	17.70%
Powderhorn Elementary	50	518	9.65%
Summit Ridge Middle	81	818	9.90%
Jefferson Jr-Sr High	47	238	19.75%
Arvada K-8	55	361	15.24%
Little Elementary	75	344	21.80%
Adams Elementary	102	311	32.80%
Standley Lake High	301	1,328	22.67%
Bergen Meadow Primary	65	276	23.55%
Bell Middle	361	1,052	34.32%
Peiffer Elementary	63	403	15.63%
Chatfield High	178	1,996	8.92%
Lakewood High	212	1,159	18.29%
Eiber Elementary	61	452	13.50%
Three Creeks K-8	77	1,085	7.10%
Swanson Elementary	133	468	28.42%
Molholm Elementary	55	316	17.41%
Arvada West High	146	1,555	9.39%

Attendance Area	Nonattendance Area Enrollment Total per Attendance Area	Attendance Area Residence Total	Percentage attending Nonattendance Area Schools
Semper Elementary	104	327	31.80%
Belmar School of Integrated Arts	51	196	26.02%
Wheat Ridge High	149	1,073	13.89%
Dutch Creek Elementary	21	302	6.95%

ATTACHMENT D

Charter School Enrollment Tables

Table D-1. Alameda Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Deane Elementary	25	462	5.41%
Emory Elementary	32	457	7.00%
Lasley Elementary	45	382	11.78%
Patterson International	27	388	6.96%
Rose Stein International	17	301	5.65%
Alameda International	94	1,902	4.94%
Total	240	3,892	6.17%

Table D-2. Arvada Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Hackberry Hill Elementary	17	140	12.14%
Lawrence Elementary	106	436	24.31%
Peck Elementary	69	243	28.40%
Secrest Elementary	53	320	16.56%
Swanson Elementary	60	468	12.82%
Thomson Elementary	49	278	17.63%
Arvada K-8	135	932	14.48%
North Arvada Middle	116	484	23.97%
Arvada High	99	1,463	6.77%
Total	704	4,764	14.78%

Table D-3. Arvada West Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Campbell Elementary	73	225	32.44%
Fairmount Elementary	75	693	10.82%
Fremont Elementary	82	334	24.55%
Stott Elementary	39	259	15.06%
Vanderhoof Elementary	72	480	15.00%
Drake Middle	115	980	11.73%
Arvada West High	54	1,554	3.47%
Total	510	4,525	11.27%

Table D-4. Bear Creek Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Green Gables Elementary	21	259	8.11%
Kendallvue Elementary	32	291	11.00%
Kendrick Lakes Elementary	23	309	7.44%
Peiffer Elementary	51	403	12.66%
Red Rocks Elementary	8	147	5.44%
Westgate Elementary	67	535	12.52%
Bear Creek K-8	36	466	7.73%
Carmody Middle	109	1,379	7.90%
Bear Creek High	82	2,006	4.09%
Total	429	5,795	7.40%

Table D-5. Chatfield Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Coronado Elementary	25	381	6.56%
Mortensen Elementary	44	283	15.55%
Shaffer Elementary	45	500	9.00%
Stony Creek Elementary	34	388	8.76%
Ute Meadows Elementary	23	340	6.76%
Bradford K-8 North	6	350	1.71%
Bradford K-8 South	15	373	4.02%
Deer Creek Middle	22	427	5.15%
Falcon Bluffs Middle	39	648	6.02%
Chatfield High	45	1,996	2.25%
Total	298	5,686	5.24%

Table D-6. Columbine Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Columbine Hills Elementary	18	257	7.00%
Dutch Creek Elementary	17	301	5.65%
Governor's Ranch Elementary	16	235	6.81%
Leawood Elementary	54	361	14.96%
Normandy Elementary	33	265	12.45%
Ken Caryl Middle	51	762	6.69%
Columbine High	49	1,173	4.18%
Total	238	3,354	7.10%

Table D-7. Conifer Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Elk Creek Elementary	31	296	10.47%
Marshdale Elementary	39	367	10.63%
West Jefferson Elementary	29	293	9.90%
West Jefferson Middle	48	494	9.72%
Conifer High	25	847	2.95%
Total	172	2,297	7.49%

Table D-8. Dakota Ridge Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Blue Heron Elementary	22	253	8.70%
Colorow Elementary	37	277	13.36%
Mount Carbon Elementary	17	288	5.90%
Powderhorn Elementary	48	518	9.27%
Westridge Elementary	29	238	12.18%
Summit Ridge Middle	39	819	4.76%
Dakota Ridge High	31	1,230	2.52%
Total	223	3,623	6.16%

Table D-9. Evergreen Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Bergen Meadow Primary	62	275	22.55%
Bergen Valley Intermediate	57	331	17.22%
Parmalee Elementary	9	167	5.39%
Wilmot Elementary	77	335	22.99%
Evergreen Middle	105	574	18.29%
Evergreen High	5	948	0.53%
Total	315	2,630	11.98%

Table D-10. Golden Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Kyffin Elementary	8	304	2.63%
Mitchell Elementary	37	552	6.70%
Ralston Elementary	17	294	5.78%
Shelton Elementary	34	490	6.94%
Welchester Elementary	16	353	4.53%
Bell Middle	65	1,052	6.18%
Golden High	32	1,619	1.98%
Total	209	4,664	4.48%

Table D-11. Green Mountain Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Devinny Elementary	13	328	3.96%
Foothills Elementary	17	324	5.25%
Green Mountain Elementary	6	197	3.05%
Hutchinson Elementary	28	327	8.56%
Rooney Ranch Elementary	23	513	4.48%
Dunstan Middle	46	878	5.24%
Green Mountain High	31	1,260	2.46%
Total	164	3,827	4.29%

Table D-12. Jefferson Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Edgewater Elementary	18	248	7.26%
Lumberg Elementary	26	391	6.65%
Molholm Elementary	18	310	5.81%
Jefferson Jr-Sr High	20	785	2.55%
Total	82	1,734	4.73%

Table D-13. Lakewood Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Belmar School of Integrated Arts	20	200	10.00%
Eiber Elementary	20	452	4.42%
Glennon Heights Elementary	12	178	6.74%
Slater Elementary	24	279	8.60%
South Lakewood Elementary	23	362	6.35%
Creighton Middle	47	822	5.72%
Lakewood High	24	1,156	2.08%
Total	170	3,449	4.93%

Table D-14. Pomona Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Little Elementary	70	344	20.35%
Parr Elementary	35	182	19.23%
Warder Elementary	74	278	26.62%
Weber Elementary	196	479	40.92%
Moore Middle	200	658	30.40%
Pomona High	64	985	6.50%
Total	639	2,926	21.84%

Table D-15. Ralston Valley Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Meiklejohn Elementary	64	541	11.83%
Sierra Elementary	83	459	18.08%
Van Arsdale Elementary	36	334	10.78%
West Woods Elementary	31	477	6.50%
Coal Creek Canyon K-8	19	88	21.59%
Three Creeks K-8	59	1,085	5.44%
Oberon Middle	165	807	20.45%
Ralston Valley High	70	1,969	3.56%
Total	527	5,760	9.15%

Table D-16. Standley Lake Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Adams Elementary	98	311	31.51%
Lukas Elementary	182	460	39.57%
Ryan Elementary	42	256	16.41%
Semper Elementary	99	327	30.28%
Sheridan Green Elementary	71	284	25.00%
Witt Elementary	85	297	28.62%
Mandalay Middle	168	600	28.00%
Wayne Carle Middle	169	727	23.25%
Standley Lake High	219	1,328	16.49%
Total	1,133	4,590	24.68%

Table D-17. Wheat Ridge Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Kullerstrand Elementary	47	297	15.82%
Maple Grove Elementary	21	266	7.89%
New Classical Academy at Vivian	17	184	9.24%
Prospect Valley Elementary	21	265	7.92%
Stevens Elementary	66	426	15.49%
Stober Elementary	10	225	4.44%
Wilmore-Davis Elementary	29	246	11.79%
Everitt Middle	74	912	8.11%
Wheat Ridge High	34	1,041	3.27%
Total	319	3,862	8.26%

Table D-18. Option Articulation Area Charter School Enrollment

Attendance Area School Name	Charter School Enrollment Total per Attendance Area	Attendance Area Student Count	Percentage of Students Enrolled in Charter Schools
Option - Fremont ES or Campbell ES	31	227	13.66%
Option - Mitchell ES or Fairmount ES	2	21	9.52%
Option - Westgate ES or Blue Heron ES	7	33	21.21%
Option - Evergreen MS or West Jefferson MS	11	101	10.89%
Option - Golden HS or Wheat Ridge HS	8	180	4.44%
Total	59	562	10.50%

APPENDIX C

Analysis of Membership Projections

MEMORANDUM

To: Jefferson County Public Schools

Date: January 18, 2024

From: Kate Doiron
Senior GIS Analyst

Rebecca Wright
Project Manager

Project No.: F2466.01.001

Re: Analysis of Membership Projections

This memo is part of the 2023-24 Jefferson County Public Schools (Jeffco) boundary study. The study looks at enrollment trends, school choices, and programs to find ways to operate more efficiently and provide equal, high-quality education throughout the district. FLO worked with Jeffco to assess school and articulation area trends over a ten-year period, including historical enrollment from 2017–18 to 2022–23, enrollment for the current 2023–24 school year, and membership projections from 2024–25 to 2027–28 from the Jeffco 2022–23 Membership Projections Report.[1] The assessment includes a review of attendance area schools (i.e., schools that have a boundary) and articulation areas that are projected to be over or under capacity within the next four years and discusses potential trends for the longer term. For each articulation area, we also analyzed and highlighted groups of geographically contiguous schools where boundary adjustments may help balance utilization.

Executive Summary

Jeffco has experienced a 10.4 percent decrease in student enrollment over the last decade, and declines are projected to continue to the 2027–28 school year. District-wide, mean utilization declined from 78 percent in 2018–19 to 68 percent in 2022–23, then recovered to 76 percent in 2023–24. This jump in utilization is a direct result of Jeffco closing 15 small elementary schools in June 2023 as part of Phase I of Regional Opportunities for Thriving Schools. While most Jeffco schools and articulation areas are projected to decline in enrollment, nine schools are currently overenrolled (enrollment greater than 100 percent of school capacity) or are projected to be overenrolled in the future. Identifying which schools are over- or underenrolled, and determining whether the enrollment levels are a result of population changes in the articulation area or student choice, will assist with the upcoming boundary review. Whether enrollment balancing can be achieved in a current articulation area through boundary changes or policy changes will be a focus of the boundary review. This assessment's findings are summarized below:

[1] Jeffco Public Schools. 2023. "2022–23 Membership Projections Report." Enrollment Projections Reports. Accessed July 18, 2023. https://www.jeffcopublicschools.org/services/facilities/enrollment_projections_reports.

- Seven schools over 100 percent of capacity in 2023–24
- Six schools projected to be over 100 percent of capacity by 2027–28
- Eighteen schools under 60 percent of capacity in 2023–24
- Twenty-eight schools projected to be under 60 percent of capacity in 2027–28

Enrollment Projections Overview

Jeffco has experienced a 10.4 percent decrease in student enrollment over the last decade. This decline is projected to continue to the 2027–28 school year, with a projected district-wide membership of attendance area schools of 67,473 students, a drop of 10,529 students since 2018. District-wide enrollment can be grouped by articulation area to assess the past five years of enrollment data and the August 2023–24 student enrollment in comparison to the next four years of projected enrollment. In Table 1, the highest enrollment for each articulation area is represented in light green and the lowest in blue. Enrollment in all articulation areas except Ralston Valley is expected to decline by 2027–28.

Table 1. Jeffco 2018–19 to 2023–24 Enrollment and Membership Projections to 2027–28 by Articulation Area

	Enrollment						Projections			
Articulation Area	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Alameda	2,982	2,962	2,850	2,569	2,541	2,587	2,375	2,266	2,184	2,144
Arvada	3,856	3,700	3,448	3,184	3,036	3,052	2,703	2,637	2,631	2,626
Arvada West	4,407	4,425	4,302	4,305	4,472	4,516	4,417	4,426	4,374	4,343
Bear Creek	5,250	5,139	4,971	4,792	4,619	4,651	4,510	4,397	4,330	4,281
Chatfield	6,143	6,121	5,759	5,579	5,455	5,612	5,365	5,212	5,132	5,104
Columbine	4,142	4,180	3,961	3,912	3,841	4,015	3,883	3,799	3,674	3,621
Conifer	2,342	2,342	2,205	2,162	2,190	2,275	2,278	2,276	2,254	2,241
Dakota Ridge	4,339	4,370	4,196	4,058	3,936	3,868	3,752	3,693	3,618	3,561
Evergreen	2,967	2,934	2,672	2,514	2,479	2,498	2,453	2,422	2,391	2,372
Golden	4,302	4,303	4,134	3,985	3,997	4,173	3,980	3,903	3,804	3,797
Green Mountain	3,749	3,776	3,664	3,499	3,512	3,564	3,507	3,508	3,518	3,533
Jefferson	1,805	1,658	1,520	1,393	1,357	1,496	1,203	1,124	1,059	1,034
Lakewood	4,458	4,303	4,210	3,942	3,794	3,837	3,781	3,793	3,745	3,731
Pomona	3,154	3,080	2,874	2,689	2,464	2,386	2,168	2,021	1,873	1,818
Ralston Valley	5,390	5,616	5,454	5,390	5,463	5,734	5,779	5,857	5,945	5,997
Standley Lake	4,433	4,319	4,116	3,799	3,690	3,648	3,480	3,351	3,286	3,203
Wheat Ridge	3,886	3,829	3,690	3,581	3,527	3,473	3,457	3,441	3,470	3,442

In this analysis, utilization is calculated as the number of students enrolled in a school or projected to enroll in a school divided by the calculated building capacity of the school. Building capacity is calculated using an estimate for the number of students each classroom can hold and the number of classrooms indicated in the building design. It is important to note that calculated capacity does not include temporary buildings. Also, calculated building capacity does not always account for how principals and staff use the space to meet students' instructional needs. As a result, it is possible for schools to have enrollment over 100 percent of their calculated capacity.

District-wide, mean utilization declined from 78 percent in 2018–19 to 68 percent in 2022–23, then recovered to 76 percent in the current school year (Table 2). This jump in utilization is a direct result of Jeffco closing 15 small elementary schools in June 2023 as part of Phase I of Regional Opportunities for Thriving Schools, reducing the overall capacity of Jeffco in the 2023–24 school year while retaining a similar number of students. District-wide utilization is predicted to continue to decline to 72 percent in 2027–28, although at a decreased rate of decline from the previous six years. The closure of four additional schools in June 2024 is expected to help maintain a higher District-wide utilization. When grouped by elementary, middle, or high schools, elementary school utilization increases from 67 percent to 80 percent between 2022–23 and 2023–24, while middle school and high school utilization continue to decline.

Utilization comparisons between schools can be measured using standard deviation, or the measure of variation of each school's utilization from the mean utilization of all schools utilizations in a given year. A lower standard deviation means schools have similar utilization rates and that there is more balanced enrollment across all schools. If utilization widely varies among schools, the standard deviation value will be high, indicating that enrollment is less balanced across schools. For example, in 2019 the standard deviation across all schools was 14.6 compared to the projected 19.2 in 2027 indicating that enrollment was more balanced across schools in 2019 than it is expected to be in 2027 (see Table 2). The closure of schools in 2022-23 resulted in a higher deviation value for elementary schools and therefore less utilization balance than prior years. Middle and high schools continue to increase in utilization deviation values, and therefore decrease in balance among schools, into the future. Boundary changes and other methods to balance enrollment enacted in the near term could help to increase utilization balance among schools.

Table 2. Boundary Change Effects on Actual and Projected Utilization 2018–19 to 2027–28

	Historical						Projected			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
All Schools										
Boundary Changes	0	3	6	2	0	15	4	--	--	--
Mean Utilization	78%	76%	71%	69%	68%	76%	73%	73%	72%	72%
Standard Deviation	15.3	14.6	14.7	15.0	15.9	18.2	17.7	18.4	19.1	19.2
Elementary										
Boundary Changes	0	1	3	2	0	15	2	--	--	--
Mean Utilization	78%	75%	68%	67%	67%	80%	77%	77%	77%	77%
Standard Deviation	15.9	15.3	14.6	15.1	15.8	17.2	16.3	16.2	16.6	16.2
Middle										
Boundary Changes	0	2	2	0	0	0	2	--	--	--
Mean Utilization	79%	81%	77%	72%	69%	67%	66%	65%	65%	66%
Standard Deviation	13.0	9.8	11.0	12.5	14.7	17.3	18.2	19.3	19.8	21.2
High										
Boundary Changes	0	0	1	0	0	0	0	--	--	--
Mean Utilization	76%	76%	76%	73%	72%	70%	68%	66%	62%	61%
Standard Deviation	14.6	15.0	15.9	15.6	16.7	17.2	18.3	20.2	20.9	20.9

Note
The boundary change count reflects the year in which the boundary changes took effect.

Articulation Areas Utilization Analysis

Attendance area school utilizations for each Jeffco articulation area were assessed over a ten-year period (2018–19 to 2027–28) to understand potential school capacity issues and long-term trends. Maps of the 2023–24 utilization for each school are provided as an attachment. For each articulation area, we determined whether any identified capacity issues, through projected over- or underenrollment, could be resolved with school boundary changes within that articulation area boundary. In the following tables, schools with a utilization over 100 percent are shaded in orange and schools with a utilization under 60 percent are shaded in blue; the darker shades of orange indicate projected overutilization and the darker shades of blue indicate projected underutilization. High school, middle school, and elementary school are shortened to HS, MS, and ES, respectively, when referring to a school.

Alameda

The Alameda articulation area has one junior/senior high school and four elementary schools. Most schools in Alameda are projected to decrease in enrollment over the next four years, with the exception of Deane (Table 3). Currently Deane is under 60 percent utilized, and while utilization is projected to increase by 1.3 percent over the next four years, the school would still be under 60 percent utilized over the forecast period. Alameda International Junior-Senior HS is projected to be under 60 percent utilized by 2026–27. Low utilization at Lasley and Rose Stein International was resolved in 2023–24 with the closing of Emory ES, particularly at Lasley which increased from 47.2 percent to 90.3 percent utilized. Deane shares a boundary with Lasley, so utilization could potentially be balanced between those two schools with a boundary change. The effects of this boundary change, however, may be minimal by 2027–28 since Deane is projected to increase in enrollment and Lasley is expected to decrease.

Table 3. Alameda Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Alameda Int'l Jr-Sr HS	83.9	82.3	86.2	79.5	78.2	78.7	71.5	63.7	59.8	57.6
Deane ES	71.2	75.0	67.4	55.3	53.4	52.9	56.1	58.9	58.5	59.2
Lasley ES	71.1	68.0	58.6	48.4	47.2	90.3	84.5	82.3	80.2	77.9
Patterson ES	92.9	94.4	78.8	74.4	73.1	70.6	70.2	69.4	68.3	67.9
Rose Stein Int'l ES	52.3	54.2	47.2	51.7	53.2	64.4	62.7	62.0	60.1	60.1

Arvada

The Arvada articulation area has one high school, one middle school, four elementary schools, and one K–8 school. At the elementary level, three schools are expected to increase in enrollment over the next four years and one is expected to decrease (Table 4). Utilization for the high school is projected to fall or remain below 50 percent in the next four years. Arvada K–8 will close in June 2024, which will increase utilization for both North Arvada MS and Lawrence ES. Lawrence ES is projected to be above 100 percent utilization for the next four years. At the end of the 2022–23 school year, Peck ES was consolidated into Secrest ES, and Thomson ES was consolidated into Swanson ES. This resulted in a utilization increase of 16.8 percent at Secrest and 8.5 percent at Swanson in the 2023–24 school year. Despite the increased enrollment, utilization at Swanson is projected to remain below 60 percent over the next four years. Swanson has a transfer-out rate of 74.7 percent in 2023-24.

Table 4. Arvada Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Arvada HS	45.7	43.6	44.5	43.1	40.0	42.0	34.3	30.9	27.9	26.7
Arvada K–8[1]	74.2	70.9	67.1	60.2	60.2	60.5	0	0	0	0
North Arvada MS	71.3	69.9	65.6	55.6	46.9	44.1	73.7	75.1	75.4	78.9
Hackberry Hill ES	85.3	82.6	77.8	74.1	71.9	89.3	83.2	87.3	87.7	90.4
Lawrence ES[2]	56.4	56.2	51.7	51.1	62.6	68.7	105.2	103.2	105.9	102.0
Secrest ES	72.2	70.3	54.7	60.0	57.2	74.0	69.7	69.3	69.7	70.4
Swanson ES	47.2	44.7	39.9	39.2	36.6	45.1	53.4	53.4	54.8	55.3

[1]Arvada K-8 will close at the end of the 2023-24 school year.
[2]Membership projections assume current rates of choice continue into the future resulting in high projected utilization.

Arvada West

The Arvada West articulation area has one high school, one middle school, and four elementary schools. Currently Arvada West HS is 101.2 percent utilized and is projected to decrease slightly by 2027–28 (Table 5). Arvada West HS has a 42.6 percent transfer-in rate in 2023-24. Schools projected to see lower utilization in the next four years are Drake MS, Fairmount ES, and Fremont ES. Drake is currently 79.0 percent utilized, Fairmount is 94.8 percent, and Fremont is 85.4 percent. While utilization is projected to decrease 11.9 percent at Drake, 2.9 percent at Fairmount, and 8.4 percent at Fremont, none of the schools are projected to fall below 60 percent utilization by 2027-28. At the end of the 2022–23 school year, Campbell ES consolidated into Fremont and Vanderhoof, resulting in an increase in 10.1 percent utilization at Fremont and 18.3 percent at Vanderhoof. It should also be noted that there are elementary schools in the Drake MS attendance area that fall within the Ralston Valley and Standley Lake articulation areas. Wayne Carle MS is projected to be under 60 percent utilization (Table 18), so boundary changes with feeder elementary schools in the Ralston Valley articulation area (Table 17) could potentially help declining utilization at Drake.

Table 5. Arvada West Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Arvada West HS[1]	95.6	96.9	98.2	95.0	99.0	101.2	101.6	104.9	102.7	100.8
Drake MS	74.3	74.1	74.6	75.3	77.0	79.0	69.2	66.8	65.2	67.1
Fairmount ES	89.9	94.1	88.8	89.7	95.9	94.8	95.4	93.6	94.4	91.9
Fremont ES	67.6	58.6	58.0	69.6	75.3	85.4	85.5	82.5	79.6	77.0
Stott ES	81.7	80.1	73.3	75.9	78.3	79.3	83.0	84.6	83.5	83.8
Vanderhoof ES	83.1	85.2	74.3	76.1	71.8	90.1	89.5	88.3	91.7	93.0

[1]Membership projections assume current rates of choice continue into the future resulting in high projected utilization.

Bear Creek

The Bear Creek articulation area has one high school, one K–8 school, one middle school, and five elementary schools. All schools are projected to see declining utilization over the next four years, except for Carmody MS, which is projected to see a 5.6 percent increase in utilization over the forecast period (Table 6). Carmody MS has a transfer-out rate of 67.8 in 2023-24. At the end of the 2022–23 school year, Peiffer ES was consolidated into Kendallvue, resulting in a utilization increase of 23.6 percent. Currently Red Rocks ES is 127.3 percent utilized, and while utilization is projected to decrease by 7.4 percent over the next four years, the school is projected to remain over 100 percent utilized. Red Rocks ES has a 59.6 percent transfer-in rate in 2023-24.

Table 6. Bear Creek Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Bear Creek HS	72.4	71.6	72.5	70.7	67.7	67.2	63.9	62.3	58.8	57.9
Bear Creek K–8	100.9	95.8	95.0	91.0	88.6	89.0	86.6	84.0	82.9	80.9
Carmody MS	80.1	78.6	70.7	64.1	61.7	56.6	58.1	58.5	61.0	62.2
Green Gables ES	67.0	63.9	67.6	79.2	81.0	95.4	89.0	85.2	84.1	77.8
Kendallvue ES	76.6	70.3	67.7	63.4	56.6	80.2	74.6	72.3	70.5	73.7
Kendrick Lakes ES	84.3	84.7	79.3	79.5	80.2	87.1	87.9	83.7	82.7	80.4
Red Rocks ES[1]	134.3	133.3	127.3	122.7	120.4	127.3	122.2	119.9	123.2	119.9
Westgate ES	87.2	88.6	73.0	69.5	67.1	65.1	64.4	63.1	63.8	64.0

[1]Membership projections assume current rates of choice continue into the future resulting in high projected utilization.

Chatfield

The Chatfield articulation area consists of one high school, two middle schools, five elementary schools, and one K–8 divided into two campuses. Utilization is projected to decline or remain fairly steady (stay within three percent) over the next four years for all schools with the exception of Bradford K-8 South (Table 7). Bradford K-8 South has a 17.4 percent transfer-in rate in 2023-24. Utilization at Deer Creek MS and Mortensen ES is projected to remain below 60 percent through 2027–28, while Falcon Bluffs MS declines to below 60 percent in 2027–28. Bradford K–8 North is projected to decline to 63.5 percent in the next four years, which means that all schools with middle school ages students could be below 65 percent utilization by 2027–28. Mortensen ES shares a boundary with Coronado, Shaffer, and Stony Creek, so utilization could be balanced through a boundary adjustment with one or more of those schools.

Table 7. Chatfield Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Chatfield HS	76.7	78.1	77.7	75.9	75.6	77.1	70.0	65.4	61.7	60.0
Bradford K–8 North	106.9	90.5	78.9	81.0	80.7	84.6	73.5	66.1	63.0	63.5
Bradford K–8 South	85.5	102.7	89.6	82.2	82.2	78.9	80.0	81.6	84.1	85.9
Deer Creek MS	70.9	65.6	58.1	52.6	48.6	45.9	45.5	46.5	48.0	48.8
Falcon Bluffs MS	77.9	78.0	77.3	72.9	71.1	67.3	66.6	64.6	60.5	59.8
Coronado ES	98.3	94.3	83.9	79.36	75.2	74.4	75.4	74.6	75.8	77.1
Mortensen ES	69.5	69.0	65.8	59.3	56.6	54.4	56.0	53.2	56.4	55.4
Shaffer ES	91.6	90.6	84.3	89.9	87.9	91.8	84.0	83.5	82.9	81.4
Stony Creek ES	91.4	89.2	77.5	82.1	77.3	82.3	79.3	79.6	83.6	84.5
Ute Meadows ES	79.3	81.8	78.0	83.1	85.5	84.6	87.9	88.5	85.7	85.9

Columbine

The Columbine articulation area consists of one high school, one middle school, and five elementary schools. Utilization is projected to remain above 60 percent at all schools except Dutch Creek ES, which is projected to see a 10.3 percent decrease from 2023–24 to 2027–28, and Normandy ES, which, despite a projected utilization increase of 6.3 percent, is projected to be only 52.9 percent utilized in 2027–28 (Table 8). Columbine Hills ES also has a current and projected utilization near 60 percent. Both Dutch Creek and Normandy share a boundary with Leawood, 73.0 percent projected utilization in 2027–28, so a boundary adjustment between those schools could balance enrollment.

Table 8. Columbine Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Columbine HS	84.9	87.3	86.7	85.4	84.4	83.0	80.2	76.5	71.0	67.0
Ken Caryl MS	65.5	90.9	87.9	81.3	77.3	74.9	73.2	71.1	70.1	72.9
Columbine Hills ES	82.1	66.1	63.0	63.6	61.5	60.5	63.0	63.2	62.6	61.5
Dutch Creek ES	64.6	58.8	56.1	57.1	60.9	65.2	57.6	57.8	56.7	54.9
Governor's Ranch ES	80.8	74.5	63.8	69.3	72.0	89.3	84.7	85.4	84.8	84.0
Leawood ES	94.9	81.0	65.0	75.2	76.8	76.6	71.4	70.7	71.2	73.0
Normandy ES	77.0	66.9	59.1	56.2	48.4	46.6	48.8	50.1	50.8	52.9

Conifer

The Conifer articulation area consists of one high school, one middle school, and three elementary schools. The largest increase in projected utilization over the next four years is at Elk Creek ES, which is projected to see an increase of 9.2 percent (Table 9). The largest decrease is projected to occur at Conifer HS, which will see a decrease in utilization of 9.2 percent. While no schools in the articulation area are below 60 percent utilization, Conifer HS is projected to continue to decline to 62.1 by 2027–28.

Table 9. Conifer Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Conifer HS	72.4	73.7	70.7	68.8	69.3	71.3	66.1	63.7	62.6	62.1
West Jefferson MS	76.3	76.8	73.8	66.1	66.8	64.0	67.5	66.8	65.5	67.2
Elk Creek ES	87.9	88.8	78.5	81.7	76.9	73.7	81.5	84.9	85.7	82.9
Marshdale ES	66.9	68.9	64.5	67.3	73.7	80.5	79.2	83.6	83.6	84.0
West Jefferson ES	94.6	83.3	72.4	79.1	81.5	78.8	81.8	80.9	80.9	77.3

Dakota Ridge

The Dakota Ridge articulation area consists of one high school, one middle school, and four elementary schools. Over the next four years, enrollment is projected to decline for Dakota Ridge HS, Summit Ridge MS, and Powderhorn ES (Table 10). At the end of the 2022–23 school year, Colorow ES was consolidated into Powderhorn ES, resulting in an 18.8 percent increase in utilization at Powderhorn in 2023-24. With three elementary schools projected to stay above 80 percent utilization through 2027-28, boundary adjustments could be made within the articulation area to bring Blue Heron ES up in enrollment. Despite several schools with projected decreasing enrollment, utilization at all elementary schools and the middle school is projected to remain above 60 percent. Utilization at Dakota Ridge HS is projected to decrease 13.3 percent, with utilization dropping below 60 percent in 2026–27.

Table 10. Dakota Ridge Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Dakota Ridge HS	75.9	74.7	73.4	69.4	69.1	67.6	64.6	62.4	57.8	54.3
Summit Ridge MS	62.2	91.1	90.5	89.9	81.2	78.6	71.3	70.0	71.6	70.5
Blue Heron ES	81.7	68.3	65.9	65.6	64.4	57.2	62.1	63.5	61.3	63.2
Mount Carbon ES	99.4	94.1	80.7	84.5	83.4	81.1	84.9	84.1	82.7	83.4
Powderhorn ES	101.3	87.8	80.1	72.7	71.9	90.7	85.5	85.7	86.9	88.6
Westridge ES	107.1	90.6	81.3	85.6	82.3	84.4	86.3	84.9	86.8	86.0

Evergreen

The Evergreen articulation area consists of one high school, one middle school, and four elementary schools. Utilization at the elementary and middle schools is projected to increase, with the exception of a projected decrease in utilization for Bergen Valley ES of 2.8 percent (Table 11). Bergen Meadow ES was consolidated into Bergen Valley in 2023-24, but an addition at Bergen Valley ES results in utilization between 74.8 percent and 82.2 percent over the forecast period. All three remaining elementary schools share a boundary, so utilization among these schools could be balanced through a boundary change. Evergreen HS is projected to see a 9.0 percent decrease in utilization.

Table 11. Evergreen Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Evergreen HS	68.7	70.0	65.4	62.3	61.0	59.7	57.8	53.9	51.1	50.7
Evergreen MS	101.9	94.6	87.6	80.8	74.3	66.6	70.6	72.7	73.0	69.5
Bergen Meadow ES[1]	57.5	58.2	45.2	49.6	43.6	46.0	0	0	0	0
Bergen Valley ES	89.9	83.3	71.4	67.3	72.3	64.0	74.8	77.2	78.8	82.2
Parmalee ES	80.2	81.5	71.4	68.0	72.4	71.9	75.0	75.0	77.3	75.0
Wilmot ES	74.6	73.3	64.8	60.2	65.6	68.1	68.4	68.6	67.1	68.8

[1] Bergen Meadow ES will close at the end of the 2023-24 school year.

Golden

The Golden articulation area consists of one high school, one middle school, and five elementary schools. Overall utilization is projected to fall over the next four years, with Bell MS projected to be under 60 percent utilized, and Ralston ES, projected to decline to 61.9 percent utilization (Table 12). Welchester ES is expected to increase by 8.1 percent. Golden HS has a utilization of 103.0 percent in 2023-24 but is projected to decline. Ralston ES shares a border with Shelton ES and Mitchell ES, so a boundary change could potentially increase utilization and provide a better balance among the elementary schools in the articulation area.

Table 12. Golden Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Golden HS	93.1	96.3	96.9	95.7	99.4	103.0	93.6	90.5	84.2	82.9
Bell MS	75.2	75.2	69.6	63.2	59.3	61.9	56.7	56.2	57.4	57.9
Kyffin ES	83.3	80.6	78.6	81.9	84.0	84.9	85.9	84.5	81.8	80.2
Mitchell ES	99.5	100.5	96.7	93.7	91.5	88.0	91.2	86.1	82.9	82.2
Ralston ES	62.1	59.5	58.0	54.6	59.3	63.0	60.0	60.4	60.8	61.9
Shelton ES	97.5	92.3	82.4	78.5	72.5	76.9	70.0	72.3	71.9	75.2
Welchester ES	72.4	76.9	65.2	62.4	66.0	63.6	70.7	70.2	72.4	71.7

Green Mountain

The Green Mountain articulation area consists of one high school, one middle school, and five elementary schools. Utilization at Green Mountain HS is projected to drop below 60 percent utilization starting in 2024-25, while Foothills ES is at 107.7 percent utilization in 2023-24 (Table 13). At the end of the 2022–23 school year, Green Mountain ES was consolidated into Foothills ES, resulting in a 33.4 percent increase in utilization at Foothills in 2023–24. Boundary changes with Hutchinson ES, consistently below 70 percent utilization, could potentially balance enrollment between the elementary schools.

Table 13. Green Mountain Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Green Mountain HS	62.0	63.0	64.0	60.6	60.8	60.9	58.5	58.0	57.5	58.4
Dunstan MS	84.3	83.9	80.2	74.0	73.0	70.2	74.9	74.0	74.8	77.3
Devinny ES	91.9	94.3	91.9	92.5	90.3	96.6	95.5	97.3	97.3	96.8
Foothills ES	76.0	80.1	71.6	69.4	74.3	107.7	92.4	92.4	90.5	89.4
Hutchinson ES	45.8	51.9	51.7	55.3	59.3	64.1	64.4	65.9	67.6	66.8
Rooney Ranch ES	100.0	100.0	91.6	89.3	90.1	93.0	91.6	92.2	94.1	90.5

Jefferson

The Jefferson articulation area consists of one junior-senior high school (7–12) and two elementary schools (K–6). At the end of the 2022–23 school year, Molholm ES was consolidated into Lumberg ES, resulting in a 41 percent utilization increase at Lumberg in 2023–24 (Table 14). Utilization is projected to decline at all schools over the next four years. Over the next four years, utilization at Jefferson Junior-Senior HS is projected to fall by 22.9 percent. Edgewater ES is projected to decline to 62.2 percent utilization by 2027–28. Since Edgewater and Lumberg share a boundary, enrollment could potentially be balanced between the two schools through a boundary change to prevent a possible further decline for Edgewater to below 60 percent.

Table 14. Jefferson Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Jefferson Jr-Sr HS	60.0	60.5	59.3	56.4	55.1	56.4	48.8	43.0	36.7	33.5
Edgewater ES	99.5	88.9	77.5	67.4	69.0	76.8	68.1	63.2	61.7	62.2
Lumberg ES	79.4	72.5	60.9	57.3	57.6	98.6	89.9	91.3	93.8	96.0

Lakewood

The Lakewood articulation area consists of one high school, one middle school, and four elementary schools. Utilization at Lakewood HS is projected to increase over the next four years but still remain close to 100 percent at 98.4 percent in 2027–28 (Table 15). Lakewood HS has a transfer-in rate of 62.9 percent in 2023-24, including 8.7 percent from out of district. Creighton MS is projected to decline to 58.0 percent utilization by 2027–28. At the end of the 2022–23 school year, Glennon Heights ES was consolidated into Belmar ES, resulting in a 32.6 percent increase in utilization at Belmar in 2023–24. Utilization at Slater is expected to stay below 60 percent in 2027. Enrollment could potentially be balanced among all elementary schools in the articulation area through a series of boundary changes.

Table 15. Lakewood Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Lakewood HS[1]	110.2	107.8	110.1	104.9	99.3	95.9	99.6	102.8	101.4	98.4
Creighton MS	57.8	73.9	69.1	66.0	67.2	66.4	63.7	57.4	55.5	58.0
Belmar ES	94.6	69.5	67.7	63.2	64.4	97.0	91.9	94.0	94.6	94.3
Eiber ES	87.8	81.8	83.6	73.2	67.5	70.8	61.9	64.3	61.9	60.0
Slater ES	79.7	64.7	57.0	55.6	49.8	62.1	53.6	52.6	54.0	55.7
South Lakewood ES	91.9	75.2	71.8	61.4	62.7	71.8	70.2	73.0	73.4	76.2

[1]Membership projections assume current rates of choice continue into the future resulting in high projected utilization.

Pomona

The Pomona articulation area has one high school, one middle school, and three elementary schools. Moore MS will close in June 2024 and students will attend Pomona HS as a 6-12 school. The high school is still projected to continue to decline until 2027–28 with 46.1 percent utilization in 2027–28 (Table 16). Moore MS has a transfer-out rate of 67.4 percent. Parr ES was consolidated into Little ES at the end of the 2022–23 school year, resulting in an increase in enrollment for Little of 20.9 percent in 2023–24. Warder ES shares a boundary with Weber, which is projected to decrease below 50 percent utilization, so boundary adjustments could be used to balance enrollment between these two schools.

Table 16. Pomona Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Pomona HS	67.5	66.6	63.2	59.9	57.2	52.6	60.4	55.8	48.2	46.1
Moore MS[1]	76.0	73.2	70.5	61.7	46.2	34.3	0	0	0	0
Little ES	63.0	66.2	59.5	53.6	54.0	74.9	68.0	65.0	62.4	61.7
Warder ES	85.6	87.7	85.6	86.3	86.5	99.1	91.6	87.9	88.7	88.2
Weber ES	76.5	64.7	54.3	50.5	46.7	60.3	44.0	43.1	41.8	41.6

[1]Moore MS will close at the end of the 2023-24 school year.

Ralston Valley

The Ralston Valley articulation area has one high school, two K–8 schools, one middle school, and four elementary schools. Ralston Valley HS utilization is projected to remain in the 87 percent range over the forecast period (Table 17). Coal Creek Canyon K–8 will close at in June 2024 and students will attend Three Creeks K-8. Three Creeks K–8 utilization is projected to increase to 131.4 percent. Oberon MS and some of the adjacent elementary schools may have to change boundaries with Three Creeks K–8 in order to balance enrollment. The elementary schools all remain above 60 percent utilization with the exception of Meiklejohn ES for two projected years. Meiklejohn ES has a transfer-out rate of 25.4 percent. The higher utilization of Van Arsdale (94.8 percent in 2024–25) could be balanced with Sierra and/or Meiklejohn since all three schools share a boundary.

Table 17. Ralston Valley Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Ralston Valley HS	83.7	84.7	86.9	83.3	84.7	87.1	85.7	86.4	87.5	87.7
Oberon MS	100.1	96.4	90.5	87.5	86.8	88.3	88.7	89.2	89.0	88.4
Coal Creek Canyon K–8[1]	67.3	73.8	58.9	58.4	48.5	40.6	0	0	0	0
Three Creeks K–8[2]	71.3	94.5	94.6	99.9	106.3	109.0	117.5	123.6	125.8	131.4
Meiklejohn ES	65.9	64.4	61.0	58.1	56.6	64.4	58.6	59.9	61.3	61.5
Sierra ES	66.5	68.2	66.1	63.8	63.8	71.1	63.7	62.4	63.6	63.3
Van Arsdale ES	88.3	89.5	80.2	82.1	89.1	95.8	94.8	86.3	86.1	80.5
West Woods ES	103.7	101.4	92.2	93.8	91.2	91.1	92.4	94.6	95.3	94.3

[1]Coal Creek Canyon K-8 will close at the end of the 2023-24 school year.
[2]Membership projections assume current rates of choice continue into the future resulting in high projected utilization.

Standley Lake

The Standley Lake articulation area has one high school, two middle schools, and four elementary schools. Standley Lake HS and Wayne Carle MS are projected to continue to decline in enrollment over the next four years, with utilizations below 60 percent, and Mandalay MS is projected to decline and then slightly recover in 2027 to just over 60 percent (Table 18). At the end of the 2022–23 school year, Witt ES was consolidated into Lukas ES, resulting in a 30 percent increase in utilization at Lukas, and Sheridan Green ES was consolidated into Ryan ES, resulting in a 28.4percent increase in utilization at Ryan. While some boundary changes in this articulation area may help balance among the elementary schools (for example, Ryan shares a border with both Adams and Semper), the lower utilization overall in the articulation area among all elementary schools means that any intra-articulation area boundary changes would have only a small effect.

Table 18. Standley Lake Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Standley Lake HS	70.2	68.6	67.4	63.5	61.4	60.7	57.6	54.6	52.7	50.2
Mandalay MS	88.9	87.4	81.8	73.9	72.3	71.0	64.4	61.6	59.1	61.9
Wayne Carle MS	82.0	80.2	80.1	72.5	71.6	61.3	69.8	64.0	58.8	51.4
Adams ES	67.9	66.8	58.6	57.7	55.1	58.1	60.2	60.6	61.0	61.1
Lukas ES	68.0	62.4	52.4	47.6	50.5	80.5	79.6	79.6	81.9	83.2
Ryan ES	68.8	68.5	65.2	63.2	63.6	92.0	82.4	81.4	83.3	83.0
Semper ES	62.5	58.6	56.2	54.6	53.3	56.2	56.6	55.6	56.2	55.4

Wheat Ridge

The Wheat Ridge articulation area has one high school, one middle school, and five elementary schools. Wheat Ridge HS is projected to have a decline in utilization over the following four years, and both Wheat Ridge and Everitt MS are projected to continue to stay below 60 percent utilization over the forecast period (Table 19). Everitt MS has a transfer-out rate of 63.5 percent in 2023-24. Projections for Maple Grove ES, Peak Expeditionary at Pennington, and Prospect Valley ES remain high into the future, with Pennington and Prospect Valley projected to be over 100 percent utilized by 2026–27. Pennington has a transfer-in rate of 76.8 percent and Prospect Valley has a transfer-in rate of 43.4 percent in 2023-24. Pennington and Prospect Valley both share a boundary with Stevens, and Prospect Valley and Maple Grove share a boundary with Stober. Boundary changes could help balance enrollment for elementary schools in this articulation area. At the end of the 2022–23 school year, Vivian ES was consolidated into Stober, Wilmore-Davis ES was consolidated into Stevens, and Kullerstrand ES was consolidated into Prospect Valley. These consolidations increased projected utilization for all three schools.

Table 19. Wheat Ridge Articulation Area Schools Historical and Projected Utilization Percentage

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Wheat Ridge HS	70.7	69.2	67.7	63.7	57.0	55.1	56.6	55.4	52.3	50.8
Everitt MS	73.3	67.2	61.0	58.2	57.5	50.8	48.8	47.5	52.2	55.4
Maple Grove ES[1]	83.3	86.4	85.6	83.6	83.9	97.4	96.7	96.4	100.3	98.4
Peak at Pennington ES[1]	58.1	70.6	67.4	81.7	95.3	108.6	116.6	115.0	114.2	109.1
Prospect Valley ES[1]	70.4	72.6	66.7	66.4	68.1	95.7	98.9	98.2	101.5	101.0
Stevens ES	45.6	48.2	44.2	46.1	45.3	66.2	63.8	65.4	66.5	66.4
Stober ES	71.7	69.4	68.9	66.4	65.0	91.1	78.9	82.7	82.2	80.5

[1] Membership projections assume current rates of choice continue into the future resulting in high projected utilization.

2023 Utilization: Elementary School

JEFFCO PUBLIC SCHOOLS

Coal Creek Canyon K-8
40.6%

Three Creeks K-8
109.02%

Lukas ES
80.54%

Ryan ES
92.03%

Semper ES
56.22%

Adams ES
58.08%

Meiklejohn ES
64.44%

Sierra ES
71.07%

Weber ES
60.28%

Little ES
74.95%

Van Arsdale ES
95.84%

West Woods ES
91.15%

Warder ES
99.08%

Hackberry Hill ES
89.3%

Fremont ES
85.42%

Stott ES
79.32%

Secrest ES
74.03%

Swanson ES
45.08%

Lawrence ES
68.69%

Vanderhoof ES
90.13%

Mitchell ES
88.01%

Fairmount ES
94.85%

Fairmount ES
94.85%

Arvada K-8
60.55%

Peak at Pennington ES
108.61%

Prospect Valley ES
95.68%

Stevens ES
66.25%

Maple Grove ES
97.44%

Stober ES
91.12%

Slater ES
62.08%

Edgewater ES
76.84%

Lumberg ES
98.56%

Shelton ES
76.94%

Welchester ES
63.58%

Eiber ES
70.84%

Kyffin ES
84.9%

South Lakewood ES
71.79%

Rose Stein ES
64.4%

Ralston ES
62.99%

Foothills ES
107.66%

Belmar ES
97.01%

Deane ES
52.9%

Bergen Valley ES
85%

Hutchinson ES
64.08%

Kendrick Lakes ES
87.07%

Patterson ES
70.63%

Lasley ES
90.27%

Rooney Ranch ES
92.96%

Devinny ES
96.63%

Green Gables ES
95.42%

Bear Creek K-8
88.97%

Westgate ES
65.15%

Red Rocks ES
127.32%

Kendallvue ES
80.21%

Westridge ES
84.38%

Mount Carbon ES
81.11%

Governor's Ranch ES
89.34%

Blue Heron ES
57.2%

Parmalee ES
71.88%

Wilmot ES
68.13%

Powderhorn ES
90.75%

Stony Creek ES
82.34%

Leawood ES
76.57%

Dutch Creek ES
65.22%

Normandy ES
46.6%

Ute Meadows ES
84.62%

Bradford K-8 North
84.58%

Coronado ES
74.44%

Bradford K-8 South
78.94%

Mortensen ES
54.4%

Columbine Hills ES
60.5%

Shaffer ES
91.79%

Marshdale ES
80.49%

West Jefferson ES
78.79%

Elk Creek ES
73.75%

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District Boundary

2023 Utilization (%)

- ≤ 60
- 60 - 99
- ≥100
- Option Area

N

0 1 2 4 Miles

2023 Utilization: Middle School

JEFFCO PUBLIC SCHOOLS

Coal Creek Canyon K-8
40.6%

Three Creeks K-8
109.02%

Wayne Carle MS
61.27%

Mandalay MS
70.98%

Moore MS
34.25%

Oberon MS
88.32%

North Arvada MS
44.14%

Drake MS
78.99%

Arvada K-8
60.55%

Bell MS
61.86%

Everitt MS
50.84%

Jefferson Jr-Sr HS
56.44%

Creighton MS
66.42%

Alameda Int'l Jr-Sr HS
78.72%

Dunstan MS
70.21%

Evergreen MS
66.63%

Carmody MS
56.62%

Summit Ridge MS
78.56%

Deer Creek MS
45.95%

Ken Caryl MS
74.95%

Bradford K-8 North
84.58%

Falcon Bluffs MS
67.3%

West Jefferson MS
64.05%

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District Boundary

2023-24 Utilization (%)

- ≤ 60
- 60 - 99
- ≥100
- Option Area

N

0 1 2 4 Miles

2023 Utilization: High School

JEFFCO PUBLIC SCHOOLS

Standley Lake HS 60.67%

Ralston Valley HS 87.1%

Pomona HS 52.56%

Arvada HS 41.97%

Arvada West HS 101.24%

Golden HS 103.02%

Wheat Ridge HS 55.14%

Jefferson Jr-Sr HS 56.44%

Lakewood HS 95.9%

Alameda Int'l Jr-Sr HS 78.72%

Green Mountain HS 60.9%

Evergreen HS 59.69%

Bear Creek HS 67.22%

Dakota Ridge HS 67.62%

Columbine HS 83.04%

Chatfield HS 77.12%

Conifer HS 71.29%

FLO Analytics

District Boundary

2023-24 Utilization (%)

- ≤ 60
- 60-99
- ≥100
- Option Area

N

0 1 2 4 Miles

APPENDIX D

School Program Analysis

MEMORANDUM

To: Jeffco Public Schools

Date: April 23, 2024

From: Kate Doiron
Senior GIS Analyst

Rebecca Laoch
Project Manager

Project No.: F2466.01.001

Re: Jeffco School Program Analysis

Introduction to School Program Analysis

FLO Analytics (FLO) worked with Jefferson County Public Schools (Jeffco) to review and analyze selected Jeffco programs for accessibility, oversaturation, and whether programs drive enrollment. While FLO conducted the geographic analysis, GBSM conducted a survey aimed at understanding what influenced families' school enrollment decisions and what programming they value most (GBSM. 2023).[1] This memo assesses programs geographically at the district level, the transportation terminal[2] region level, and in each articulation area, and provides a summary of program-related survey responses for key articulation areas. This analysis will be considered as part of school enrollment balancing and boundary scenario modeling and can best be understood when reviewed in tandem with the choice patterns and trends analysis survey where families provided insight into their school choice decisions. This analysis should not be viewed as a judgement on the quantity of the programs in Jeffco – whether it has too few or too many.

Executive Summary

FLO performed three analyses to evaluate 53 Jeffco programs in 16 program categories, and GBSM conducted a district-wide survey and evaluated families' school enrollment decisions with respect to programs. Key findings are stated below.

- Overall, FLO's evaluation did not find a strong correlation (positive or negative) between the number of programs offered at a school and utilization, choice in, or choice out.
- While the total number of programs may not drive enrollment, particular programs at individual schools may drive enrollment, though the effect of each program varies significantly by school (see Appendix A). Therefore, even when survey results indicate interest in new or additional programming, if a program were to be established, the data suggests it may not necessarily drive enrollment.

[1] *2023 School Enrollment Survey for Jefferson County Public Schools*. GBSM, Inc. November 2023.
[2] Jeffco has four transportation terminals representing four geographic regions of the district.

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- Between 19 and 30 programs are available at schools in each region, based on the four Jeffco transportation terminals (page 4). Not all regions have all 16 different program categories represented.
- District wide, Leadership Programming (Leader in Me and Project Lead the Way programs) school locations have the highest total number of Jeffco students who reside outside the 2.5-mile radius of the school location (access area) at 40,175 (59.9 percent). Other program categories with a high percentage of students outside the access area are International Baccalaureate (IB) Programming (55.5 percent), Expeditionary Learning (54.6 percent), Alternative Education (47.6 percent), and Dual Language Learning (46.1 percent).
- Program oversaturation areas, where there are 25 or more programs accessible to students, are primarily located in the Lakewood/Green Mountain/Alameda/Bear Creek articulation areas and in the Dakota Ridge/Chatfield articulation areas.
- The articulation areas where boundary students have the most access to programs are Jefferson and Lakewood. These articulation areas also have high choice out rates, so the high accessibility to a variety of programs may help to explain why students in these articulation areas tend to choose other schools in the area. The articulation areas with boundary students who have the least access to programs are Conifer, Evergreen, and Ralston Valley.
- Key insights from the school choice survey results, in relationship to the geographic analysis, demonstrate an inconsistent relationship between families' perception of program accessibility and the quantitative measures studied in this report. For example:
  - In one articulation area (Jefferson), students have access to programming (12 of 16 program categories) and families feel there is access to programming.
  - In six articulation areas, families feel there is access to programming even though there is in fact less geographic access (Arvada West, Bear Creek, Chatfield, Green Mountain, Ralston Valley, and Wheat Ridge).
  - In one articulation area, there is limited geographic access to special programs and families want more program access than respondents as a whole (Standley Lake, 3.9 percent).
  - While there were families who expressed a desire for more programming across all articulation areas, at least thirty percent of families in each articulation area stated that no additional programming was needed.
  - Families across articulation areas ranked STEM, Dual Language, and Arts programming as the top programs they desire.

Data

Program Information

Jeffco identified a subset of 53 programs for FLO to evaluate, which fall into 16 program categories (Table 1). Programs located at all resident and option schools were included in the analysis (charter schools were excluded). The most recent student enrollment data from the end of August 2023 was used for the student location information and was narrowed to in-district kindergarten (K) through 12 students for the analysis (67,110 students). K–12 students are combined into one group for all analyses, and also split into three grade groups for the enrollment analysis. The district does not currently consistently track program enrollment by student. While some programs are applied for through EnrollJeffco and are tracked through the district-wide student information system, many

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programs are managed at the individual school level and are not tracked or compiled at the district level. Therefore, this analysis primarily focuses on the number of programs the district has, where those programs are located, and the perceptions of what survey respondents say they want. Due to limitations in the data the district collects, the analysis does not comprehensively triangulate that with the number of students enrolled in each specific program.

Table 1. Jeffco Programs Evaluated

Program Category	Program Names	Grades Served
AP Programming*	AP	9-12
Alternative Education*	Alternative Education	K-12
Arts Programming	Arts Enrichment; Arts Integration; Arts Programming Options; Arts; Audio/Visual and Communications; Integrated Arts Program	K-12
Concurrent Enrollment*	Concurrent Enrollment	9-12
CTE Programming*	Agriculture, Food and Natural Resources; Agriculture, Food, Natural Resources, and Energy; Architecture and Construction; Automotive Service; Aviation; Business and Marketing; Business, Marketing and Public Administration; Construction; Cosmetology; Design and Multimedia Arts; Energy; Engineering; Family and Consumer Science; Health Science; Hospitality and Food; Production; Human Services and Education; Information Technology and Computer Science; Journalism and Broadcasting; Manufacturing; Public Safety; Skilled Trades and Technical Science; Visual Design Arts	6-12
Dual Enrollment*	Dual Enrollment	6-12
Dual Language Programming*	Dual Language; Dual Language Arts Course—MS	6-12
Dyslexia Program*	Dyslexia Program; Dyslexia Support; Research-Based Dyslexia Support	K-12
Expeditionary Learning*	Expeditionary Learning	K-8
Gifted and Talented Center*	Gifted and Talented Center Program	K-12
IB Programming*	IB	K-12
Jeffco Seal of Biliteracy*	Jeffco Seal of Biliteracy	9-12
Leadership Programming*	Leader in Me; Project Lead the Way	K-12
Online Instruction	Online Education; Online Instruction; Online Learning; Synchronous Online Instruction	K-12
Project Based Learning	Project Based Learning	K-12
STEM Programming	STEM; STEM Diploma; STEM Endorsed Diploma; STEM MS Career Exploration; STEM/STEAM	K-12

*Officially certified program

Notes
AP = Advanced Placement
CTE = Career and Technical Education
IB = International Baccalaureate
Jeffco = Jefferson County School District
MS = middle school
STEAM = science, technology, engineering, arts, and mathematics
STEM = science, technology, engineering, and mathematics

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School Enrollment Survey

In addition to quantitative program data, the Jeffco team collected 8,807 responses in multiple languages between October 10 and November 17, 2023. The survey responses were inclusive of more than 20% of the student population and exceeded industry standards for statistical validity. The survey highlighted varying preferences across demographic and geographic variables, such as income levels, racial and ethnic backgrounds, school type, grade level and articulation area. The survey responses provide insight into the diverse educational desires and preferences across Jeffco. When reporting survey responses for individual articulation areas, percentage fewer or percentage more is in comparison to overall survey results.

Program Assessment Methodology

The Jeffco program assessment first determined generally where programs are located and whether these programs are available to students in equal numbers regionally. Then, at the district level, programs were assessed for accessibility (proximity to student locations), oversaturation (total number programs available in a given area), and correlation to school enrollment. The methodology for each analysis is detailed below. Program eligibility, application processes, or pathways (e.g., from elementary to middle) were not assessed as part of this analysis. The following analyses do not include student demographic information (see the FLO school choice memo for more information on student demographic information), as the analysis is intended to show geographic accessibility to program locations, areas where there is a high concentration of programs in one location, and whether program numbers drive school enrollment.

Accessibility Analysis

To assess accessibility, FLO used the distance of 2.5 miles from a student's residence as the point at which a program is "less accessible" to a student due to being outside the walk zone for any age group and therefore potentially requiring transportation to attend. For each program category, the number of 2023–24 K–12 students that fall within a 2.5-mile radius of the location (access area) of each program in the category were identified, along with the number of students outside of that distance. Access areas can cross articulation area boundaries because students can choose to attend schools outside of their articulation areas. The students outside of the access areas were aggregated by program category at the district level and for each articulation area.

Oversaturation Analysis

To determine oversaturation of programs, areas with the highest concentration of programs in the district, a 0.2-mile by 0.2-mile grid was generated within the school district boundary. For any grid cell that intersects the 2.5-mile program category buffer from the accessibility analysis, that cell received a count of the number of programs of that category that were accessible to students within that grid cell. The program counts for programs in all 16 categories were then summed for each grid cell to get a total number of programs accessible to students living within that grid cell. For example, a student may live within 2.5 miles of a high school with three Career and Technical Education programs and an IB program, a middle school with two arts programs, and an elementary school with a dyslexia program. That grid cell would have a count of seven. The number of students residing within each grid cell was also totaled. Grid cells with no students residing in them were removed from the analysis. With these calculations we could show the areas with high concentrations of programs, and also the areas with a high number of students and a low number of programs.

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Enrollment Analysis

To determine correlation between programs and school enrollment, the number of programs at each school was compared to four enrollment measures: utilization (percent of school capacity used), choice enrollment in from other attendance areas, student choice out to other schools, and the overall capture rate of students into their resident school. General measures of enrollment were used as a proxy for specific program enrollment due to data availability (district level vs. individual school level). The analysis was completed for all schools and also divided into elementary, middle, and high school grade groups, with K–8 included in the middle school group and 7-12 included in the high school group. This analysis is performed at the district and grade group levels, and not the articulation area level, to ensure high enough sample sizes for more accurate measures of correlation. An enrollment analysis of programs students enroll in through EnrollJeffco is detailed in Appendix A.

Regional Program Representation

For a district wide assessment of Jeffco program locations, articulation areas were grouped into six regions based on the four Jeffco transportation terminals (Table 2). Grouping articulation areas at a regional level allows for a high-level comparison of program equity geographically throughout the district.

Table 2: Jeffco Transportation Terminal Based Regions

Transportation Terminal Region	Subarea	Articulation Areas	Number of K–12 Students
Central	East	Alameda, Jefferson, Lakewood	9,052
	West	Golden, Green Mountain, Wheat Ridge	12,468
North	North	Ralston Valley, Standley Lake, Arvada West	15,091
	South	Arvada, Pomona	7,619
South	--	Bear Creek, Chatfield, Columbine, Dakota Ridge	18,034
West	--	Conifer, Evergreen	4,846

While the total number of program names evaluated district wide is 53, there are some programs with similar names in different regions (e.g., Arts Integration and Integrated Arts). This means that no one region would be expected to have all 53 programs. In Table 3, the number of programs represents unique counts, or availability, of that program. For example, if there are three high schools within one region that provide AP Programming, that counts as that one program being represented in the region. The regions range from representing 19 programs at schools in the region (North Terminal [South]) to 30 programs in the South Terminal. The South Terminal also has representation in all 16 program categories. Regions with more than three programs in a given program category are highlighted in orange, while regions with no programs in a category are highlighted in blue.

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Table 3: Jeffco Program Representation by Region

Program Category	Number of Programs by Region					
	Central Terminal (East)	Central Terminal (West)	North Terminal (North)	North Terminal (South)	South Terminal	West Terminal
AP Programming	1	1	1	1	1	1
Alternative Education	1	1	1	1	1	0
Arts Programming	4	3	3	3	3	4
Concurrent Enrollment	1	1	1	1	1	1
CTE Programming	5	6	5	3	8	4
Dual Enrollment	1	1	1	1	1	1
Dual Language Programming	1	0	1	1	1	0
Dyslexia Program	1	2	2	1	2	1
Expeditionary Learning	1	1	0	0	1	1
Gifted and Talented Center	1	1	1	1	1	1
IB Programming	1	0	1	0	1	0
Jeffco Seal of Biliteracy	1	1	1	1	1	1
Leadership Programming	2	1	0	0	2	0
Online Instruction	1	2	0	1	1	1
Project Based Learning	1	1	1	1	1	1
STEM Programming	3	4	4	3	4	4
Total Number of Programs	25	26	23	19	30	21

In many instances, especially in the North and Central terminal areas, while a program may not be available at a school within that region, the regions and articulation areas are more compact and therefore students living in these areas may still have access to a larger variety of programs than what are available directly in the region's schools.

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District-Wide Program Analysis

Throughout the district, students do not have equal access to all 16 program categories offered within 2.5 miles of their residence, as every program category has some percentage of students outside of the accessible area (Table 4). Out of the 67,110 students included in the analysis, Leadership Programming has the highest number of students located outside the 2.5-mile access area at 40,175 (59.9 percent). Other program categories with a high percentage of students outside the access area are IB Programming (55.5 percent), Expeditionary Learning (54.6 percent), Alternative Education (47.6 percent), and Dual Language Learning (46.1 percent). These numbers include a total of 1,259 students that live 2.5 miles from any resident or option school location.

Table 4: Jeffco District-Wide Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)	Students Inside 2.5-Mile Area (%)
AP Programming	9,348	13.9	86.1
Alternative Education[1]	31,924	47.6	52.4
Arts Programming	4,935	7.4	92.6
Concurrent Enrollment	9,348	13.9	86.1
CTE Programming	6,184	9.2	90.8
Dual Enrollment	16,585	24.7	75.3
Dual Language Programming	30,955	46.1	53.9
Dyslexia Program	2,655	4.0	96.0
Expeditionary Learning	36,628	54.6	45.4
Gifted and Talented Center	16,844	25.1	74.9
IB Programming	37,234	55.5	44.5
Jeffco Seal of Biliteracy	10,756	16.0	84.0
Leadership Programming	40,175	59.9	40.1
Online Instruction	20,314	30.3	69.7
Project Based Learning	1,631	2.4	97.6
STEM Programming	1,730	2.6	97.4

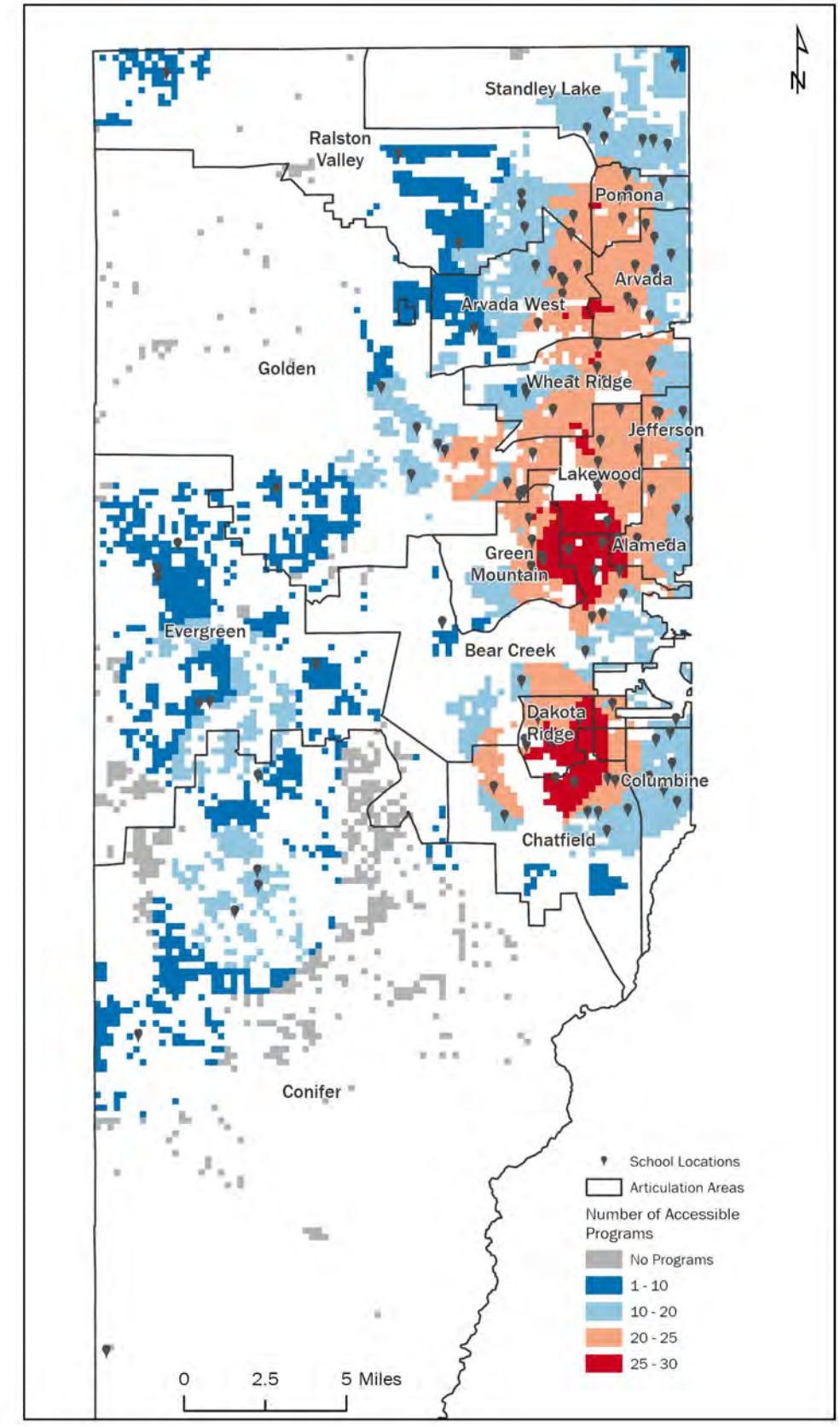
Notes
1. Alternative education programs include both students who choice into the programs and students who were placed into the programs.

Programs were also evaluated to understand where there are areas of oversaturation, or a high level of programs within a given area. In Figure 1, the map shows the number of programs a student living within each grid cell would have access to within 2.5 miles of their residence. Areas with no grid cells indicate areas with no student residences. Gray cells are areas that have students but do not have a program (or school, in some cases) within 2.5 miles. Oversaturation areas, where there are 25 or more programs available, are shown in red and are primarily located in the Lakewood/Green Mountain/Alameda/Bear Creek boundary area and in the Dakota Ridge/Chatfield boundary area.

In Figure 2, the map plots colors for low to high numbers of students (highest student count in any grid cell is 183), and low to high numbers of programs (highest number of programs is 30). Areas in dark pink indicate high numbers of students and programs. Areas in dark blue indicate a high number of students and middle range number of programs. Areas that have medium to dark green are potential areas of focus for program locations: high to medium numbers of students and low numbers of programs (e.g., in Ralston Valley, Golden, and Evergreen).

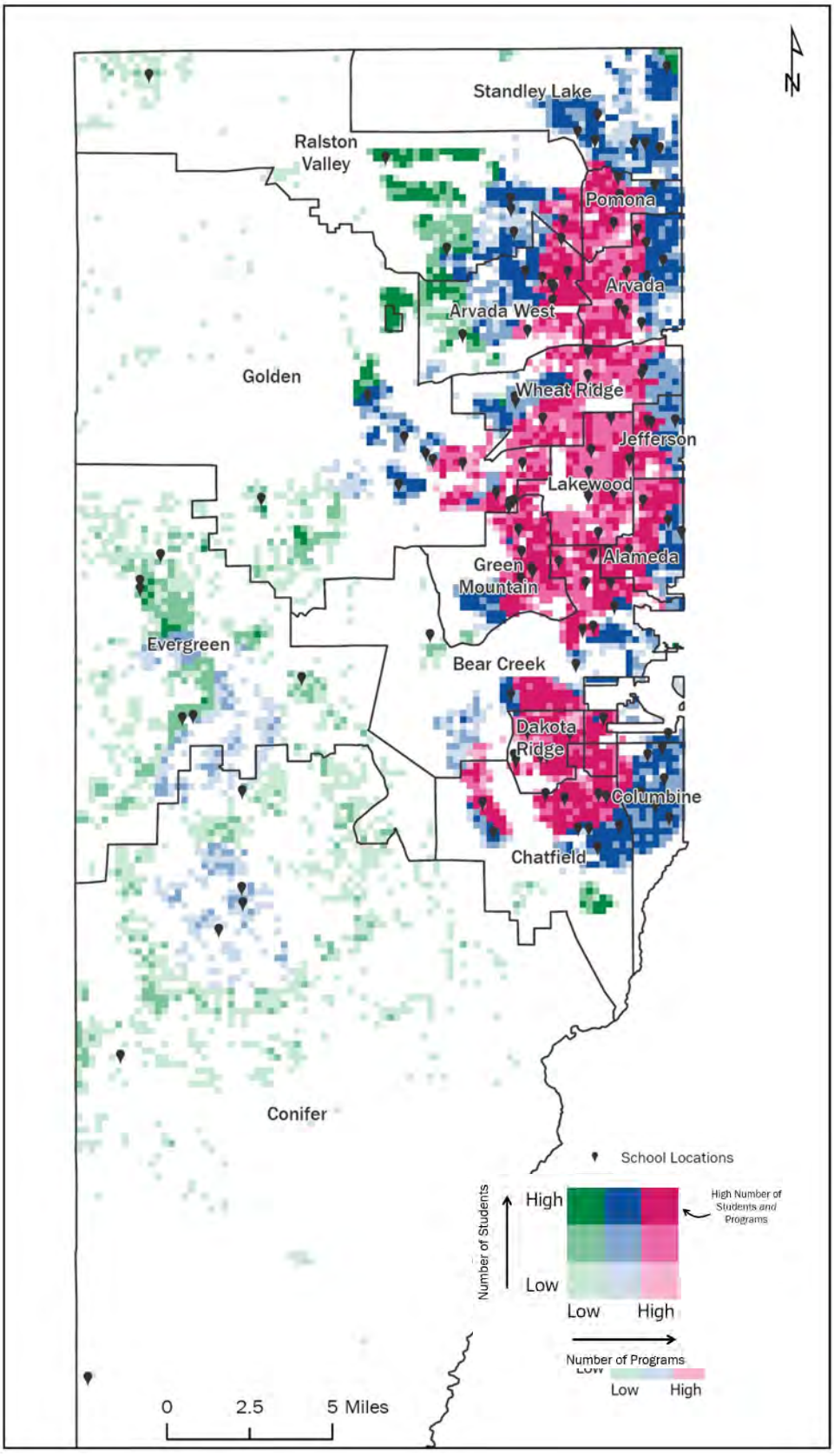
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Figure 1: Jeffco Program Count Map



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Figure 2. Jeffco Student and Program Count Map



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Relationships between programs and school enrollment were evaluated to see if the number of programs at a resident school effects three measures: utilization (enrolled students divided by the capacity of the school), the number of students transferring into a school from another attendance area, and the number of students transferring out to a school in a different attendance area. The overall capture rate of a school is the inverse of the number of students transferring out of an attendance area, so it is not included as an additional measure. We would expect a positive correlation coefficient for schools with a higher number of programs for utilization and percentage of transfers in (more students attending a non-resident school). We would expect a negative correlation coefficient for percent transfers out, meaning a school with a high number of programs should not be expected to lose resident students to another school. Correlation was assessed district wide and by grade group (Table 5), with numbers from zero to one indicating positive correlation and numbers from zero to negative one indicating negative correlation. A number closer to zero indicates weak or no correlation.

Table 5: Jeffco Enrollment Measures to Program Count Correlation

Enrollment Measure	District-Wide Correlation	Elementary Correlation	Middle School Correlation	High School Correlation
Utilization	-0.17	0.26	-0.18	-0.32
Transfers In	-0.18	-0.04	-0.29	-0.16
Transfers Out	-0.12	-0.12	0.02	0.30

Overall, a strong correlation (positive or negative) was not found between the number of evaluated programs offered at a school and any of the enrollment measures. Elementary school program counts have a positive correlation on school utilization (0.26), meaning programs may be driving enrollment, but this is the opposite for middle and high schools. Middle schools have a negative correlation with students choicing into resident schools (-0.29) meaning as the number of programs at a school goes up, transfers into the school decline. High schools have a positive correlation between programs and students choicing out of the resident high school (0.30), which means as program counts go up, transfers out of their boundary school increase. Many of the correlation coefficients are either weak (less than 0.20) or are the opposite of behavior that may be expected. There are many more programs and electives offered at Jeffco schools not evaluated as part of this assessment; this may have an effect on student choice. FLO analyzed programs that students enroll in through EnrollJeffco relative to school utilization and student choice in Appendix A.

Articulation Area Program Analysis

Program accessibility and oversaturation were also evaluated for each Jeffco articulation area. A discussion of the overall accessibility of various program categories within 2.5 miles of the program location and the impact of the total number of programs accessible to students is provided for each articulation area. The number of accessible programs in an area (program count) relative to the number of students in an area (student count), as shown in Figure 2, is also discussed for each articulation area. Students that live within one articulation area may be within an access area of a program located within another articulation area. Also included are key takeaways from the survey conducted by GBSM that are relevant to the geographic analysis for applicable articulation areas.

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Alameda Articulation Area

In the Alameda articulation area, every student has access to 11 out of the 16 program categories offered within 2.5 miles of their residence as shown where students farther than 2.5 miles from the program is equal to zero (Table 6). Five of the program categories offered are not fully accessible to every student they serve as shown where the percentage of students outside the 2.5-mile area is less than 100 percent. Out of the 3,842 students in the articulation area, Leadership Programming has the highest number of students located outside the 2.5-mile access area at 2,587 (67.3 percent). The other program category with more than ten percent of students outside the access area is Gifted and Talented Center with 512 students (13 percent).

Table 6: Alameda Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	0	--
Alternative Education	20	0.5
Arts Programming	0	--
Concurrent Enrollment	0	--
CTE Programming	0	--
Dual Enrollment	52	1.4
Dual Language Programming	0	--
Dyslexia Program	0	--
Expeditionary Learning	13	0.3
Gifted and Talented Center	512	13.3
IB Programming	0	--
Jeffco Seal of Biliteracy	0	--
Leadership Programming	2,587	67.3
Online Instruction	0	--
Project Based Learning	0	--
STEM Programming	0	--

Most of the Alameda articulation area has between 20 and 25 programs that are accessible to students; a small portion of the western side has between 25 and 30 accessible programs (Figure 1). Alameda tends to have a high student count and a medium to high program count for those students (Figure 2).

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Arvada Articulation Area

In the Arvada articulation area, every student has access to 11 out of the 16 program categories offered within 2.5 miles of their residence (Table 7). Four of the program categories offered are not fully accessible to every student they serve, and one program category, Leadership Programming, has no access. Out of the 4,811 students in the articulation area, IB Programming has the next highest number of students located outside the 2.5-mile access area at 4,450 (92.5 percent). Other program categories with more than ten percent of students outside the access area are Expeditionary Learning (51.8 percent), Dual Enrollment (25 percent), and Online Instruction (23.9 percent).

Table 7: Arvada Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	0	--
Alternative Education	0	--
Arts Programming	0	--
Concurrent Enrollment	0	--
CTE Programming	0	--
Dual Enrollment	1,201	25.0
Dual Language Programming	0	--
Dyslexia Program	0	--
Expeditionary Learning	2,494	51.8
Gifted and Talented Center	0	--
IB Programming	4,450	92.5
Jeffco Seal of Biliteracy	0	--
Leadership Programming	4,811	100.0
Online Instruction	1,151	23.9
Project Based Learning	0	--
STEM Programming	0	--

Half of the Arvada articulation area has between 20 and 25 programs that are accessible to students; the other half has between ten and 20 accessible programs (Figure 1). A small area on the western side has between 25 and 30 programs that are accessible to students. Arvada tends to have a mix of medium to high student counts and medium to high program counts for those students (Figure 2).

According to the survey results, Arvada families want to see additional access to Arts programming (+3 percent).

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Arvada West Articulation Area

In the Arvada West articulation area, every student has access to three out of the 16 program categories offered within 2.5 miles of their residence (Table 8). Eleven of the program categories offered are not fully accessible to every student they serve, and two program categories, IB Programming and Leadership Programming, have no access. Out of the 4,935 students in the articulation area, Online Instruction has the next highest number of students located outside the 2.5-mile access area at 4,645 (94.1 percent). Other program categories with high percentages of students outside the access area are Expeditionary Learning (68.4 percent), Gifted and Talented Center (62.7 percent), Dual Language Programming (35.3 percent), and Alternative Education (25.3 percent).

Table 8: Arvada West Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	1,209	24.5
Alternative Education	1,250	25.3
Arts Programming	0	--
Concurrent Enrollment	1,209	24.5
CTE Programming	668	13.5
Dual Enrollment	1,212	24.6
Dual Language Programming	1,741	35.3
Dyslexia Program	0	--
Expeditionary Learning	3,375	68.4
Gifted and Talented Center	3,093	62.7
IB Programming	4,935	100.0
Jeffco Seal of Biliteracy	1,209	24.5
Leadership Programming	4,935	100.0
Online Instruction	4,645	94.1
Project Based Learning	89	1.8
STEM Programming	0	--

The western area of the Arvada West articulation area has access to between one and ten programs, the middle area has access to between ten and 20 programs, and the eastern area has access to between 20 and 25 programs (Figure 1). A small area in the east also has access to between 25 and 30 programs. The range in program counts and student counts means the middle and eastern areas have high program and student counts and medium program and student counts (Figure 2). Arvada West articulation area also has a large area to the west, south of West 64th Avenue, with high student counts and low program counts (in green).

According to the survey results, parents feel their students have access to programming even though there is less geographic access to most of the select programs. According to the survey results, respondents feel great about access to programming and said no additional programming is needed (+3.8 percent). They noted that their primary barrier to accessing programming was more demand than spots available (+4.6 percent).

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Bear Creek Articulation Area

In the Bear Creek articulation area, none of the program categories offered are fully accessible to every student they serve (Table 9). There are also four students who reside more than 2.5 miles away from any school location. Out of the 5,647 students in the articulation area, Alternative Education has the highest number of students located outside the 2.5-mile access area at 3,189 (56.5 percent). Other program categories with more than ten percent of students outside the access area are Expeditionary Learning (35 percent), Dual Language Programming (32.5 percent), IB Programming (23.8 percent).

Table 9: Bear Creek Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	135	2.4
Alternative Education	3,189	56.5
Arts Programming	107	1.9
Concurrent Enrollment	135	2.4
CTE Programming	135	2.4
Dual Enrollment	144	2.6
Dual Language Programming	1,836	32.5
Dyslexia Program	74	1.3
Expeditionary Learning	1,975	35.0
Gifted and Talented Center	350	6.2
IB Programming	1,344	23.8
Jeffco Seal of Biliteracy	135	2.4
Leadership Programming	248	4.4
Online Instruction	386	6.8
Project Based Learning	74	1.3
STEM Programming	74	1.3

Most of the Bear Creek articulation area has between ten and 20 programs and between 20 and 25 programs that are accessible to students, with one small area in the north that has between 25 and 30 accessible programs and one area in the west with between one and ten accessible programs (Figure 1). Due to its size, Bear Creek has areas with high program and student counts and medium program and student counts. The Town of Morrison has medium student counts and low program counts (Figure 2).

According to the survey results, parents feel there is access to programming even though there is less geographic access to most of the select programs. Survey respondents (+5.4 percent) said Jeffco is providing programs they want, and 3 percent more said they are able to enroll their students in desired programs.

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Chatfield Articulation Area

In the Chatfield articulation area, every student has access to three out of the 16 program categories offered within 2.5 miles of their residence (Table 10). The remaining 13 of the program categories offered are not fully accessible to every student they serve. Out of the 5,562 students in the articulation area, Alternative Education has the highest number of students located outside the 2.5-mile access area at 2,951 (53.1 percent). Other program categories with a larger percentage of students outside the access area are Dual Language Programming (44 percent), Jeffco Seal of Biliteracy (37.4 percent), IB Programming (36.9 percent), and Gifted and Talented Center (21.1 percent).

Table 10: Chatfield Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	839	15.1
Alternative Education	2,951	53.1
Arts Programming	0	--
Concurrent Enrollment	839	15.1
CTE Programming	16	0.3
Dual Enrollment	839	15.1
Dual Language Programming	2,448	44.0
Dyslexia Program	0	--
Expeditionary Learning	415	7.5
Gifted and Talented Center	1,176	21.1
IB Programming	2,054	36.9
Jeffco Seal of Biliteracy	2,079	37.4
Leadership Programming	93	1.7
Online Instruction	16	0.3
Project Based Learning	0	--
STEM Programming	16	0.3

Most of the northern half of the Chatfield articulation area has between ten and 20 and between 20 and 25 programs that are accessible to students. A smaller portion of the northernmost part has between 25 and 30 programs that are accessible to students, and a portion in the south has between one and ten accessible programs (Figure 1). Chatfield tends to have a high student count and a medium to high program count for most of the articulation area, however the Trailmark at Chatfield area farther south, in green, indicates a high to medium number of students and low number of programs (Figure 2).

According to the survey results, parents feel there is access to programming even though there is less geographic access to most of the select programs. Survey respondents reported that there are no barriers to accessing special programs (+7.6 percent).

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Columbine Articulation Area

In the Columbine articulation area, every student has access to seven out of the 16 program categories offered within 2.5 miles of their residence (Table 11). The nine remaining program categories offered are not fully accessible to every student they serve. Out of the 3,232 students in the articulation area, Alternative Education has the highest number of students located outside the 2.5-mile access area at 3,080 (95.3 percent). Other program categories with high numbers of students outside the access area are Dual Language Programming and IB Programming (76.9 percent), Leadership Programming (50 percent), and Expeditionary Learning (8.9 percent).

Table 11: Columbine Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	197	6.1
Alternative Education	3,080	95.3
Arts Programming	0	--
Concurrent Enrollment	197	6.1
CTE Programming	0	--
Dual Enrollment	197	6.1
Dual Language Programming	2,485	76.9
Dyslexia Program	0	--
Expeditionary Learning	287	8.9
Gifted and Talented Center	0	--
IB Programming	2,485	76.9
Jeffco Seal of Biliteracy	197	6.1
Leadership Programming	1,615	50.0
Online Instruction	0	--
Project Based Learning	0	--
STEM Programming	0	--

A small portion of the northwestern Columbine articulation area has between 20 and 25 programs accessible to students; the remaining area has between ten and 20 accessible programs (Figure 1). Columbine has a small area with a mix of high student counts and high program counts, and much of the remaining area has medium to high student counts and medium program counts (Figure 2).

Nearly six percent more survey respondents reported no barriers to accessing special programs.

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Conifer Articulation Area

In the Conifer articulation area, 12 of the program categories offered are not fully accessible to every student they serve, and four program categories (Alternative Education, Dual Language Programming, IB Programming, and Leadership Programming) have no access (Table 12). There are also 845 students who reside more than 2.5 miles away from any school location, the most of any articulation area. Out of the 2,160 students in the articulation area, Expeditionary Learning has the next highest number of students located outside the 2.5-mile access area at 1,656 (76.7 percent). All other program categories have 44 percent or higher numbers of students outside the access area.

Table 12: Conifer Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	1,454	67.3
Alternative Education	2,160	100.0
Arts Programming	1,168	54.1
Concurrent Enrollment	1,454	67.3
CTE Programming	1,297	60.1
Dual Enrollment	1,454	67.3
Dual Language Programming	2,160	100.0
Dyslexia Program	963	44.6
Expeditionary Learning	1,656	76.7
Gifted and Talented Center	1,636	75.7
IB Programming	2,160	100.0
Jeffco Seal of Biliteracy	1,454	67.3
Leadership Programming	2,160	100.0
Online Instruction	1,454	67.3
Project Based Learning	1,058	49.0
STEM Programming	1,177	54.5

The Conifer articulation area has several areas with no program accessibility (gray), many of which are also areas that are not within 2.5 miles of a school location (Figure 1). The remaining areas nearly equally have between one and ten programs or between ten and 20 programs that are accessible to students. Conifer has areas that are low to medium in student counts and low to medium in program counts (Figure 2). The students closest to West Jefferson Elementary School, West Jefferson Middle School, and Conifer High School have the most access to programs in the area.

Due to the rural nature of the area, programs are far from student residences and survey respondents reported that programs are too far away (+9.6 percent) and said transportation is not available for programming (+7 percent). They similarly disagree that programs are convenient for their families (-10.5 percent). Conifer families want to see additional access to Montessori (+2.5 percent) and project-based learning (+2.1 percent) programs more than other articulation areas.

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Dakota Ridge Articulation Area

In the Dakota Ridge articulation area, every student has access to three out of the 16 program categories offered within 2.5 miles of their residence (Table 13). Thirteen of the program categories offered are not fully accessible to every student they serve, but seven of these only have one student outside of the accessible area. Out of the 3,593 students in the articulation area, Expeditionary Learning has the highest number of students located outside the 2.5-mile access area at 1,965 (54.7 percent). Other program categories with high numbers of students outside the access area are Alternative Education (27.8 percent), Dual Language Programming (17.9 percent), IB Programming (17.9 percent), and Leadership Programming (12 percent).

Table 13: Dakota Ridge Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	1	0.0
Alternative Education	1,000	27.8
Arts Programming	1	0.0
Concurrent Enrollment	1	0.0
CTE Programming	1	0.0
Dual Enrollment	1	0.0
Dual Language Programming	644	17.9
Dyslexia Program	0	--
Expeditionary Learning	1,965	54.7
Gifted and Talented Center	1	0.0
IB Programming	644	17.9
Jeffco Seal of Biliteracy	1	0.0
Leadership Programming	431	12.0
Online Instruction	255	7.1
Project Based Learning	0	--
STEM Programming	0	--

All of the Dakota Ridge articulation area has between 20 and 25 programs that are accessible to students; a large portion of the southern half has between 25 and 30 accessible programs (Figure 1). Dakota Ridge has an almost entirely high student count to high program count for those students (Figure 2).

According to the survey results, parents believe there is equitable access to programs and there is only moderate access from a geographic standpoint. More survey respondents reported that there are no barriers to desired programming (+11.2 percent), said no additional programming is needed (+6.8 percent), and agree that there is continuity of programs across grade levels (+6.9 percent).

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Evergreen Articulation Area

In the Evergreen articulation area, 12 of the program categories offered are not fully accessible to every student they serve, and four program categories (Alternative Education, Dual Language Programming, IB Programming, and Leadership Programming) have no access (Table 14). There are also 246 students who reside more than 2.5 miles away from any school location. Out of the 2,686 students in the articulation area, Expeditionary Learning has the next highest number of students located outside the 2.5-mile access area at 2,679 (99.7 percent). Other program categories with high numbers of students outside the access area are Advanced Placement Programming (62.1 percent), Concurrent Enrollment (62.1 percent), Dual Enrollment (62.1 percent), Jeffco Seal of Biliteracy (62.1 percent) and Online Instruction (62.1 percent).

Table 14: Evergreen Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	1,669	62.1
Alternative Education	2,686	100.0
Arts Programming	1,317	49.0
Concurrent Enrollment	1,669	62.1
CTE Programming	659	24.5
Dual Enrollment	1,669	62.1
Dual Language Programming	2,686	100.0
Dyslexia Program	246	9.2
Expeditionary Learning	2,679	99.7
Gifted and Talented Center	1,057	39.4
IB Programming	2,686	100.0
Jeffco Seal of Biliteracy	1,669	62.1
Leadership Programming	2,686	100.0
Online Instruction	1,669	62.1
Project Based Learning	246	9.2
STEM Programming	246	9.2

The Evergreen articulation area has a few areas with no program accessibility (gray), some of which are also areas that are not within 2.5 miles of a school location (Figure 1). All but one of the remaining areas have between one and ten programs that are accessible to students. The remaining area has between ten and 20 accessible programs. Evergreen has areas that are low to medium in student counts and low to medium in program counts (Figure 2).

Survey respondents reported wanting more programming (e.g., STEM, Dual Language) and had the greatest desire for IB Programming compared to other articulation areas (+2.2 percent). Evergreen students participate in programs at high rates and have the highest participation rates for gifted and talented (+5.5%) and Advanced Placement (+4.8%) programs.

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Golden Articulation Area

In the Golden articulation area, all of the program categories offered are not fully accessible to every student they serve (Table 15). There are also 106 students who reside more than 2.5 miles away from any school location. Out of the 4,539 students in the articulation area, Expeditionary Learning has the highest number of students located outside the 2.5-mile access area at 4,513 (99.4 percent). Other program categories with larger percentages of students outside the access area are Leadership Programming (96.4 percent), Dual Language Programming (88.4 percent), IB Programming (87.9 percent), and Gifted and Talented Center (57.4 percent).

Table 15: Golden Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	1,111	24.5
Alternative Education	1,596	35.2
Arts Programming	693	15.3
Concurrent Enrollment	1,111	24.5
CTE Programming	1,110	24.5
Dual Enrollment	1,111	24.5
Dual Language Programming	4,010	88.4
Dyslexia Program	106	2.3
Expeditionary Learning	4,513	99.4
Gifted and Talented Center	2,605	57.4
IB Programming	3,990	87.9
Jeffco Seal of Biliteracy	1,152	25.4
Leadership Programming	4,377	96.4
Online Instruction	1,110	24.5
Project Based Learning	106	2.3
STEM Programming	159	3.5

The western and central areas of the Golden articulation area have no programs that are accessible to students. The south-central area has between one to ten programs that are accessible to students, the middle eastern area has between ten and 20 accessible programs, and the eastern area has between 20 to 25 accessible programs (Figure 1). The range in program counts and student counts means the middle and eastern areas have a mix of high program and student counts and medium program and student counts (Figure 2). Golden articulation area also has an area in the southwest (Genesee) with low to medium student counts and low program counts, indicated in light green, and two areas in the north (north/south of West 58th Avenue and on the north end of Golden) with high student counts and low program counts, indicated in dark green. The western region has low student and low program counts.

Survey respondents said that there is more demand for programs than spots available (+3.5 percent) and want more transportation to access programs (+3.4 percent). Respondents requested more access to Dual Language Programming more than any other articulation area (+4.6 percent).

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Green Mountain Articulation Area

In the Green Mountain articulation area, every student has access to five out of the 16 program categories offered within 2.5 miles of their residence (Table 16). Eleven of the program categories offered are not fully accessible to every student they serve. Out of the 3,740 students in the articulation area, Dual Language Programming has the highest number of students located outside the 2.5-mile access area at 3,504 (93.7 percent). Other program categories with high numbers of students outside the access area are Expeditionary Learning (80.7 percent), IB Programming (61.4 percent), Alternative Education (44.3 percent), and Online Instruction (29.7 percent).

Table 16: Green Mountain Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	36	1.0
Alternative Education	1,655	44.3
Arts Programming	0	--
Concurrent Enrollment	36	1.0
CTE Programming	32	0.9
Dual Enrollment	36	1.0
Dual Language Programming	3,504	93.7
Dyslexia Program	0	--
Expeditionary Learning	3,019	80.7
Gifted and Talented Center	33	0.9
IB Programming	2,295	61.4
Jeffco Seal of Biliteracy	36	1.0
Leadership Programming	0	--
Online Instruction	1,111	29.7
Project Based Learning	0	--
STEM Programming	0	--

Most of the Green Mountain articulation area has between ten and 20 and 20 and 25 programs accessible to students; a smaller portion of the eastern side has between 25 and 30 accessible programs (Figure 1). Green Mountain tends to have a high student count and a medium to high program count for those students (Figure 2).

According to the survey results, parents believe there is equitable access to programs though they think more spots should be made available. School design and programming was ranked as the most important deciding factor for families, but reputation was close behind and was most important for more families than the respondents overall (+6 percent). Green Mountain families feel that program locations are convenient for them (+7.4 percent) and feel there is continuity of programming through grade levels (+6.9 percent). The largest barrier to access is that there is more demand for programming than spots available (+5.3 percent).

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Jefferson Articulation Area

In the Jefferson articulation area, every student has access to 12 out of the 16 program categories offered within 2.5 miles of their residence (Table 17). Four of the program categories offered are not fully accessible to every student they serve. Out of the 1,864 students in the articulation area, Dual Enrollment has the highest number of students located outside the 2.5-mile access area at 1,842 (98.8 percent). Other program categories with higher percentages of students outside the access area are IB Programming (28 percent), and Gifted and Talented Center (9.6 percent).

Table 17: Jefferson Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	0	--
Alternative Education	1	0.1
Arts Programming	0	--
Concurrent Enrollment	0	--
CTE Programming	0	--
Dual Enrollment	1,842	98.8
Dual Language Programming	0	--
Dyslexia Program	0	--
Expeditionary Learning	0	--
Gifted and Talented Center	179	9.6
IB Programming	522	28.0
Jeffco Seal of Biliteracy	0	--
Leadership Programming	0	--
Online Instruction	0	--
Project Based Learning	0	--
STEM Programming	0	--

Half of the Jefferson articulation area has between 20 and 25 programs accessible to students; the other half has between ten and 20 accessible programs (Figure 1). Jefferson tends to have a mix of high to medium student counts and high to medium program counts for those students (Figure 2).

According to the survey results, parents believe their students have equitable access to special programs which is reflected in their geographic proximity to programs. Jefferson families feel programs are generally in close proximity to their home or workplace (+6.7 percent) and are convenient (+15.5 percent). Jefferson families desire more access to alternative education programming more than any other articulation area (+3.8 percent).

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Lakewood Articulation Area

In the Lakewood articulation area, every student has access to 12 out of the 16 program categories offered within 2.5 miles of their residence (Table 18). Four of the program categories offered are not fully accessible to every student they serve. Out of the 3,346 students in the articulation area, Dual Enrollment (38.3 percent) has the highest number of students located outside the 2.5-mile access area at 1,280. Other program categories with students outside the access area are Leadership Programming (25.8 percent), Expeditionary Learning (11 percent), and Dual Language Programming (1.6 percent).

Table 18: Lakewood Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	0	--
Alternative Education	0	--
Arts Programming	0	--
Concurrent Enrollment	0	--
CTE Programming	0	--
Dual Enrollment	1,280	38.3
Dual Language Programming	54	1.6
Dyslexia Program	0	--
Expeditionary Learning	369	11.0
Gifted and Talented Center	0	--
IB Programming	0	--
Jeffco Seal of Biliteracy	0	--
Leadership Programming	864	25.8
Online Instruction	0	--
Project Based Learning	0	--
STEM Programming	0	--

All of the Lakewood articulation area has between 20 and 25 programs accessible to students; a large portion of the southern side has between 25 and 30 accessible programs (Figure 1). Lakewood has an almost entirely high student count to high program count for those students (Figure 2).

Survey respondents (+4.3 percent) value a unique educational approach, while they reported more demand for programming than available slots (+2 percent) and less access to transportation to programs (+2.1 percent). They believe program locations are convenient for their families (+6.1 percent) and always consider programming when making enrollment decisions more than other families (+7.8 percent).

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Pomona Articulation Area

In the Pomona articulation area, every student has access to 11 out of the 16 program categories offered within 2.5 miles of their residence (Table 19). Three of the program categories offered are not fully accessible to every student they serve, and two categories (Expeditionary Learning and Leadership Programming) have no access. Out of the 2,808 students in the articulation area, Alternative Education has the next highest number of students located outside the 2.5-mile access area at 1,139 (40.6 percent). Other program categories with students outside the access area are Dual Language Programming (24 percent) and IB Programming (16.1 percent).

Table 19: Pomona Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	0	--
Alternative Education	1,139	40.6
Arts Programming	0	--
Concurrent Enrollment	0	--
CTE Programming	0	--
Dual Enrollment	0	--
Dual Language Programming	673	24.0
Dyslexia Program	0	--
Expeditionary Learning	2,808	100.0
Gifted and Talented Center	0	--
IB Programming	451	16.1
Jeffco Seal of Biliteracy	0	--
Leadership Programming	2,808	100.0
Online Instruction	0	--
Project Based Learning	0	--
STEM Programming	0	--

More than half of the Pomona articulation area has between 20 and 25 programs accessible to students; the other half has between ten and 20 accessible programs (Figure 1). A small area on the western side has 25 to 30 programs accessible to students. Pomona tends to have a mix of high to medium student counts and high to medium program counts for those students (Figure 2).

Survey respondents reported that there is not great continuity of programs as students progress from elementary to middle to high school (-4.6 percent) and are less likely to agree that Jeffco offers the programs and experiences they are looking for (-4.6 percent).

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Ralston Valley Articulation Area

In the Ralston Valley articulation area, 14 of the program categories offered are not fully accessible to every student they serve, and two program categories, Expeditionary Learning and Leadership Programming, have no access (Table 20). There are also 28 students who reside more than 2.5 miles away from any school location. Out of the 5,947 students in the articulation area, IB Programming has the next highest number of students located outside the 2.5-mile access area at 5,866 (98.6 percent). Other program categories with high numbers of students outside the access area are Gifted and Talented Center (92.1 percent), Online Instruction (86.4 percent), Alternative Education (81 percent), and Dual Language Programming (62.7 percent).

Table 20: Ralston Valley Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	2,003	33.7
Alternative Education	4,819	81.0
Arts Programming	1,619	27.2
Concurrent Enrollment	2,003	33.7
CTE Programming	1,996	33.6
Dual Enrollment	2,003	33.7
Dual Language Programming	3,728	62.7
Dyslexia Program	996	16.8
Expeditionary Learning	5,987	100.0
Gifted and Talented Center	5,477	92.1
IB Programming	5,866	98.6
Jeffco Seal of Biliteracy	2,003	33.7
Leadership Programming	5,987	100.0
Online Instruction	5,138	86.4
Project Based Learning	28	0.5
STEM Programming	28	0.5

Due to its size and range of urban to rural populations from east to west, Ralston Valley has several areas with only between one and ten programs accessible to students (including around Coal Creek K–8). There is an area in the central east portion of the articulation area that has between ten to 20 accessible programs, and a smaller area to the east with between 20 and 25 accessible programs (Figure 1). The range in program counts and student counts means there are areas with high program and student counts and medium program and student counts (Figure 2). Ralston Valley articulation area also has the largest areas of high student counts to low program counts (in green) of any in the district, including areas north of Candelas Parkway, north of West 82nd Avenue, the Leyden Rock area, and west and east of Quaker Street.

Ralston Valley families reported feeling very positive about programming options, opportunities, and convenience more than families as a whole. Ralston Valley families were the most affluent of survey respondents with 87.7 percent with a household income of $100,000 or more.

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Standley Lake Articulation Area

In the Standley Lake articulation area, 13 of the program categories offered are not fully accessible to every student they serve, and three program categories (Alternative Education, Expeditionary Learning and Leadership Programming) have no access (Table 21). There are also 30 students who reside more than 2.5 miles away from any school location. Out of the 4,209 students in the articulation area, Dual Language Programming has the next highest number of students located outside the 2.5-mile access area at 4,144 (98.5 percent). Other program categories with more than ten percent of students outside the access area are Online Instruction (52.9 percent) and Gifted and Talented Center (10.9 percent)

Table 21: Standley Lake Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	372	8.8
Alternative Education	4,209	100.0
Arts Programming	30	0.7
Concurrent Enrollment	372	8.8
CTE Programming	270	6.4
Dual Enrollment	372	8.8
Dual Language Programming	4,144	98.5
Dyslexia Program	270	6.4
Expeditionary Learning	4,209	100.0
Gifted and Talented Center	460	10.9
IB Programming	270	6.4
Jeffco Seal of Biliteracy	372	8.8
Leadership Programming	4,209	100.0
Online Instruction	2,227	52.9
Project Based Learning	30	0.7
STEM Programming	30	0.7

A small portion of the Standley Lake articulation area on the Pomona border has between 20 and 25 programs that are accessible to students. Another small portion in the far northeast corner has between one and ten accessible programs, and the remaining area has between ten and 20 programs that are accessible to students (Figure 1). The area along the Pomona border has a mix of high student counts and high program counts, with much of the remaining area with medium to high student counts and medium program counts (Figure 2). The Torrey Peaks area in the northeastern corner of the area (in green) has high student counts and low program counts.

There is limited geographic access to special programs and according to the survey, parents want more program access. According to survey results, Standley Lake families are less likely to agree that Jeffco offers the programs and experiences they are looking for (-3.9 percent). Families also are more likely to feel programs are too expensive (+3.5 percent). Logistics, distance from home and school, ease of travel and school start/end times are all more important for these families. They want to see additional STEM programs more than any other articulation area (+3 percent).

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Wheat Ridge Articulation Area

In the Wheat Ridge articulation area, every student has access to five out of the 16 program categories offered within 2.5 miles of their residence (Table 22). Eleven of the program categories offered are not fully accessible to every student they serve. Out of the 4,189 students in the articulation area, Dual Enrollment has the highest number of students located outside the 2.5-mile access area at 3,172 (75.7 percent). Other program categories with high numbers of students outside the access area are IB Programming (73.6 percent), Leadership Programming (57.4 percent), Alternative Education (51.8 percent), and Online Instruction (27.5 percent).

Table 22: Wheat Ridge Articulation Area Program Accessibility

Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	322	7.7
Alternative Education	2,169	51.8
Arts Programming	0	--
Concurrent Enrollment	322	7.7
CTE Programming	0	--
Dual Enrollment	3,172	75.7
Dual Language Programming	842	20.1
Dyslexia Program	0	--
Expeditionary Learning	904	21.6
Gifted and Talented Center	265	6.3
IB Programming	3,082	73.6
Jeffco Seal of Biliteracy	449	10.7
Leadership Programming	2,404	57.4
Online Instruction	1,152	27.5
Project Based Learning	0	--
STEM Programming	0	--

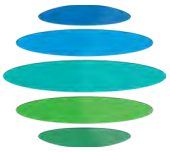
Half of the Wheat Ridge articulation area has between 20 and 25 programs that are accessible to students; the other half has between ten and 20 accessible programs (Figure 1). A small area in the center and one to the south have between 25 and 30 programs accessible to students. Wheat Ridge tends to have a mix of high to medium student counts and high to medium program counts for those students (Figure 2).

Even though the majority of select programs are over 2.5 miles from student residences, based on survey results, parents believe there is equitable access to programs but do report that there are not enough available spots. More Wheat Ridge families believe Jeffco is offering the programs and experiences they are looking for (+5.5 percent) but feel there is more demand for programs than available spots (+6.1 percent). Specialty programming that supports students' interests (STEM, art) are more desirable for Wheat Ridge families (+3 percent) and they report that they are more likely to participate in STEM (+5.5 percent) and Arts programming (+2.9 percent).

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APPENDIX A

EnrollJeffco Program Analysis



EnrollJeffco Program Analysis

FLO assessed the 2023–24 EnrollJeffco program information for students enrolled in the International Baccalaureate Program, Dual Language Program, and Gifted and Talented Program.[1] Of the 16 program categories assessed, only these three programs both enroll students through EnrollJeffco and have enrollment numbers high enough for effective analysis (the Bright MINDS[2] [Dyslexia] Program has only 13 students). In addition, these (including Bright MINDS) are the only programs assessed for which the District office has program enrollment information; enrollment for the remaining 11 program categories is tracked at the school level. Race and ethnicity demographics for students in the various programs were compared to district-wide K12 demographics. The percentage of each school's enrollment and capacity used by program students was also compared to the 2023–24 utilization of the school as a whole. Higher percentages of program students mean programs are using more school capacity and driving more of the overall enrollment at that school. The percentage of the school's capacity used by program students in each table is colored from light green (low percentage) to darker green (high percentage).

Key Points

Of the three programs, students have moderately proportional representation based on race/ethnicity in the IB Program and disproportionate representation in the Dual Language and Gifted and Talented Programs:

- The Dual Language Program has a high number of Hispanic and Latino students (85 percent) compared to the K-12 district-wide student population (25 percent).
- The Gifted and Talented Program has a very high percentage of White students (83 percent) and low percentages of Hispanic/Latino and Black or African American students.
- The IB Program has slightly more White and Asian students than the district-wide student population (4.2 percent and 6.9 percent more, respectively) and a lower percentage of students who are Hispanic/Latino (12.1 percent less).

Some special programs have a significant impact on school enrollment and utilization (20 percent or more), others have very little effect, and the effect varies by school:

- The Dual Language Program does contribute to higher enrollment and utilizations at some schools. The program uses an average of 39.2 percent of elementary school capacity for program students, and while this may be beneficial for Edgewater ES and Eiber ES, which have total utilizations in the 70 to 80 percent range, it may be less so for Lasley ES and Lumberg ES, which have utilizations in the 90 to 100 percent range.
- The Gifted and Talented Program does not universally cause higher enrollment or utilizations at participating schools. It uses an average of 19.5 percent of school capacity for participating elementary schools, 10 percent of school capacity for participating middle schools, and 4.1 percent of school capacity for participating high schools. Devinny ES, Ryan ES, and Hackberry Hill ES do have higher utilizations and high enrollment in the Gifted and Talented Program.
- The IB Program has varying enrollments at the three high schools in which the program is located. The amount of capacity used for IB Program students is under 5 percent total for Dakota Ridge HS and Standley Lake HS but is 19 percent total for Lakewood HS, which has a total utilization of 96 percent. Seventeen percent of Lakewood HS enrollment is choiced in for the IB program.

[1] Program data were accessed using the October 2023 enrollment data. Dual Language program data were updated and provided in February 2024.
[2] Multisensory Intensive Dyslexia Support Program.

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Dual Language Program

The Dual Language Program race and ethnicity demographics vary widely from the district-wide K-12 population, with a very high percentage of Hispanic/Latino students in the program and low percentages of other demographics (Table 1). These demographics may be expected, as the Dual Language Program serves primarily Spanish-speaking students who may identify as Hispanic or Latino. No students from the American Indian and Alaska Native demographic group are represented.

Table 1—Dual Language Program Race and Ethnicity Demographics 2023–24

Race/Ethnicity	Percent of Program Population	Percent of Student Population
American Indian and Alaska Native	--	0.5
Asian	0.6	2.9
Black or African American	0.5	1.3
Hispanic/Latino	83.9	25.2
Native Hawaiian or Other Pacific Islander	0.2	0.1
Two or More Races	2.2	4.6
White	12.7	65.5

Dual Language accounts for an average of 22.6 percent of choice enrollment at elementary schools, with the highest percentage at Edgewater ES with 49.3 percent (Table 2). All of the Dual Language Program elementary schools use more than 20 percent of the school capacity for the program, with an average of 39.2 percent. While this high percentage may be beneficial for Edgewater ES and Eiber ES, which have total utilizations in the 70 to 80 percent range, Lasley ES and Lumberg ES have utilizations in the 90 to 100 percent range. Expanding the programs at Edgewater and Eiber, which are in the same area, may help to alleviate the higher utilizations at Lasley and Lumberg.

Table 2—Dual Language Program Students Enrolled through EnrollJeffco in 2023–24

School Name	Number of Students in Program	Choice to Program School	Program Percent of Total Enrollment	Percent of School Capacity Used by Program	Overall School Utilization (Percent)
Arvada HS	7	No	1.0	0.4	42.0
	5	Yes	0.7	0.3	
Edgewater ES	129	No	43.0	33.0	76.8
	148	Yes	49.3	37.9	
Eiber ES	56	No	22.5	15.9	70.8
	23	Yes	9.2	6.5	
Lasley ES	74	No	13.5	12.2	90.3
	106	Yes	19.4	17.5	
Lumberg ES	109	No	21.9	21.6	98.6
	62	Yes	12.5	12.3	

Note
School programs with fewer than five students are not shown.

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Gifted and Talented Program

The Gifted and Talented Program race and ethnicity demographics vary widely from the district-wide K-12 population, with a very high percentage of White students in the program and low percentages of Hispanic/Latino and Black or African American (Table 3). No students from the Native Hawaiian or Other Pacific Islander demographic group are represented.

Table 3—Gifted and Talented Program Race and Ethnicity Demographics 2023–24

Race/Ethnicity	Percent of Program Population	Percent of Student Population
American Indian and Alaska Native	0.2	0.5
Asian	2.1	2.9
Black or African American	0.2	1.3
Hispanic/Latino	9.0	25.2
Native Hawaiian or Other Pacific Islander	--	0.1
Two or More Races	6.0	4.6
White	82.5	65.5

The Gifted and Talented Program uses an average of 19.5 percent of school capacity for participating elementary schools, 10 percent of school capacity for middle schools, and 4.1 percent of school capacity for high schools (Table 4). Utilization at each middle and high school is too low (below 75 percent utilized) to affect overutilization. An average of 16.5 percent of elementary school enrollment for participating schools is driven by students choicing into the program. For the elementary schools, Devinny ES has a utilization of 96.6 percent, and Gifted and Talented Program students use over 22 percent of the school's capacity, with 13.8 percent of enrollment by students choicing into the school from another attendance zone. Other elementary schools with higher utilizations and high enrollment from the Gifted and Talented Program include Ryan ES (5.7 percent choice in) and Hackberry Hill ES (24.2 percent choice in), but the program does not universally cause higher utilizations at participating schools. While Parmalee ES has a school utilization of 71.9 percent, 32.2 percent of enrolled students choice into the school for the program.

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Table 4—Gifted and Talented Program Students Enrolled through EnrollJeffco in 2023–24

School Name	Number of Students in Program	Choice to Program School	Program Percent of Total Enrollment	Percent of School Capacity Used by Program	Overall School Utilization (Percent)
Arvada HS	15	No	2.0	0.9	42.0
	13	Yes	1.8	0.7	
Coronado ES	26	No	6.8	5.1	74.4
	52	Yes	13.7	10.7	
Creighton MS	46	No	5.9	3.9	66.4
	76	Yes	9.7	6.4	
Devinny ES	45	No	9.2	8.9	96.6
	67	Yes	13.8	13.3	
Evergreen MS	104	No	23.9	14.3	59.7
	18	Yes	4.1	2.5	
Everitt MS	29	No	6.4	3.2	50.8
	8	Yes	1.8	0.9	
Hackberry Hill ES	17	No	3.8	3.4	89.3
	107	Yes	24.2	21.6	
Ken Caryl MS	56	No	7.7	5.8	74.9
	36	Yes	5.0	3.7	
Kyffin ES	47	No	10.2	8.6	84.9
	67	Yes	14.5	12.3	
North Arvada MS	19	No	5.0	2.2	44.1
	65	Yes	17.1	7.6	
Parmalee ES	25	No	9.1	6.5	71.9
	89	Yes	32.2	23.2	
Ryan ES	45	No	9.1	8.4	92.0
	28	Yes	5.7	5.2	
Stevens ES	18	No	4.1	2.7	66.2
	18	Yes	4.1	2.7	
West Jefferson MS	62	No	12.9	8.3	64.0
	9	Yes	1.9	1.2	
Westridge ES	19	No	4.7	4.0	84.4
	95	Yes	23.4	19.8	
Wheat Ridge HS	51	No	5.4	3.0	55.1
	63	Yes	6.7	3.7	

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International Baccalaureate Program

The distribution of the IB Program race and ethnicity demographics is not similar to that of the district-wide K-12 population (Table 5). No students from the American Indian and Alaska Native or Native Hawaiian or Other Pacific Islander demographic groups are represented. Asian students are represented in the program at more than three times the K–12 student population, while representation of Hispanic/Latino students is less than half the number of K–12 students.

Table 5—IB Program Race and Ethnicity Demographics 2023–24

Race/Ethnicity	Percent of Program Population	Percent of Student Population
American Indian and Alaska Native	--	0.5
Asian	9.8	2.9
Black or African American	1.2	1.3
Hispanic/Latino	13.1	25.2
Native Hawaiian or Other Pacific Islander	--	0.1
Two or More Races	6.3	4.6
White	69.7	65.5

The total amount of capacity used for IB Program students is under 5 percent for Dakota Ridge HS and Standley Lake HS. For Lakewood HS, 17.0 percent of the total enrollment is made up of students choicing into the school. The total school capacity used for the IB Program is 19 percent (Table 6), of which 16.3 percent is made up of students transferring into the IB Program; the school's overall utilization is close to 96 percent.

Table 6—IB Program Students Enrolled through EnrollJeffco in 2023–24

School Name	Number of Students in Program	Choice to Program School	Program Percent of Total Enrollment	Percent of School Capacity Used by Program	Overall School Utilization (Percent)
Dakota Ridge HS	35	No	2.7	1.8	67.6
	33	Yes	2.5	1.7	
Lakewood HS	51	No	2.8	2.7	95.9
	310	Yes	17.0	16.3	
Standley Lake HS	57	No	4.9	3.0	60.7
	35	Yes	3.0	1.8	

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JEFFCO PUBLIC SCHOOLS DISTRICT

Community Engagement Memorandum

Table of Contents

Executive Summary 3
1. Introduction 5
1.1 Background and Context 5
1.2 Overview of Engagement Methodology and Approach 7
1.2.1 Survey Overview 7
1.2.2 Focus Groups Overview 8
1.2.3 Participant Demographics 10
2. Key Engagement Findings 15
2.1 How do Jeffco families make decisions about where to enroll their children? 15
2.1.1 School Design and Programming 16
2.1.2 School Climate 18
2.1.3 School Reputation 21
2.1.4 Logistics 23
2.2 How do families define a quality school? What influences their perception of school quality? 25
2.3 What factors into a family's enrollment decisions at grade-level transitions? 29
2.3.1 Elementary School 30
2.3.2 Middle School 31
2.3.3 High School 33
2.4 What draws families to attend their assigned neighborhood school? 34
2.5 What factors influence Jeffco families to choose a charter school, homeschool, or choice-enrolled school option? 37
2.5.1 Charter Schools 37
2.5.2 Homeschool 39
2.6 What programs and experiences do families seek for their children and why? What, if any, barriers prevent families from accessing their preferred programs? 41
2.6.1 Barriers to Accessing Programming 46
3. Closing 50
4. Glossary of Commonly-Used Terms 51
5. Appendices 52

Executive Summary

GBSM, Inc., in partnership with FLO Analytics, led the community engagement for the 2023-24 Jefferson County Public Schools (Jeffco, the District) boundary study, which looked at enrollment trends, school choices, and programs to find ways to operate more efficiently and provide equal, high-quality education throughout the district. The goal of the community engagement was to understand what influenced families' school enrollment decisions. The boundary study had two phases of community engagement, a survey in fall 2023 and focus groups in spring 2024, which gathered the perspectives of nearly 9,000 families representing more than 15,000 students.

Both the survey and focus groups demonstrated that school enrollment decisions are complex, multifaceted, and very personal to each family and child. Families weighed multiple preferences and priorities and made trade-offs based on what was most important to them and what was practical for their family.

Key Insights:

- **School design and programming:** School design and programming was the highest-ranked decision-making factor in the survey. Families in both the survey and focus groups valued programming that best meets their students' unique needs, abilities, and interests. Families held an expansive definition of programming, including not only specific educational offerings (e.g., IB or Warren Tech), but also extracurriculars (e.g., sports or choir) and instructional approaches embedded within classrooms. For example, many families sought schools where their children could engage in hands-on, experiential learning with real-life applications though only some expressed that they specifically desired project-based or expeditionary learning programs. They also were interested in differentiated instruction to allow students to progress at their own pace and an intentional integration of social-emotional supports. In the survey, while half the families believed no additional programming was needed, STEM, dual language, arts, project-based learning, and GT were the most requested programs amongst families seeking broader opportunities for their children.

Focus group families emphasized the importance of the programming being high quality and understanding its value in relation to their child's growth.

- School climate: A school's climate was the second most important factor for families who completed the survey and was named as a consideration in every focus group conversation, particularly amongst elementary school families. Families sought schools that were warm, welcoming, and inclusive of both students and their families, and desired learning environments where their children felt physically safe and emotionally supported. Some families prioritized schools that were racially, ethnically, linguistically, and economically diverse, seeking environments where their children could feel more accepted by their peers or where their children could build social and cultural competencies. Families also valued the opportunity to build authentic relationships with school leaders, teachers, and other parents and appreciated when school staff knew every child's name or greeted them personally. Families generally assessed a school's climate through tours, information nights, and conversations with staff or administration and appreciated the opportunity to tour schools during the day where they felt they could best get a sense of the school's culture.
- School reputation: In the survey, a school's reputation was the third most important factor with quality instruction named as the top priority. Focus group families offered a nuanced approach to reputation. While many families looked at test scores or rankings, they described looking for the best fit for their students, which included the school's ability to support their child's unique academic growth and social-emotional development and prepare them to succeed in college, vocational schools, or a career after graduation. Families were also influenced by the word-of-mouth reputation they heard from peers, teachers, or online (e.g., Facebook groups and Nextdoor posts) about the school's environment, leadership, and staff. They looked for strong administration who supported their teachers and high staff retention rates.
- Logistics: Logistics were ranked lowest in importance in the survey, and while not typically the top priority, they still played a significant role in the school enrollment decisions for most focus group families. While certain programs or school models were desirable, factors like proximity, transportation, work or school schedules, and safe routes to the school often influenced the ultimate

school choice. Families with children in charter schools were the least likely to prioritize logistical factors. For some families who choice-enroll in a school other than their assigned school (e.g., another traditional neighborhood school, an option or magnet school), the choice[1] school was closer to their home than the assigned one.

This community engagement memo further explores these key enrollment factors and offers perspectives on what families prioritize most at grade-level transition points, why families select various school types (i.e., assigned neighborhood, charter, choice-enrolled neighborhood or option, or homeschool), and what programming families seek for their children.

1. Introduction

1.1 Background and Context

The 2023-24 Jefferson County Public Schools boundary study is a comprehensive examination of enrollment trends, school choices, and programs to support District leadership's long-term planning decisions to best serve the needs of all students in Jeffco. GBSM, Inc. led community engagement in the form of a survey and focus groups to understand what matters most to families in their school selection process.

The initial phase of community engagement involved a district-wide survey in fall 2023 designed to gather insights on the factors that influence families' school enrollment decisions.

The second phase of community engagement in spring 2024 consisted of 10 targeted focus group discussions along with several individual interviews to deepen the

[1] In this memo, we refer to four common school types: assigned neighborhood, charter, choice-enrolled neighborhood or option, and homeschool. For the purpose of this community engagement, when we talk about families who enroll their student in their neighborhood school, it is the one assigned to them based on their home address, and a choice-enrolled school is a school a family has chosen in that is not their assigned neighborhood school and not a charter school. This includes other traditional neighborhood schools as well as option and magnet schools.

understanding of what is common and unique in families' school enrollment priorities across school type, grade level, programming, or primary language.

This report provides comprehensive insights from both phases of community engagement efforts and will investigate the following key questions posed by the District:

- How do Jeffco families make decisions about where to enroll their children?
- How do families define a quality school? What influences their perception of school quality?
- What factors into a family's school enrollment decisions at grade-level transition points?
- What draws families to attend their assigned neighborhood school?
- What factors influence families to choose a charter school, homeschool or choice-enrolled neighborhood or option school?
- What programs and experiences do families seek for their children and why? What, if any, barriers prevent families from accessing their preferred programs?

1.2 Overview of Engagement Methodology and Approach

1.2.1 Survey Overview

The Jeffco School Enrollment Survey was designed to gather insights from families regarding what influenced their school enrollment decisions and the programming important to them and their children. The survey was comprised of 22 questions in four key sections:

1. About your school
2. About your enrollment decisions
3. About school programming
4. About your family

The survey was available online and in print in four languages: English, Russian, Spanish, and Vietnamese. It was also available in print in Dari, French, and Simplified Chinese. Outreach and promotion were conducted through:

- Districtwide and school emails, newsletters, and social media
- Promotional flyers/QR codes
- Jeffco Family Engagement Liaisons

The Jeffco team collected 8,807 surveys in digital and print formats from October 10 to November 17, 2023. The statistical analysis of the Jeffco School Enrollment Survey demonstrates its reliability. With 8,807 responses collected representing 15,302 students, the survey significantly exceeded the 383 responses needed to reach the industry standard of a 95 percent confidence level and 5 percent margin of error, based on the student population of 74,783. The response rate allowed the survey to achieve a 99 percent confidence level with a 1.29 percent margin of error, ensuring the results were both credible and highly representative of the community. Key demographic data from survey respondents is available in section 1.2.3.

1.2.2 Focus Groups Overview

The focus groups provided the opportunity to delve deeper into the stories behind the survey data and to better understand the needs and interests of targeted populations of students and families. The primary objectives were to:

1. Understand the family and student experience in school selection.
2. Deepen the understanding of factors influencing enrollment decisions.
3. Identify trends and patterns in school choice decision-making.

Focus groups were organized by:

- **School type:** Four focus groups engaged families with at least one child in their assigned neighborhood school, a charter school, a choice-enrolled school (i.e., a traditional neighborhood school, option, or magnet school that is not a child's assigned school), or in a homeschool setting.
- **Grade level transitions:** Three focus groups engaged families with children who were making grade-level transitions, including incoming kindergarteners, fifth grade students choosing a middle school, or eighth grade students choosing a high school.
- **Specific programming:** Two focus groups engaged families who chose a school based on specific programming available. One centered on families with children in dual language programming; the other was open to families with children in any of Jeffco's specific programs such as GT, CTE, IB, or STEM.
- **Primary language:** One focus group was facilitated in Spanish for families who speak Spanish as their primary language as well as families with children in dual language programming.

Focus group promotion was conducted in English, Russian, and Spanish. Accommodations and interpretation services were offered in all languages, including American Sign Language. Promotion was conducted through:

- Direct emails to survey participants who had indicated interest in providing further feedback through focus groups.
- Flyers at district events.
- District-wide outreach through Jeffco Family Engagement Liaisons.
- Targeted communications through school staff to specific audiences, including families who provide home-based education for their children, have a child enrolled at a charter school, have a child who participates in dual language programming or speaks Spanish primarily.

From March 28 to May 2, 72 families participated in virtual and in-person focus groups as well as one-on-one interviews for families who were unable to attend one of the focus groups. Those 72 participants represent the school enrollment decisions of approximately 120 students. The focus groups were intended to gather in-depth, qualitative stories about families' school choices. Therefore, while the survey provides overarching themes that are more generalizable across the district, the focus group findings offer more individual narratives and nuanced family experiences that deepen the context of themes within the quantitative data. As a result, because of the format of the conversations that necessitate a limited sample size, the perspectives shared in the focus groups may not fully represent the perspectives of the entire Jeffco student and family population.

1.2.3 Participant Demographics

This section provides an overview of the demographics, school and grade characteristics, and geographic distribution of the 8,807 survey respondents and 72 focus group participants. Demographic information was provided voluntarily by 77 percent of survey respondents and 90 percent of focus group participants (Table 1-1, 1-2, 1-3, and 1-4 and Figures 1-1 and 1-2).

Table 1-1: *Races and ethnicities of survey respondents and focus group participants*

	Student Population	Survey Participation	Focus Group Participation
American Indian or Alaska Native	.5%	3%	3%
Asian	3%	5%	6%
Black or African American	1%	3%	3%
Hispanic or Latino	25%	18%	28%
Native Hawaiian or other Pacific Islander	.1%	1%	3%
White Only	65%	71%	65%

Note: Families had the option to select multiple races and ethnicities to reflect all of the identities within their household; as a result, percentages exceed 100 percent. Thirteen percent of survey respondents and 9.2 percent of focus group participants who provided demographic information selected more than one race or ethnicity.

Table 1-2: *Household incomes of survey respondents and focus group participants*

	Survey Participation	Focus Group Participation
Less than $30,000	3%	7%
$30,000 - $59,999	5%	6%
$60,000 - $79,000	6%	7%
$80,000 - $99,999	9%	8%
$100,000 or higher	54%	61%
Did not answer	23%	11%

Note: Jefferson County's median household income from 2018 – 2022 (in 2022 dollars) is $103,167.

Table 1-3: *Types of schools attended by survey respondents and focus group participants' children*

	Survey Participation[2]	Focus Group Participation
Our assigned neighborhood school	58.4%	39.4%
A choice enrollment school (i.e., option, magnet, or non-assigned traditional neighborhood school)	41.7%	45.1%
A charter school	8.5%	18.3%
Homeschool	1.3%	7%

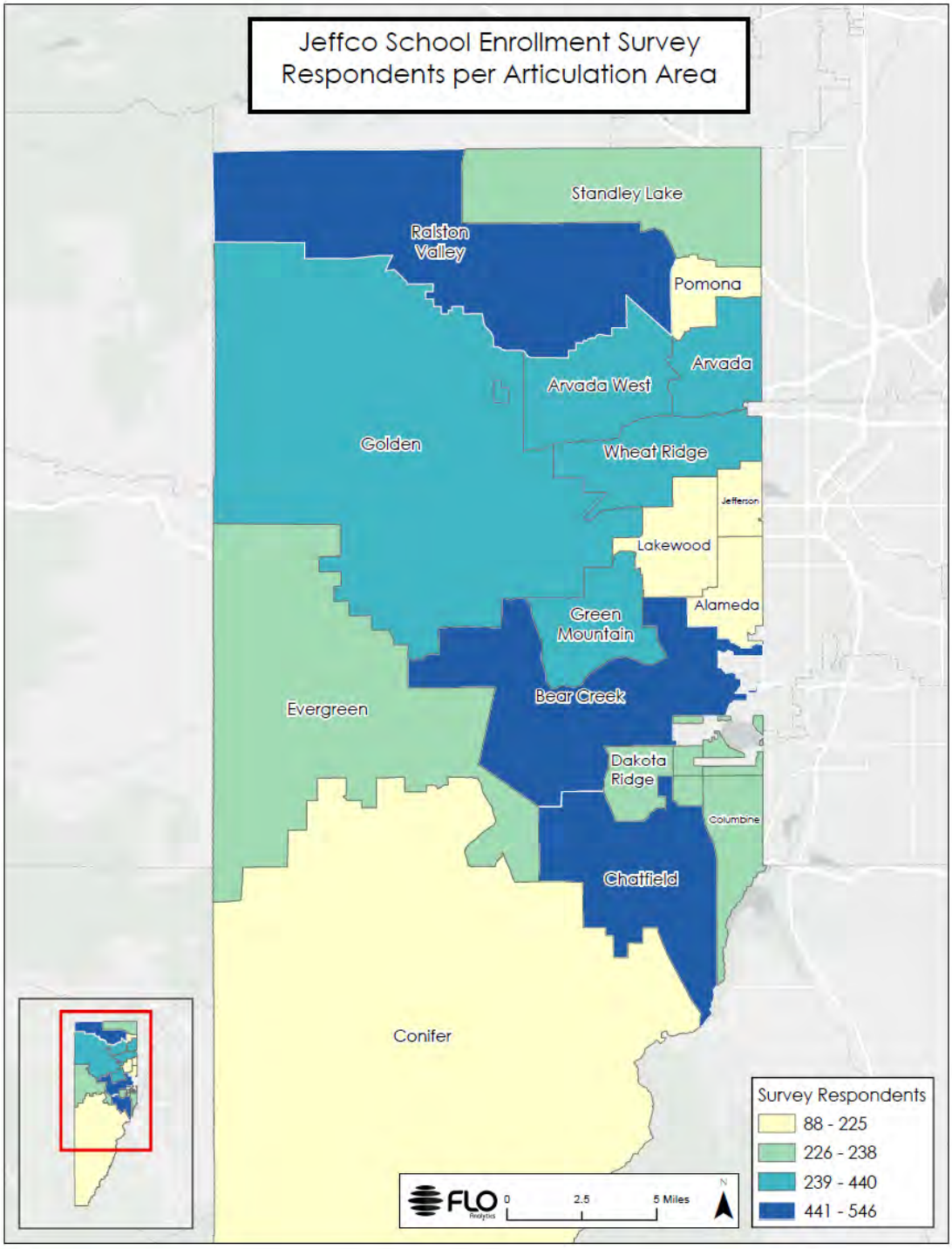
Note: Families had the option to select multiple school types to reflect all of the schools their children attend; as a result, percentages exceed 100 percent.

[2] The following options for school types were included in the fall enrollment survey but not collected for focus groups: a private school, an online program, an alternative school, a traditional school in another district, a charter school in another district. Nine percent of survey respondents selected at least one of these options. Detailed survey demographics are available in Appendix 5.1.

Table 1-4: *Grade levels of survey respondents and focus group participants' children*

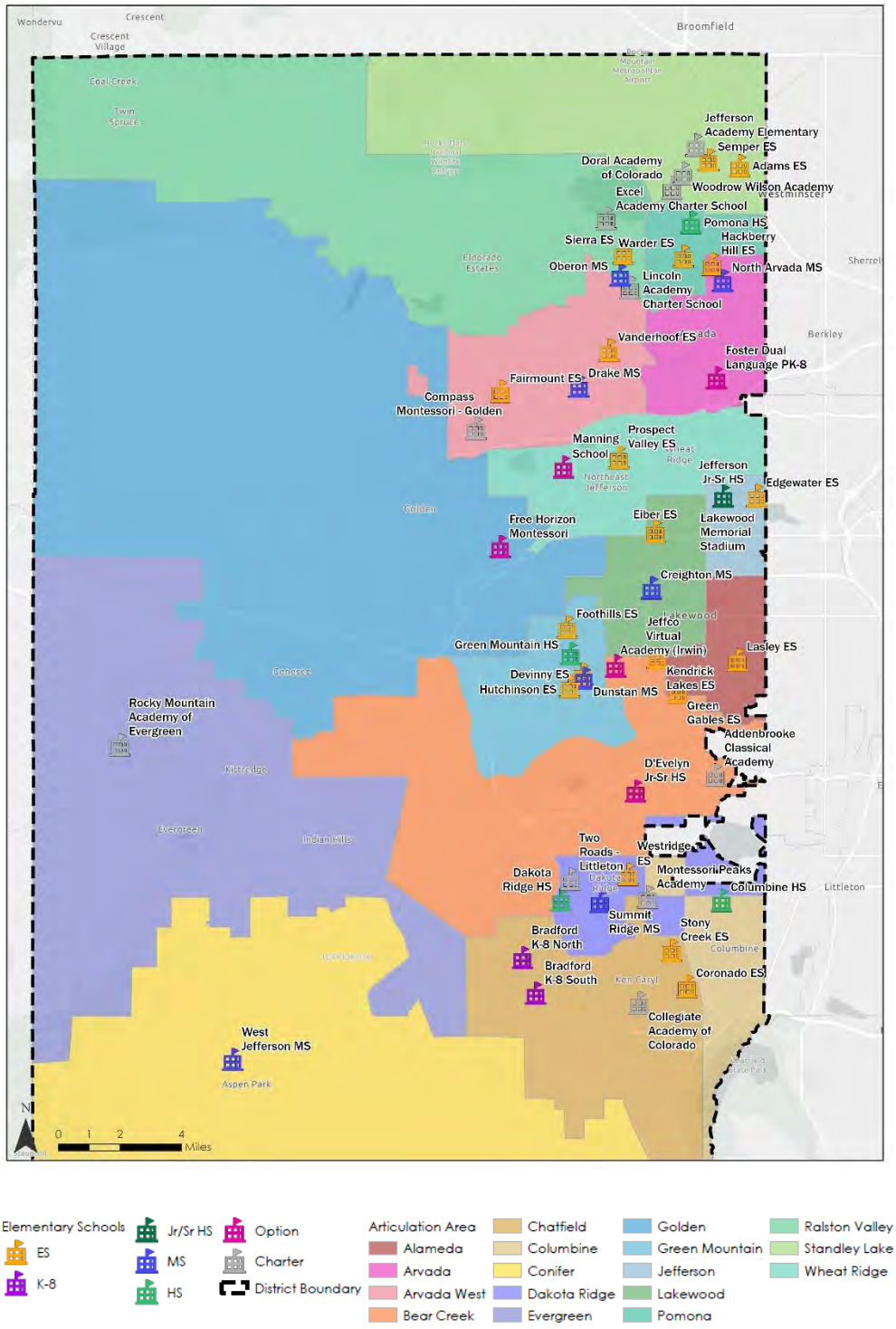
	Survey Participation	Focus Group Participation
Pre-kindergarten	1,046	19
Kindergarten	1,252	9
1st Grade	1,039	7
2nd Grade	1,149	14
3rd Grade	1,168	6
4th Grade	1,163	12
5th Grade	1,162	13
6th Grade	1,141	8
7th Grade	1,161	6
8th Grade	1,158	5
9th Grade	1,096	3
10th Grade	1,034	3
11th Grade	939	6
12th Grade	794	1

Figure 1-1: *Geographic distribution of survey respondents*



Note: All articulation areas were represented by survey respondents.

Figure 1-2: *Geographic distribution of the schools attended by focus group participants' children*



Note: All articulation areas were represented by focus group participants.

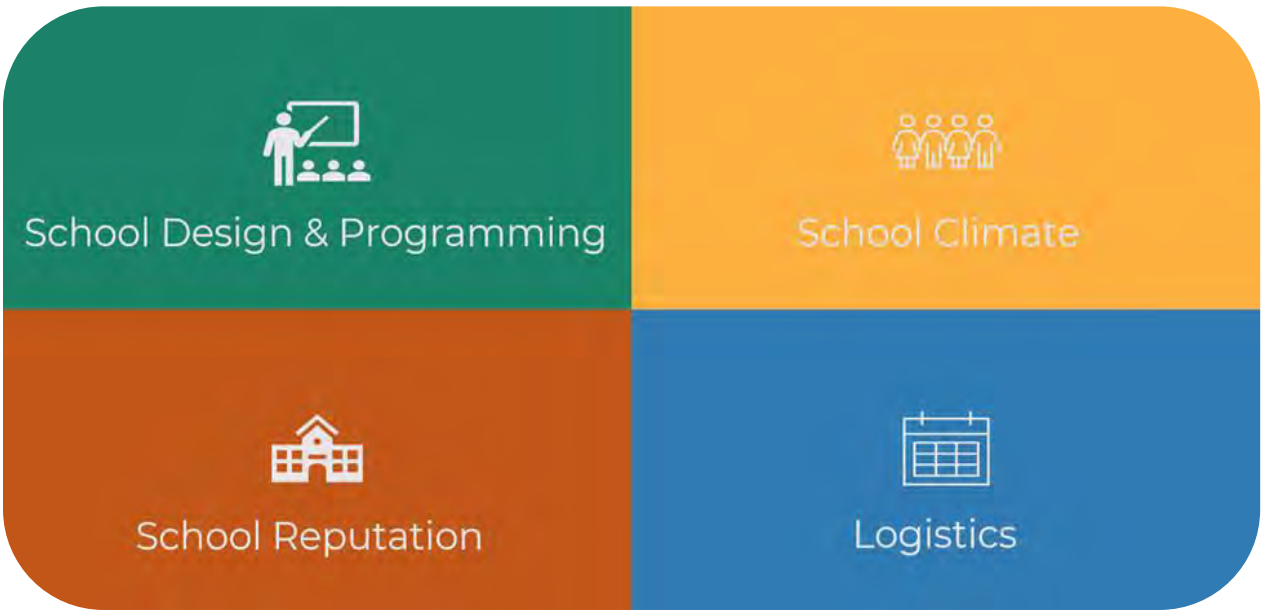
2. Key Engagement Findings

2.1 How do Jeffco families make decisions about where to enroll their children?

In choosing a school for their children, Jeffco families navigated many options and ultimately enrolled their children in schools that reflect their unique needs, values, and circumstances. Each decision was deeply personal and complex, involving the careful consideration and weighing of many factors for families.

In the survey, a majority of families (64 percent) shared that they considered one or two schools when making school enrollment decisions with the remaining third exploring three or more for their children. The overarching question the District aimed to explore was what influenced their ultimate school selection.

Survey respondents were provided with four overarching factors that are often considered in school enrollment decisions:



Families were asked to select their top priorities *within* each factor, and then rank the factors in order of relative importance.

Survey respondents identified school design and programming as the most important factor when choosing a school for their child. School climate was the second most

important factor, followed by school reputation then logistics. The section below outlines families' top priorities in each category, how those priorities differed by family demographics or school type, and what contextual information families provided in the focus groups related to that factor.

2.1.1 School Design and Programming

School design and programming was the most highly ranked category in the fall enrollment survey. Families shared preferences for programming that supports their children's academic needs, programming and extracurriculars that appeal to their children's interests, and curricula or educational approaches that inspire learning through experiences and have real-life applications.

Key insights on school design and programming:

- Within school design and programming, families who took the survey most highly valued **programming that supports their children's academic needs and abilities** (53 percent) (Figure 2-1). Focus group families sought out specific programs, such as GT or SPED, while exploring schools for their children, but they viewed "meeting their children's academic needs and abilities" more comprehensively. They desired schools that had **high-quality staff** who could **differentiate instruction** to meet their child's unique learning needs, a **flexible curriculum** that allows children to progress at their own pace, and the resources to have additional staff or other **supports that respond to their children's unique learning styles and social-emotional needs**.
- In the survey, families valued **programming that supports their children's interests** (41 percent) and the **selection of extracurriculars** (29.5 percent), which was a driving force for many focus group families, particularly those with middle and high school students who wanted opportunities to engage in interests ranging from baseball to chess and forensics to choir.

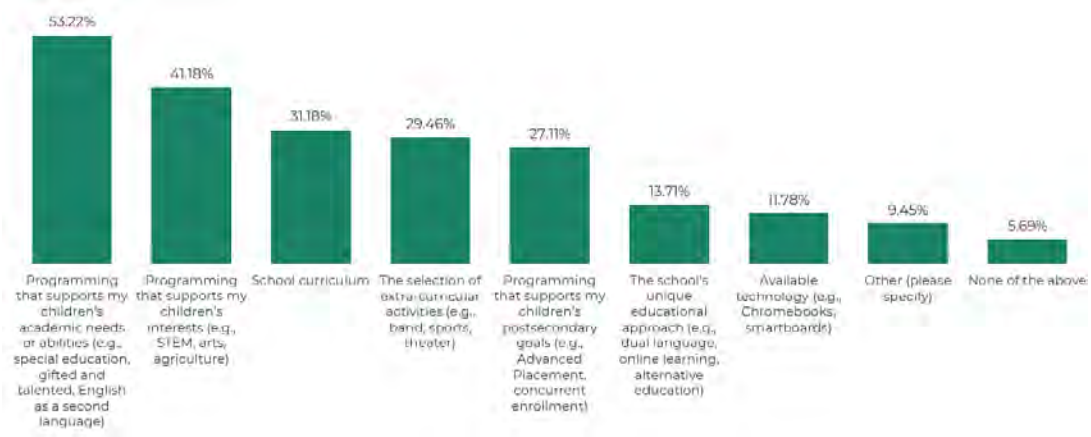
- While a school's **unique education approach** was only important to approximately 14 percent of families overall, BIPOC families (+5.5 percent), families who took the survey in languages other than English (+14.3 percent), and families with children in charter schools (+15 percent) were more likely to say it was much more important. One commonly referenced educational approach in the focus groups was one that was **project-based and experiential with real-life applications** of the learning. This was highly valued by families with students entering kindergarten, families who provide home-based education for their children, families who speak Spanish as their primary language, and families with students enrolled in dual language programming.

> "Awareness and options are the most important things we should be providing kids. More than 50 percent of the jobs that are around today were not around 25 years ago. We can help them develop good skills - personally, socially, academically - that allow them to be ready for any door that may open or a door that they may literally or figuratively build for themselves.
>
> *8th grade parent*

- Real-life application of learning was also highly valued by families who choice-enrolled their children in a neighborhood or option school and families with incoming high school students in the focus groups. They sought programs such as CTE, AP, Warren Tech, or IB that **prepare students for either post-secondary education or careers**. Programming that supports their child's post-secondary goals was prioritized by approximately one in four survey families.

Programming priorities are further explored in section 2.6.

Figure 2-1: *When thinking about School Design and Programming, which factors were most important when deciding what schools your children would attend?*



Source: Fall Enrollment Survey, 2023

2.1.2 School Climate

School climate was the second most highly ranked category in the fall enrollment survey, centering on feelings of connection and belonging, welcoming school environments, relationships amongst students, families, and staff, and the diversity and cultural competency of staff and students.

Key insights on school climate:

- More than half of the survey respondents identified **feelings of connection and belonging** within the school community and a **welcoming school environment** as their top priorities within the school climate category (Figure 2-2). A welcoming school environment was *most important for BIPOC families* in the survey. School environments and connections within school communities were raised as a deciding factor in *every* focus group conversation. Most commonly, families shared they were looking for **warm, safe, welcoming, and kind environments**. They valued school cultures that were **inclusive and accepting of all students and their families**, including providing accommodations such as high-quality translation services that allow all families to participate comfortably and actively.

- Families who provide home-based education for their children also prioritized the **intentional design of learning environments**, aiming to create flexible spaces or schedules that support their children's unique needs and allow their children to thrive, and felt supported to build community with other families who provide home-based education for their children through enrollment in homeschool enrichment programs.
- **Attending school with family, friends, or neighbors** was also prioritized by survey families overall (46.5 percent) though it was far less important to families with children in charter schools (-24.8 percent). In the focus groups, attending school with other nearby children was valued by families who attended their assigned neighborhood school. Across many focus group conversations, families named that their children being able to **attend school with their friends** factored into school enrollment decisions; this was particularly true for families at transition points as their children entered middle or high school. Others hoped to **maintain connections with peers in specific programming**, such as dual language or orchestra.

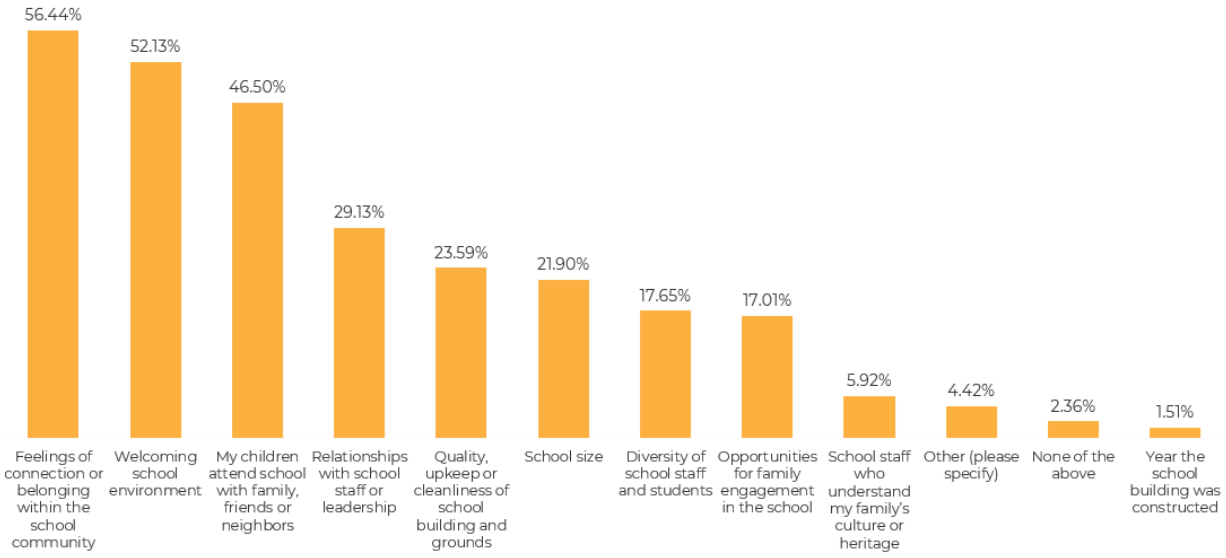
> "It was a matter of finding a place where [my child] felt like they weren't the exception, but that they were just a normal kid. That's the inclusion piece. It's about how our kids feel in the setting that they're in, where kids can feel a sense of community."
>
> *Family with children in a charter school*

- Nearly 30 percent of families identified relationships with school staff or leadership as a priority in the survey. In the focus groups, families desired **authentic relationships amongst students, between parents and with teachers and principals,** and valued school communities where staff "know every child by name."

- In the survey, diversity of school staff and students along with staff who understand their family's culture or heritage were very important to Hispanic and Latino, BIPOC, and families who primarily speak languages other than English. **The diversity of the student body** was frequently raised as a value across focus group participants of all races and ethnicities and was a central decision factor for families who participate in dual language programming. Families who enrolled in dual language schools sought opportunities to introduce their children to **diverse perspectives** and **build social and cultural competence** and empathy for others. Families who speak Spanish as a primary language prioritized schools with **staff who were bilingual and reflective of the students they serve.** They sought administration and teachers who valued all voices, served as liaisons for the parents, and strove to understand their families' culture and speak their language. They viewed dual language programming as a way to honor their ancestry and history and keep connected to their native language. Families across many focus groups shared a desire for staff and students to demonstrate cultural competence when engaging in school environments with students who are different than them.

> "As a Latina mother, I want to be immersed in my daughter's education. I take her to and from school. I talk to the teachers. If they ask for volunteers, I go. It would be great if for every X number of English-speaking staff, there would be a counselor or teacher of the Hispanic culture so that we could communicate in our own language."
>
> *Parent who choice-enrolled their child in a non-assigned*

Figure 2-2: *When thinking about School Climate, which factors were the most important when deciding what schools your children would attend?*



Source: Fall Enrollment Survey, 2023

2.1.3 School Reputation

The third-ranked category in the fall enrollment survey was school reputation with families prioritizing quality instruction, effective teachers, and strong school leadership.

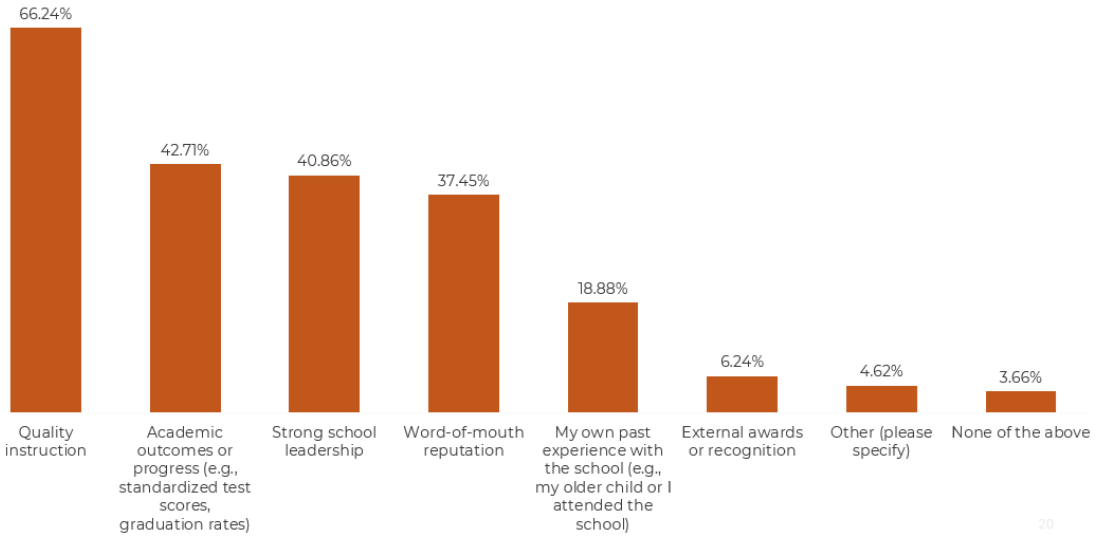
Key insights on school reputation:

- In the survey, two-thirds of families identified **quality instruction** as the most important priority related to a school's reputation (Figure 2-3). Focus group participants reinforced this factor with many **defining quality instruction as teaching that is individualized to meet every student's needs**. They also looked for **long-tenured teachers** who were well-trained and supported by their administration. Forty percent of survey respondents prioritized **strong school leadership** in their school enrollment decisions, which was reinforced across many focus group conversations. Families described their belief that **effective principals support their teachers who in turn are best equipped to support their students**. The word-of-mouth reputation of the school's leader was frequently cited as a reason families chose their child's school.

- **Academic outcomes or progress** was prioritized by 42.7 percent of families in the survey. While test scores, graduation rates, and GreatSchools.com rankings often influenced families' perceptions of whether a school was good, many focus group families shared that they were not making school enrollment decisions based on them. Some questioned how helpful they were, indicating that test scores may measure a school's affluence more than performance. Others felt that while the school's test scores may be high, the school may not be the right cultural fit for their child. Many families were more focused on **academic growth** and whether the school and its **staff could effectively meet their children where they are** and support their progress.

> "I don't look at test scores as much as I look at the community. As parents, we ask questions to one another like, 'Do the teachers work together? Are the kids kind to one another? Do students learn how to partner with kids who are different than them?'"
>
> *5th grade parent*

Figure 2-3: *When thinking about School Reputation, which factors were the most important when deciding what schools your children would attend?*



Source: Fall Enrollment Survey, 2023

Section 2.2 includes additional insights into how families define a quality school and what influences their perception of school quality.

2.1.4 Logistics

The final category in the fall enrollment survey was logistics with proximity and convenience influencing which schools families consider and are practical to enroll in. School schedules and available services such as before- and after-school care were additional factors for families.

Key insights on logistics:

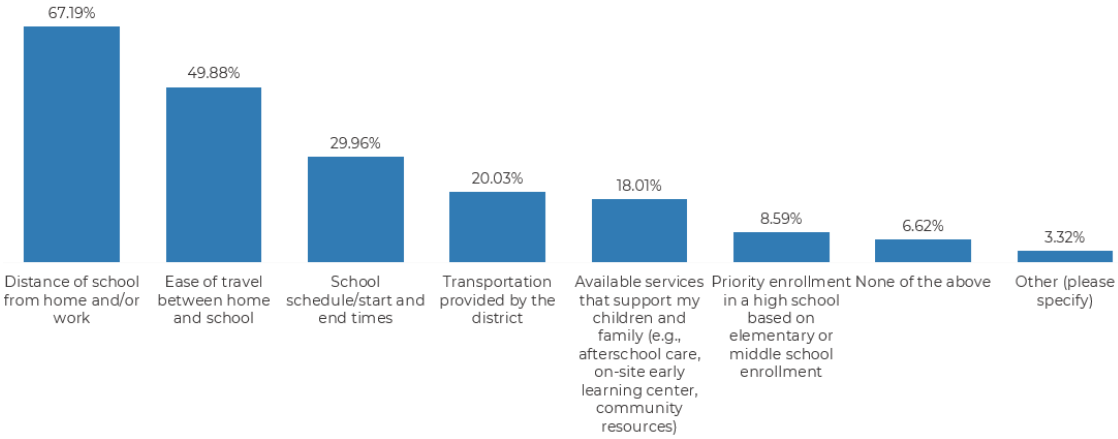
- In the survey, more than two-thirds of families identified the **distance of their child's school from their home or work** as a priority factor and nearly half prioritized the ease of travel between home and school (Figure 2-4). **Transportation provided by the district** was important to approximately one in five families in the survey with families who took the survey in a language other than English more likely to prioritize it than respondents overall (+26.5 percent). While rarely the primary deciding factor, focus group families shared that their school choices were often constrained by which schools were within **reasonable proximity** and if they were **convenient** to travel to, particularly if they were a one-parent household. Focus group families whose children attended their assigned neighborhood school identified transportation as influencing their enrollment decision. Some families who choice-enrolled their children in an option school shared that the school they

> "Ultimately, it was the location. The school was closest to us, even though it's not our home school. Our local school was probably 15 minutes away and this one is 5 minutes."
>
> *Family who choice-enrolled their child in a non-assigned neighborhood or option school*

chose was closer than the school their child was zoned for. Families also considered the **safety of the route between home and school**, and if their child would have to cross a busy intersection or drive on the highway.

- **School schedules**, including start and end times, were prioritized by approximately 30 percent of survey respondents. Start and end times were referenced only once in the focus groups by a parent who shared that once the schedules were more standardized, start and end times were no longer a logistical factor to consider, and she chose the best cultural fit for her child. Schedules, more generally, had some impact on focus group families' school enrollment decisions, particularly the **number of electives available** to students in their middle or high schools (e.g., if students can participate in two versus three electives or if their children can fit all the electives they prefer into their schedule). Schedules were a driving factor for families who provide home-based education whose children thrived with **more flexible learning routines**.
- In the survey, **available services** such as **afterschool care** or an **onsite early learning center** were important to 18 percent of families. Elementary school families were more likely to value additional services than survey respondents overall (+14.6 percent), reinforced by focus group families with elementary-aged students and families who primarily speak Spanish. Some families shared that they not only prioritized the services being offered by the school but confirmed before enrolling that there was availability for their child.

Figure 2-4: *When thinking about Logistics, which factors were the most important when deciding what schools your children would attend?*



Source: Fall Enrollment Survey, 2023

2.2 How do families define a quality school? What influences their perception of school quality?

In the fall enrollment survey, families were given the opportunity to describe in their own words, "Why did you select the schools your children are attending this year?" In the open-ended responses, many families said they wanted their child to go to a "good school." To better understand parents' perceptions and priorities in relation to school quality, focus groups were asked: "How do you define a good school? How do you know if a school is good?"

Families defined school quality by:

- **Supported and engaged staff and administration:** Families felt that when the staff is well supported by the administration, students are better supported as well. Families believed good schools have well-trained, highly engaged, and culturally competent staff who are reflective of the students they serve and have long tenures within the school. Parents also valued administrators who were accessible and responsive.
- **The school environment:** Families desired schools that were warm and welcoming where both students and parents felt included in the school community and students felt safe and supported by staff and administration. They desired a vibrant community where the staff greeted every parent and child by name and there was a general feeling of kindness and respect. Families shared the importance of the physical environment in addition to the culture and climate of the school, valuing well-kept facilities, outdoor spaces and playgrounds, small class sizes, and culturally diverse murals and signage.

> "As I was thinking about everything that makes a good school, I realized that it all came down to belonging. I am looking for an environment that is built for them and where they belong."
>
> *Elementary school parent*

- **Individualized instruction:** Families defined good schools as those that provide individualized instruction for their children tailored to their unique learning styles and educational needs. Parents favored a curriculum that could meet all students at their level and allow them to grow and progress at their own pace. They shared their interest in coursework that is experiential with practical, real-world applications that prepare students for success after high school and supports both academic and social-emotional development.

- **Resources:** Families desired schools with ample resources to provide high-quality programming, employ specialized staff (e.g., speech therapists), and maintain student-to-teacher ratios that allow for individualized attention and differentiated instruction.

> "If the staff have worked at a school for a long time, it's an indication that the culture is good and that they feel supported by the community and the administration."
>
> *8th grade parent*

- **Collaboration and engagement:** Parents desired opportunities for input and engagement in the school community and valued transparent, consistent communication from staff and administration. They believed good schools fostered collaboration and partnership between staff and families and opportunities to build relationships with other parents at the school. Relationships between parents and investment from community nonprofits and elected officials were perceived as markers of a quality school.
- **Safe and supportive:** Families defined good schools as those that create spaces where students feel physically safe and emotionally supported with safety protocols, secure facilities, inclusive cultures, and social-emotional curriculum.

When families were asked, how they assess those qualities in a school, they shared that they are influenced by:

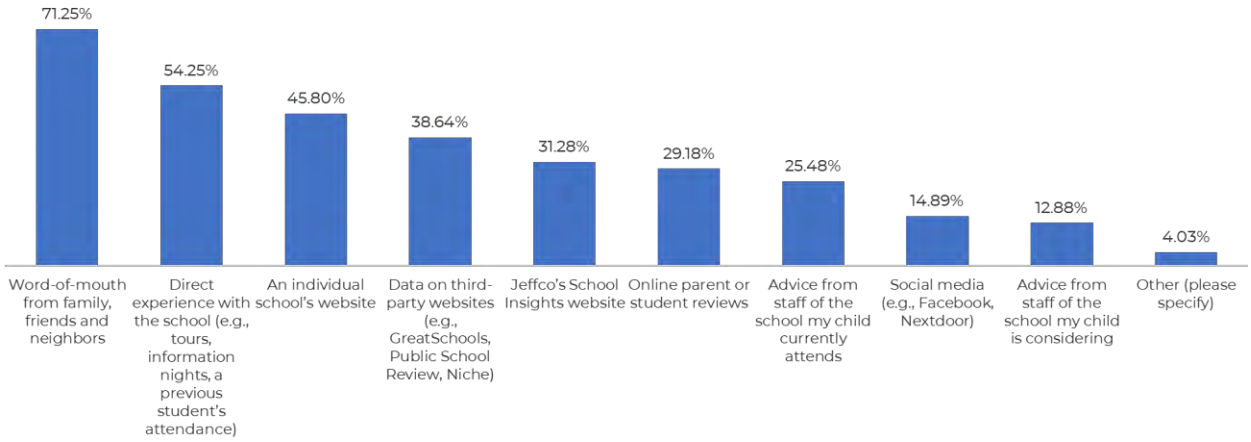
- **Direct observation:** Most families assessed school quality through direct engagement at a school, either through tours or information nights. Families preferred opportunities to observe classrooms during the school day to get the best sense of the school culture, classmates, and instruction.
- **Online and word-of-mouth reputation:** While families did seek out Jeffco's School Insights and third-party websites (e.g., GreatSchools.com) to view ratings and rankings, families acknowledged that test scores may be less of a reflection of a school's academic quality and more of a reflection of the affluence of the community. Families also sought input from other parents and school staff about

the schools' reputations through Nextdoor, Facebook groups, and word-of-mouth. As students entered middle and high school, families also factored in the perspectives and opinions of their children on the school's quality.

- **Parental involvement:** Parents looked for formal and informal opportunities to engage at the school (e.g., volunteering) and an active PTA, which signaled to families that a school had a strong community and access to resources.
- **Teacher retention:** Families looked to teacher tenure as a sign of a positive school culture and strong leadership. If teachers seemed happy and supported, families believed students would be as well.
- **School Communication:** Families looked for effective and proactive communication from schools during the exploration phase, such as the school's social media pages, websites, and newsletters as well as direct conversations with staff.

These influences closely mirror the sources of information families indicated they accessed to help them make school enrollment decisions in the survey. More than 70 percent relied on word of mouth from family members, friends, and neighbors, followed by 54.25 percent who had a direct experience with the school through tours, information nights, or a previous student's attendance at the school (Figure 2-5). Online sources were the next most popular information source, including the school's website, third-party websites such as GreatSchools.com, Jeffco's School Insights resource, and online parent or student reviews.

Figure 2-5: *Where do you get information to help you make decisions about school enrollment?*



Source: Fall Enrollment Survey, 2023

2.3 What factors into a family's enrollment decisions at grade-level transitions?

Intuitively, what matters most to families and their children may change as the child ages. To explore differences across grade levels, the survey data was analyzed by grade level (elementary, middle, and high school)[3], and we hosted focused groups with families at key transition points (families with students entering kindergarten, families with fifth grade students choosing a middle school, and families with eighth grade students choosing a high school.) The following subsection outlines key insights by grade level.

[3] Note: For simplicity, families were asked to take *one* survey for *all* students in their household. When disaggregating the data by grade level, many families had students spanning elementary, middle and/or high school. To glean discernable insights by grade level, the survey analysis in this section is based on elementary-only, middle school-only, and high school-only families, which significantly reduces the number of participants included at each grade level compared to the survey participation overall.

2.3.1 Elementary School

There were 6,643 survey respondents and 57 focus group families with at least one elementary school student.

Warm, welcoming environment

Elementary school families in the focus groups made decisions based on the feel of the schools, valuing environments that felt **warm, safe, and welcoming**. They prioritized supportive staff and the school's culture and values in decision-making.

Educational Approach

Families considered a school's educational approach as they selected an elementary school for their child, desiring **hands-on and play-based learning** with real-life applications. Three-fourths of focus group participants said they would change schools to access experiential or expeditionary learning experiences. In both the survey and the focus groups, elementary school families valued programming focused on **STEM, dual language, arts, and GT**.

Logistics

Logistics were very important for elementary families. In the survey, transportation was less important to families with children in early grades than families overall (-7.3 percent). Focus group participants shared this view, saying that they would "drive wherever they needed" to access the educational programming their children needed. One in three survey respondents with elementary school students prioritized the **availability of services** that support their children and family (+14.6 percent) compared to respondents overall. Focus group families named the availability of **before- and after-school care** a significant hurdle.

Support for the whole student

In the focus groups, elementary school parents overwhelmingly sought out programming and instruction that met the unique **academic needs** of their students as well as specialized support for the **"whole student,"** including social-emotional programming and trauma-informed curriculum.

Information Sources

To inform their school enrollment decision, elementary families in the survey were more likely than families overall to use Jeffco's School Insights website (+12 percent). Families may have been more likely to rely on **online or official school sources** if they did not have established networks of other school families. Some middle school parents explained as they reflected on their elementary decisions, "We just didn't know what we were doing when deciding on a first school for our first child."

2.3.2 Middle School

There were 3,327 survey respondents and 18 focus group families with at least one middle school student.

Word-of-mouth reputation

In the survey, a school's reputation was the most important factor influencing a middle school family's enrollment decision with more than 75 percent of families sharing they receive information from **word-of-mouth**. Focus group families who were selecting a middle school were also greatly influenced by word-of-mouth reputations. While academics were important, those families were focused on the **school community** and were more likely to choose a school with a reputation for being diverse, inclusive, and kind. The school's **social environment** mattered. Families considered where their child's friends would attend and whether their child would fit in with their classmates and prioritized maintaining community, staff and peer connections they had developed in elementary school.

Programming aligned to interests

In the survey, middle school families were more likely than families overall to say that **no additional programming was needed** (+10 percent); those that did desire more programming were interested in CTE. Middle school families in the focus groups actively sought programs that met their child's interests (e.g., band, theater, STEAM, NASA Hunch), including **virtual coursework** (e.g., Spanish, advanced math) that was not available at the school their child was enrolled in. They also valued **social-emotional learning** and a whole child approach with support and instruction that could meet students where they are no matter their level.

Continuity

Middle school families appreciated the opportunity for their children to continue to attend schools with peers from their elementary school so they could maintain a **connected school community** as well as **seamless transitions of programming** (e.g., orchestra, advanced STEM) from elementary to middle to high school. Feeder patterns (i.e., which high school students would be enrolled in based on their middle school) did not influence the choices of the focus group families with middle school children. In the survey, nearly 10 percent of middle school families indicated that feeder patterns were important.

More informed decision

Compared to choosing an elementary school, middle school families shared in the focus groups that they were **more informed** about the questions they should ask and better understood what was most important to them. Parents were more mindful of the **school's resources and funding** and the impact that those resources had on the priorities they cared about, including programming, student-to-teacher ratios, and support staff (e.g., assistant principals, and speech therapists). Their children were now old enough to play an active role in the selection of their middle school.

Proximity

Proximity factored into the options available to middle school families with some foregoing preferred schools because they were not able to provide or access **transportation** to an alternative option.

2.3.3 High School

There were 3,709 survey respondents and 13 focus group families with at least one high school student.

Culture

In the survey, high school parents felt school climate was a more important factor than school programming and design. This was supported by focus group families who prioritized **a school's community and culture**. Parents explained that culture could be influenced by principal engagement, staff tenure, and relationships with teachers. Families also indicated that athletics was a primary way students and parents could feel welcome and connected to a school.

College and career prep

In both the survey and the focus groups, programming that prepared students for **post-secondary education or careers** (CTE, AP, or Warren Tech) was most important to high school families. Similar to middle school families, high school families in the survey were more likely than families overall to say that **no additional programming was needed** (+10 percent); those that did desire more programming were interested in CTE.

Student influence

Focus group families shared that their **children had more input and influence** in their school choices as they approached high school, expressing preferences to attend school with friends or to participate in specific sports.

Practicality

While families strove to enroll their children in the school that best met their children's needs, interests, and priorities, logistics still factored into school enrollment, including **proximity and transportation**. In addition, where older children attended also sometimes influenced the school enrollment decisions for the younger children in the household because it was **more practical to have both children at the same school**. School feeder patterns (i.e., which high school students would be enrolled in based on their middle school) did not influence where the focus group families had enrolled their student for 6th – 8th grade.

Best fit for their child

A high school's overall reputation was less important to focus group families who named that while graduation rates or test scores influenced their perception of whether a school is "good," they felt the best school for their child was the one that **best fit their child's unique needs and interests**. In the survey, high school families were more likely to name their own experiences with a school as a factor that influenced their decision-making than families overall (+11.1 percent).

2.4 What draws families to attend their assigned neighborhood school?

While there were many common decision factors regardless of school type, subtle differences in priorities existed among families who enrolled in their assigned neighborhood school and those who chose other schools for their children.

Approximately 60 percent of Jeffco families attend their assigned neighborhood school, and more than 77 percent of families who took the fall enrollment survey considered sending their children to their assigned neighborhood school. Families with children who attend their assigned neighborhood school prioritized strong and supportive community ties within their neighborhood and schools. Proximity to their home or work and the convenience of shared pick-up and drop-off with neighbors were significant factors.

Key insights from families with children who attend their assigned neighborhood school:

Neighborhood Connections

In the survey, nearly 80 percent of families with children who attend their assigned neighborhood school said that it was important to them that their **children attend their local schools** and more than 56 percent said they **identify strongly with their neighborhood Jeffco high school** (e.g., "We live in the Pomona area; we are a Pomona Panthers family.") This was particularly true for some articulation areas across the district, including Chatfield, Columbine, Conifer, Evergreen, Golden, and Ralston Valley and for families who speak a primary language other than English at home.

Sense of Community

In the focus groups, families highly valued the **sense of community** that comes with neighborhood schools. This sense was often enhanced by **geographical proximity**, which not only **simplified logistics** like transportation and carpooling, but also **fostered a tighter-knit community** where families could engage more deeply and support one another. Families felt more connected when actively involved in **community-building activities**, and schools that encourage and facilitate family participation through events, PTAs, and social networking tended to foster a stronger communal bond.

Logistics

Logistics, including the **distance of the school from home or work**, significantly influenced decision-making for more than 70 percent of survey respondents. Focus group participants expanded on this, citing that attending their neighborhood school **eased daily commutes and schedules**, reduced the stress associated with transportation, and **increased the opportunities for students to engage in extracurricular** activities outside of school.

Diverse Learning Needs

Families whose children who attend their assigned neighborhood schools praised schools that were **inclusive and accommodated diverse learning needs**. They sought schools with the resources and capacity to provide gifted and talented students with **differentiated instruction** and a more **challenging curriculum** as well as robust special education programs that ensure students with unique learning needs receive appropriate and **accessible educational support**.

Safe and Supportive Environments

Parents prioritized schools that provided **physically safe** and **emotionally supportive** environments. Specifically, parents valued schools that implement **campus security measures**, communicate and train staff on safety protocols, and have **clear bullying prevention and response** measures. Focus group participants also discussed favoring schools with comprehensive counseling, mental health support and curriculum that balances **social-emotional learning** with academic rigor.

School Leadership and Staff

Strong administration and teachers were highly valued with more than two-thirds of survey respondents emphasizing **quality instruction** when considering a school's reputation. In the focus groups, families shared that the **relationships** that families and students have with school staff played a significant role in their feeling of **connection and belonging**. Warm and welcoming interactions with staff contributed significantly to a positive school environment. Parents also named a desire for **clear and consistent communication** from administration and staff.

2.5 What factors influence Jeffco families to choose a charter school, homeschool, or choice-enrolled school option?

Approximately 40 percent of Jeffco families choose a school other than their assigned neighborhood school for at least one of their children, including charter schools, option or magnet schools, and other traditional neighborhood schools. In addition, some families have opted to provide a home-based education for their children. Below outlines why families are opting for these choices:

2.5.1 Charter Schools

Approximately 11.5 percent of Jeffco's total enrollment attends charter schools. Families were drawn to charter schools primarily for their distinctive educational approaches and the autonomy these schools have over curriculum and school operations. This flexibility enabled charter schools to implement specific programs that catered to diverse learning styles, which appealed to families with children who might not thrive in traditional educational environments.

School Governance

Families who enroll their children in charter schools valued **direct involvement and influence** in their school's **governance and decision-making processes**. Parents in focus groups described having **greater access** to their schools' governing bodies and felt that charter school boards were more **connected to the families** they served and more **receptive to feedback**. They perceived charter schools as having **higher accountability** to parents and students and a **customer-service mindset**.

Connection and Belonging

Families felt that charter schools foster a strong sense of **connection and belonging** and offer **inclusive environments** for students who may have felt out of place in a traditional school. They believed that **parental involvement was higher** at charter schools because of the **tight-knit community** among families, or practices such as mandatory volunteer hours. Families with children in charter schools did not consider proximity crucial to fostering community. Logistical concerns and attending a school with family, friends, or neighbors were significantly less important to them (-25 percent) compared to survey respondents overall.

Curriculum and Educational Approach

Survey results indicated that **curriculum** and a **unique educational approach** were more important to families with children in charter schools (+15 percent). Focus group conversations reinforced this sentiment. Some families chose charter schools because they offered **specific educational designs** (e.g., Montessori or classical education) unavailable in traditional public schools. They expressed a strong preference for educational philosophies that emphasized **academic rigor, traditional values, and low-tech, hands-on learning**.

Flexibility vs. Structure

Families with children in charter schools sought **structured learning environments** balanced by the **flexibility to adapt to student needs**. On the structure side, they looked for classroom management practices and discipline and safety policies to ensure safe, effective learning environments. However, they desired **fluidity in classroom design, coursework, curriculum,** and **differentiation** to accommodate individualized learning plans. Some focus group families felt that charter schools were more responsive and able to provide accommodations for their children **with special needs or diverse learning styles** (e.g., tailoring the curriculum for a child with OCD) based on their **school and class sizes**. More than one-third of families with children in charter schools indicated that school size was important to them in the survey.

2.5.2 Homeschool

The primary motivator in families' decision to homeschool is a desire for personalized education plans, tailored support, and flexibility in schedules and learning environments to meet the special needs or specific learning preferences of their children.

Tailored Educational Approach

In the survey, parents who homeschool their children desired schools with a **unique educational approach** (+15.2 percent) more than survey respondents overall and prioritized **programming that supports their children's interests**, which was reinforced by the focus group conversations. Families explained that they chose home-based education to provide **individualized, tailored support** that best adapted to the unique learning or social-emotional needs of their children and accelerated their progress (e.g., catching their child up to grade level or challenging their gifted child). They valued **project-based and experiential learning** with real-life applications and opportunities to make learning **creative, fun, and tailored** to their child's interests (e.g., mechanics or cooking).

Enrichment Programs

Hope Academy enrichment programs provide families with **curriculum and resources** to support their students' growth as well as **extracurriculars** that supplement their home-based education and provide **opportunities to build relationships** with other students. Many families expressed that they **need external support** to meet their child's needs (e.g., advanced math curriculum, mental health), but did not know where to find it.

Flexibility

Learning environments and schedules also factored into many families' decisions to homeschool. Home-based families appreciated that learning times could be more **flexible** (e.g., students learning challenging subjects when they were most alert and prepared to engage.) Families also valued being able to **create spaces** that help their children to thrive (e.g., quieter rooms with fewer stimuli that allow their child to focus) and **avoid peer influences** that do not align with their values.

2.5.3 Choice-enrolled schools

Families choosing to enroll their children in schools other than their assigned school (including option schools or non-assigned neighborhood schools) strove to access specific programs that aligned with students' interests and valued the school's community, culture, and environment. Practical considerations such as transportation and proximity factored into their choice.

Unique Educational Approach

Families who choice-enrolled their children in an option or non-assigned neighborhood school were more likely to prioritize a school that offers a **unique educational approach** (+10.9 percent) compared to survey respondents overall. Parents sought schools that offered academic programming, athletics, and extracurriculars **aligned with their student's skills and interests** (e.g., robotics, aerospace, agriculture, baseball, and theater). They also valued learning opportunities with **practical, real-life applications** (e.g., Warren Tech and IB) that **prepared students for careers**.

Logistical Considerations

Practical considerations like **transportation, proximity, and scheduling** also significantly influenced what schools families chose. While transportation provided by the District mattered less to families who choice-enrolled their children in a non-assigned neighborhood or option school in the survey (-10.9 percent), focus group families shared that they had to **balance their desire to access specific programs with logistical constraints**. Other families chose the school simply because it was closer in proximity to their home or work than their assigned school.

Diverse School Environments

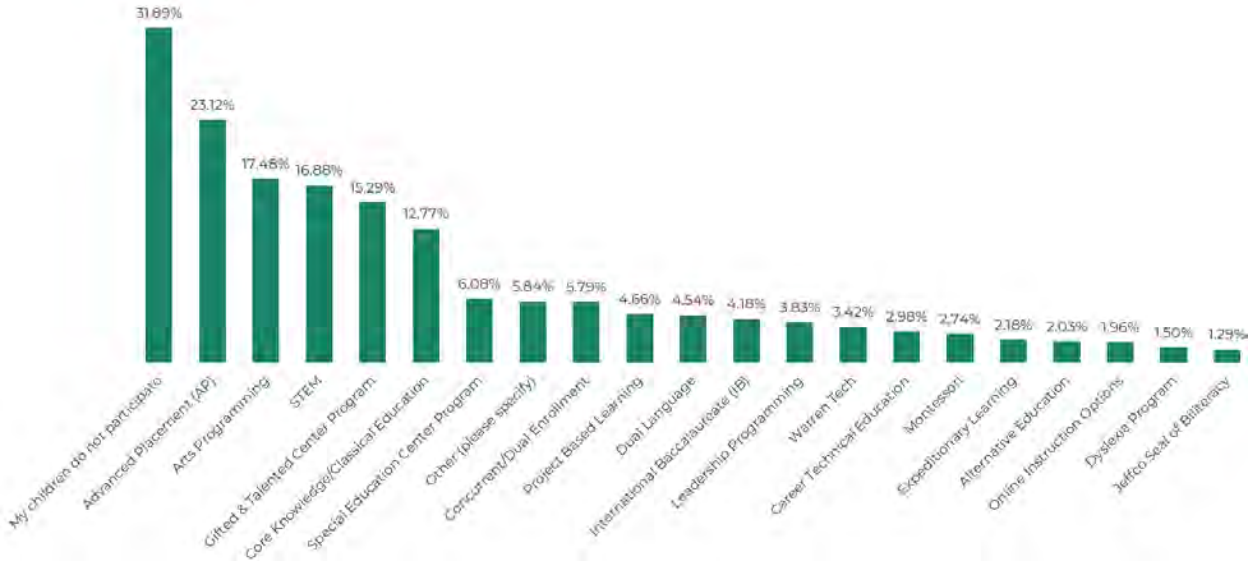
Families who choice-enrolled their children in a non-assigned neighborhood or option school valued **socioeconomically, culturally, and racially diverse environments** where their children would feel a sense of **belonging**. Some families changed schools multiple times to find **inclusive school communities** that were the right fit for their children. However, they felt that more diverse schools require additional resources to meet the unique needs of all students (e.g., to be able to provide both dual language and GT programming in the same school).

2.6 What programs and experiences do families seek for their children and why? What, if any, barriers prevent families from accessing their preferred programs?

In the survey, school design and programming was the highest-ranked factor influencing school enrollment decisions. Specifically, families prioritized programming that supports their children's academic needs and abilities (53 percent) and those that align with their child's interests (41 percent) as the top two considerations within that category. Twenty-seven percent of families indicated that they *always* consider programming when making their school enrollment decisions with 63 percent saying programming *sometimes* influences their choice.

In the survey, families were given a list of select special programs and self-reported the programs that their students were currently enrolled in. Just under one-third of families noted that their children did not participate in any of the listed programs. The top four programs survey respondents said their children *currently* participated in were AP (23 percent), arts (17 percent), STEM (17 percent), and GT Center programming (15 percent) (Figure 2-6).

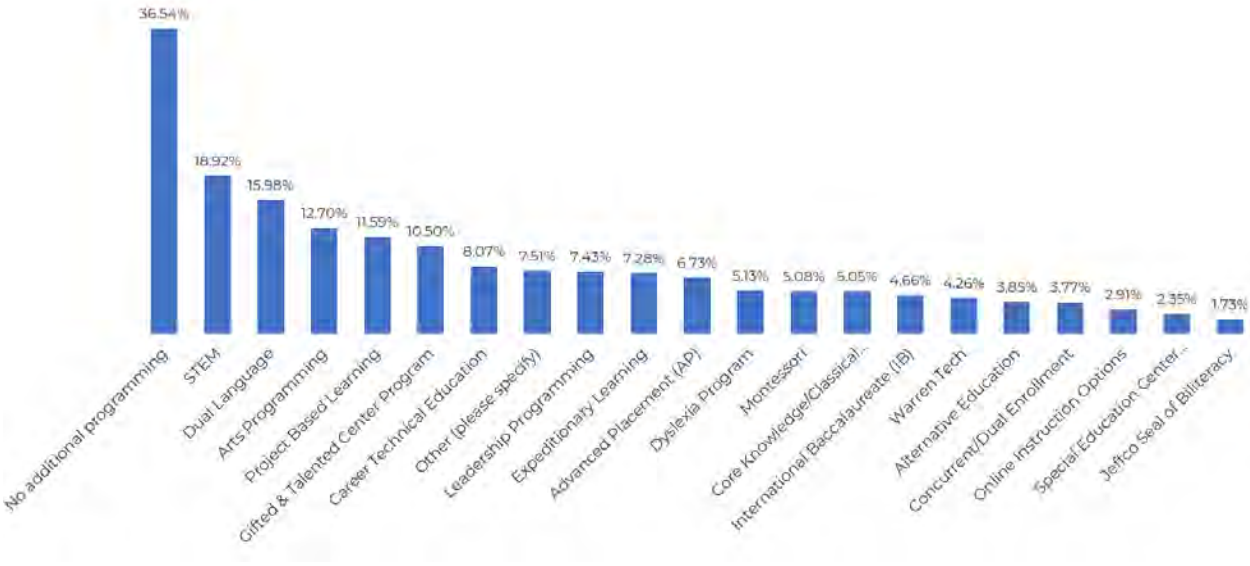
Figure 2-6: *What programs do your children currently participate in?*



Source: Fall Enrollment Survey, 2023

Families were also able to share what additional programs they desired in their children's schools. In the survey, 37 percent of families shared that no additional programming was needed. Among families who expressed a desire for more program options, STEM (19 percent) and dual language (16 percent) programming are the two most sought-after programs, followed by arts (13 percent), project-based learning (12 percent), GT (11 percent), and CTE (8 percent) (Figure 2-7).

Figure 2-7: *What additional programs do you wish were available in the schools your children attend?*



Source: Fall Enrollment Survey, 2023

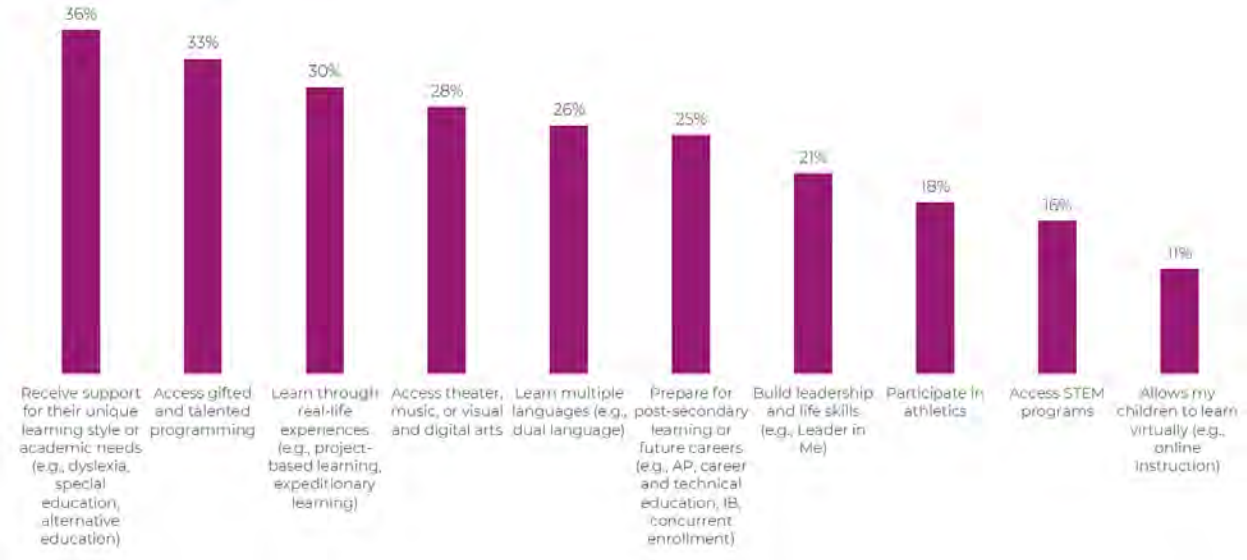
In the focus groups, families were asked how programming influenced their school enrollment decisions. Families responded to two polls that asked:

- *Have you ever selected or switched schools specifically to access any of the following programs?*
- *Would you consider changing schools so your child could access any of the following programs?*

The response options provided in the poll described what kinds of experiences families were seeking for their children rather than listing specific programs (e.g., "build leadership and life skills" rather than Leader in Me programming or "prepare for post-secondary learning or future careers" rather than AP or CTE programs). This was to be more inclusive of families who may not be familiar with specific programs because families hold an expansive view of programming that may include extracurriculars or instructional approaches embedded within classrooms.

Families indicated that they had previously selected or switched schools specifically to access opportunities to receive support for their child's unique learning style or academic needs (36 percent), access gifted and talented programming (33 percent), and learn through real-life experiences (30 percent), followed by approximately one fourth of families who chose a school based on its arts, world language, and post-secondary and career preparatory programming (Figure 2-8).

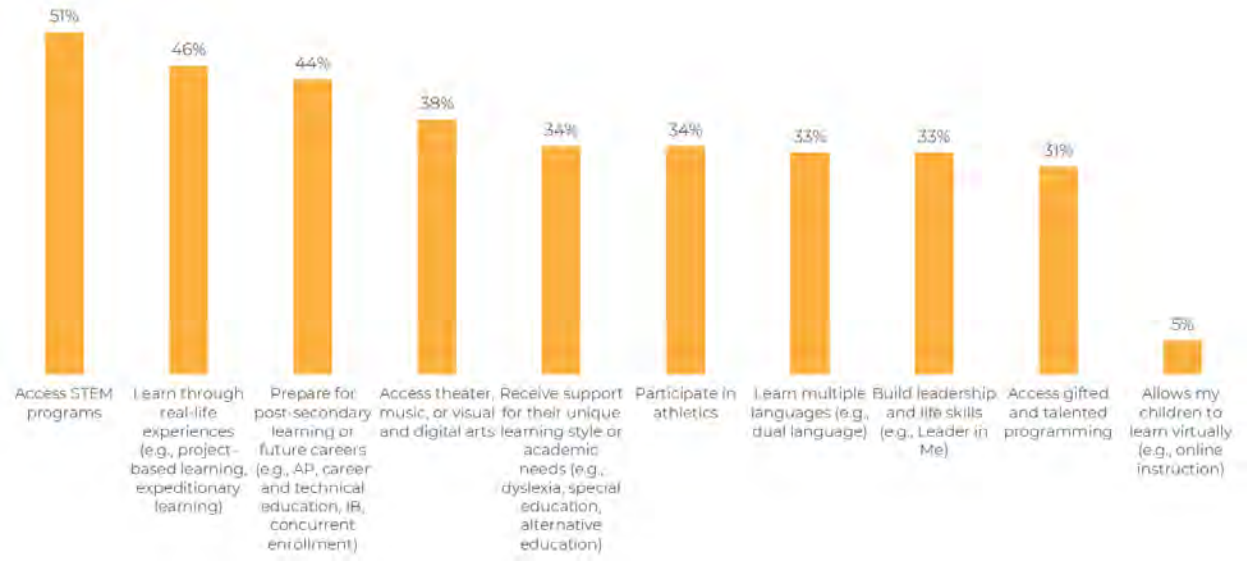
Figure 2-8: *I selected a school that provides my child with opportunities to:*



Source: Spring Focus Groups, 2024

Families shared that they would consider switching schools to access specific learning experiences, particularly opportunities to access STEM programs (51 percent), learn through real-life experiences (46 percent), prepare for post-secondary learning or future careers (44 percent), and access theater, music, or visual and digital arts (38 percent) (Figure 2-9).

Figure 2-9: *I would switch to a school that provides my child with opportunities to:*



Source: Spring Focus Groups, 2024

When asked about the importance of specific programming, families cited a variety of reasons:

- Families viewed **programs that meet their children's interests** (such as STEM, arts, or athletics) as important to allow their children to **express themselves** and **explore a variety of passions** at a formative age. They felt this programming kept their children **interested and engaged** in their education. As students discover new interests, **part-time programs** (e.g., Warren Tech) and **virtual offerings** provide the necessary **flexibility** to add, pivot, or enhance their coursework (e.g., enroll in a forensics class). Children's interests started influencing school enrollment decisions as early as middle school.

- Families were invested in **programs that developed skills** that would support their child's future success. In some cases, those were "hard" skills. Families with children in **dual language programming**, for example, shared that they believed their children being bilingual would make them more competitive in the future workforce while students engaged in **CTE or Warren Tech programming** are in coursework that is directly applicable to viable careers. In other instances, they looked to the "soft" skills that the programming helped to develop. Some families cited **extracurriculars** (e.g., clubs, sports, performing arts) as avenues to develop teamwork and leadership skills, to become more inclusive and empathetic and to form meaningful relationships with peers. Families shared that **dual language programming** helped their children build social and cultural competency and create authentic connections in their community.
- Families valued **social-emotional learning**, **trauma-informed curriculum**, and other "**whole child**" approaches that support their children's **holistic well-being**, not just academics.
- Families sought **experiential or project-based learning** because they sought hands-on, fun, and engaging ways of learning that had practical, real-life applications. This was particularly true for families who choice-enrolled their children in a non-assigned neighborhood or option school and families who provided home-based education for their children. They often viewed those learning principles as ones that should be **embedded into every classroom**, not only available through a separate program.
- GT, SPED, and 2E programming were seen as important to **meet students where they are** and **support their progression** (e.g., catching a student up to grade level or challenging an advanced student). However, many families – even those without a student who was officially designated or enrolled in GT, SPED or 2E programming – saw **differentiation and individualized instruction that adapted to their children's unique needs and abilities** as important.

- Some families found value in **virtual programming** because it enabled their child to **learn at their own pace** (e.g., mastery-based), provided their child with access to programming that was not available at the school they were enrolled in (e.g., advanced math coursework, Spanish), or allowed their child to participate in additional electives. Virtual classrooms also created learning environments that were **more inclusive or more flexible** and responsive to some students' needs.
- Some families who provided home-based education to their children benefited from HOPE Academy's **enrichment programs** which offered extracurricular experiences for students and provided families with resources and curriculum (e.g., how-to-videos and textbooks) and a **sense of community** with other families who provide home-based education.

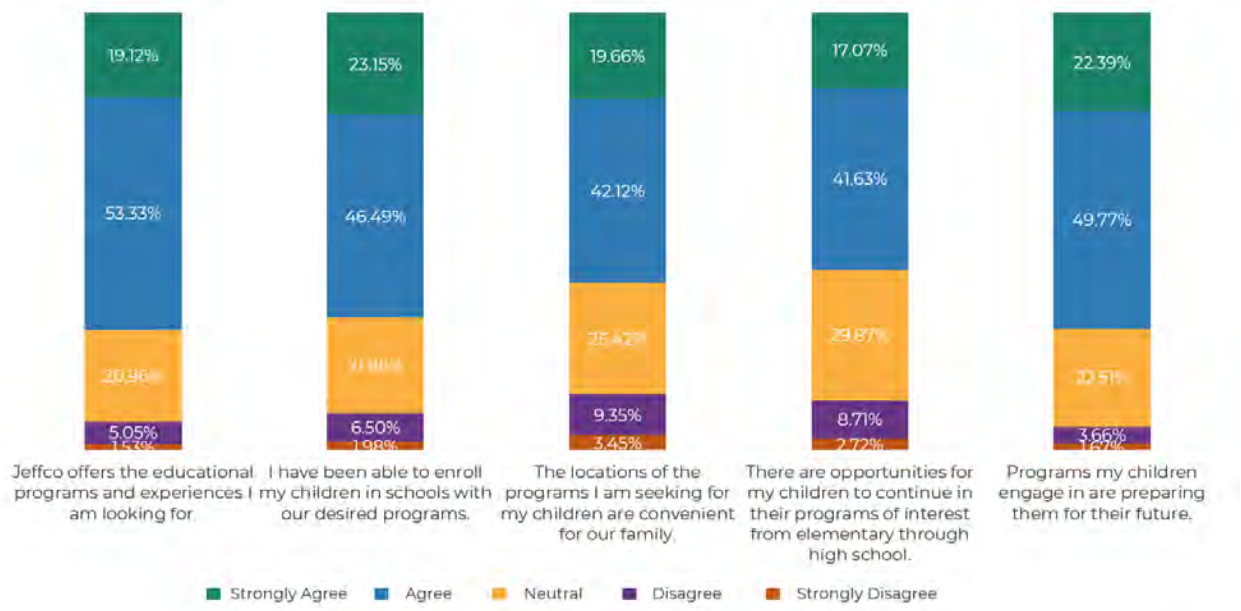
Notably, while *available* programming was one factor families valued in their school enrollment decisions, families prioritized programming they perceived to be high-quality and balanced the importance of programming with other considerations such as logistics or school climates.

2.6.1 Barriers to Accessing Programming

In the survey, families were asked about their perceptions of Jeffco's available programming and what barriers they experienced in accessing it.

Overarchingly, approximately 72 percent of families agreed that Jeffco offers the educational programs and experiences they are looking for and that those programs prepare their children for their future. A majority of families felt that they could enroll their students in schools with their desired programs, that the locations of programming were convenient for their family, and that they could continue their desired programs throughout their child's academic career (Figure 12).

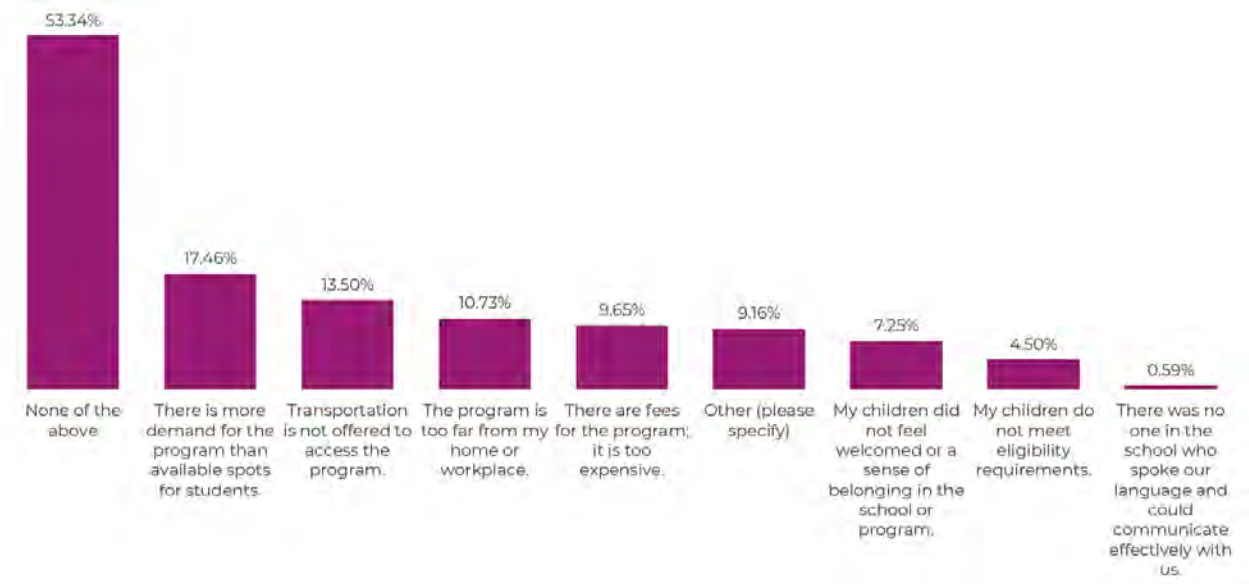
Figure 12: *Thinking about the programming available to your children in Jeffco, how much do you agree with the following statements?*



Source: Fall Enrollment Survey, 2023

The survey provided opportunities for families to share what barriers they experienced in accessing programming. Fifty-three percent of families expressed that they did not encounter any barriers. The most frequently identified barriers in the survey were the number of available seats in a program relative to demand (17.5 percent), a lack of transportation to the program (13.5 percent), and the distance of the program from the family's home or workplace (11 percent) (Figure 13).

Figure 13: *What barriers have you and your children experienced in accessing your desired programming?*



Source: Fall Enrollment Survey, 2023

In the focus groups, families expanded upon their perceptions of and ability to access programming across the district and identified the following challenges and concerns:

- **Quality and value:** Some families shared that it was difficult to discern the quality or benefits of programming as they researched school options, and some programs did not meet the student or parents' expectations once they were enrolled in them. Some families expressed that it was easier to see the value in programs such as CTE or AP that had relevance for the student's post-secondary or career goals than more general programs like STEM, which they also perceived as inconsistent in quality across schools. While GT was sought after, some families expressed that it had a word-of-mouth reputation of "just being more work" rather than authentic differentiation that advanced the student's progress.

- **Awareness:** Some families felt like they were unaware of the breadth of programming available in Jeffco. They shared that navigating what programs were available was challenging because they had to visit individual school websites or tours for information. Families who provide home-based education for their children expressed that they need external support to meet their child's needs (e.g., advanced math curriculum, mental health), but many did not know where to find those resources.
- **Tradeoffs:** Many families spoke of tradeoffs they had to make as it related to programming. For example, some families opted not to pursue GT programming because it would require them to switch schools in the middle of their child's elementary experience. Other families did not switch schools because it was logistically unfeasible, they did not want to disrupt peer or community connections, they did not see the value of GT programming, or they felt their child's current program of study (such as dual language programming) was more academically rigorous. Other families described situations where a program of interest was offered at a school, but once their child was enrolled, their schedule would not allow them to participate in that program (e.g., too few electives, advanced coursework prioritized over electives). They recognized that schools also must make tradeoffs in what they offer based on the resources available.
- **Availability:** Some families shared that although they identified programs they were interested in, they were unable to access them due to limited availability. They described asking school administration about programs listed on the school's website to understand both the school's capacity to provide these programs and the likelihood of their child being able to enroll in them.
- **Logistics:** While desired programming may be available in the district, families were constrained by its proximity to their home and whether it was logistically feasible or practical to provide transportation to the schools where it was offered.

- **Continuity:** Some families highly valued their children's ability to continue their programs of interest (e.g., NASA Hunch, orchestra) across grade levels and schools. Families with children in dual language programming found grade-level transitions challenging, particularly in deciding when to transition to a middle school (i.e., in 6th grade with a majority of their peers or in 7th grade once they have completed the dual language program at their elementary school) and in finding middle and high school programming that continued to advance their children's advanced Spanish language skills.

3. Closing

GBSM appreciates the opportunity to support Jeffco Public Schools to include family perspectives as they better understand long-term enrollment trends across the District. We are also grateful for the time Jeffco families took to share their insightful and valuable perspectives through the survey and focus groups.

Additional in-depth analysis of the feedback shared by families including family school enrollment preferences based on race and ethnicity, income, primary language, articulation area, school type, grade level and programming is available in the insights documents in Appendix 5.1 and 5.2 below. As district and school leaders consider potential additions or changes to school designs, programming, and other strategic decisions, we recommend further engagement and partnership with families and students to help shape the future of Jeffco.

4. Glossary of Commonly-Used Terms

2E	Twice Exceptional
AP	Advanced Placement
BIPOC	Black, Indigenous, and People of Color
Charter School	A publicly funded school operated by a group of parents, teachers, and community members
Choice-enrolled School	A school a family has choice-enrolled in that is not their assigned neighborhood school or a charter school; these include non-assigned neighborhood, option, and magnet schools
CTE	Career and Technical Education
ES	Elementary School
FLO	FLO Analytics
GBSM	GBSM, Inc.
GT	Gifted and Talented
Homeschool/Home-Based Education	Education of school-aged children at home; terms are used interchangeably
HS	High School
IB	International Baccalaureate
IEP	Individualized Educational Plan
Jeffco/The District	Jefferson County Public Schools
MS	Middle School
Neighborhood School	The school a child is assigned based on their home address
SPED	Special Education
STEM	Science, Technology, Engineering and Mathematics
Warren Tech	The designated Career and Technical (CTE) education center for Jeffco Public Schools

Jeffco Public Schools Boundary Study

2023 Enrollment Survey Summary

February 2024

JEFFCO 2025 THRIVES



Introduction

Jeffco Public Schools is conducting a boundary study to look at enrollment trends, school choices, and programs to find ways to operate more efficiently and provide equal, high-quality education throughout the district.

As an integral part of this initiative, the Jeffco School Enrollment Survey was designed to gather valuable insights from families regarding **what influenced their school enrollment decisions** and **the programming that is important to them** and their children.

The survey was comprised of four key sections:

- About your school
- About your enrollment decisions
- About school programming
- About your family

Survey overview

The Jeffco team collected **8,807 surveys** in digital and print formats from **October 10 to November 17, 2023**.

Outreach and promotion was conducted through:

- Districtwide and school emails, newsletters and social media
- Promotional flyers/QR codes
- Family Engagement Liaisons

The survey was available online and in print in four languages: **English**, **Russian, Spanish,** and **Vietnamese.** It was also available in print in Dari, French, and Simplified Chinese.





A note on statistical validity

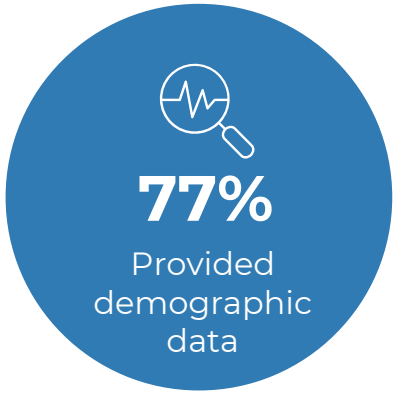
In surveying, the **Confidence Level** refers to the probability that your sample size accurately reflects the attitudes of your population. *The industry standard confidence level in surveying is 95%.*

The **Margin of Error** is the range in percentage that your population's responses may deviate from your sample. *The industry standard margin of error is 5%.*

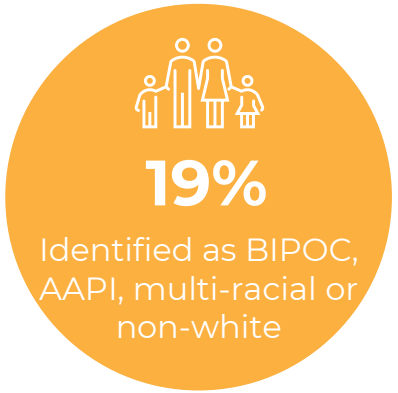
To achieve the industry standard 95% confidence level and 5% margin of error, the Jeffco team needed to collect 383 surveys based on the Jeffco Public Schools student population of 74,783.

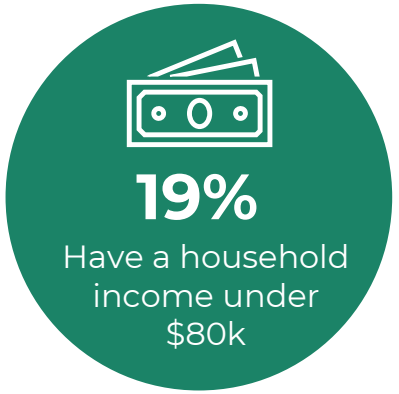
With a total of 8,807 surveys in this report, **these results exceed industry standard for statistical validity with a 99% Confidence Level and a 1.29% Margin of Error**.

Survey respondents at-a-glance





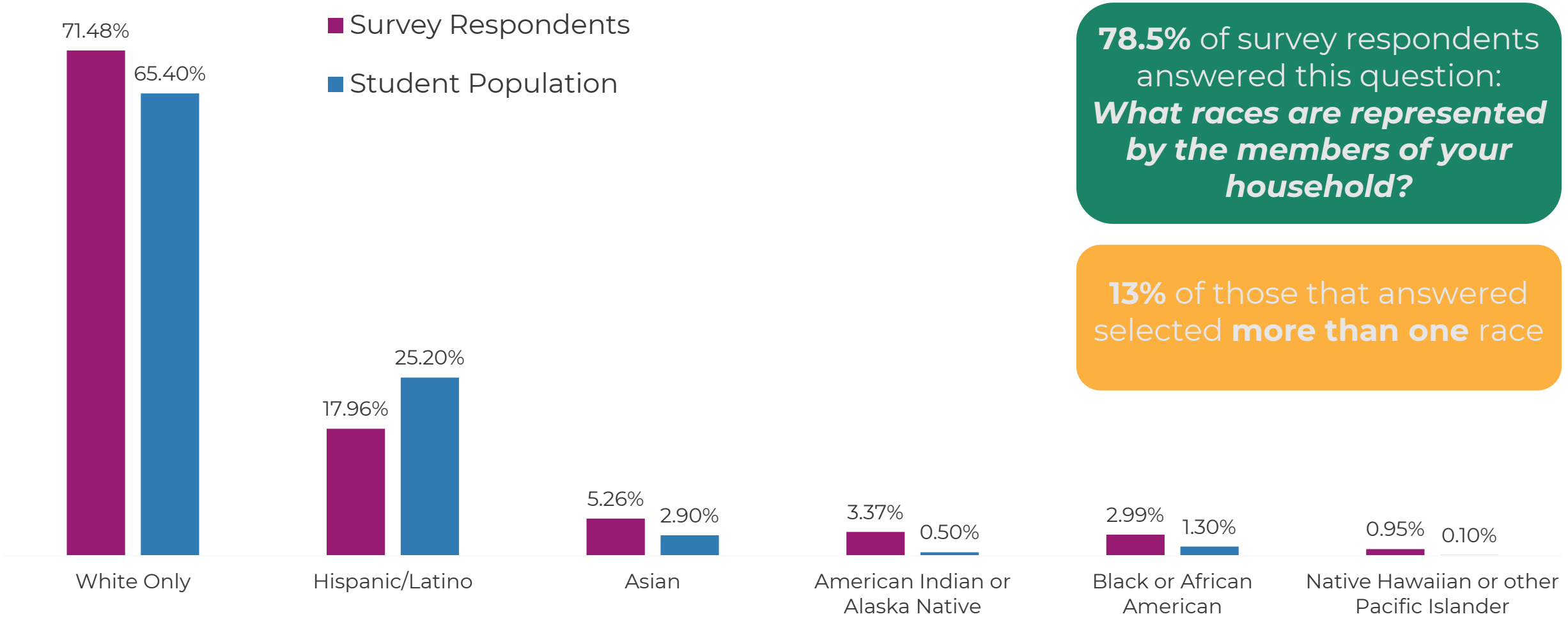




15,302
Jeffco students represented

20.5%
Of the student population

Household race/ethnicity

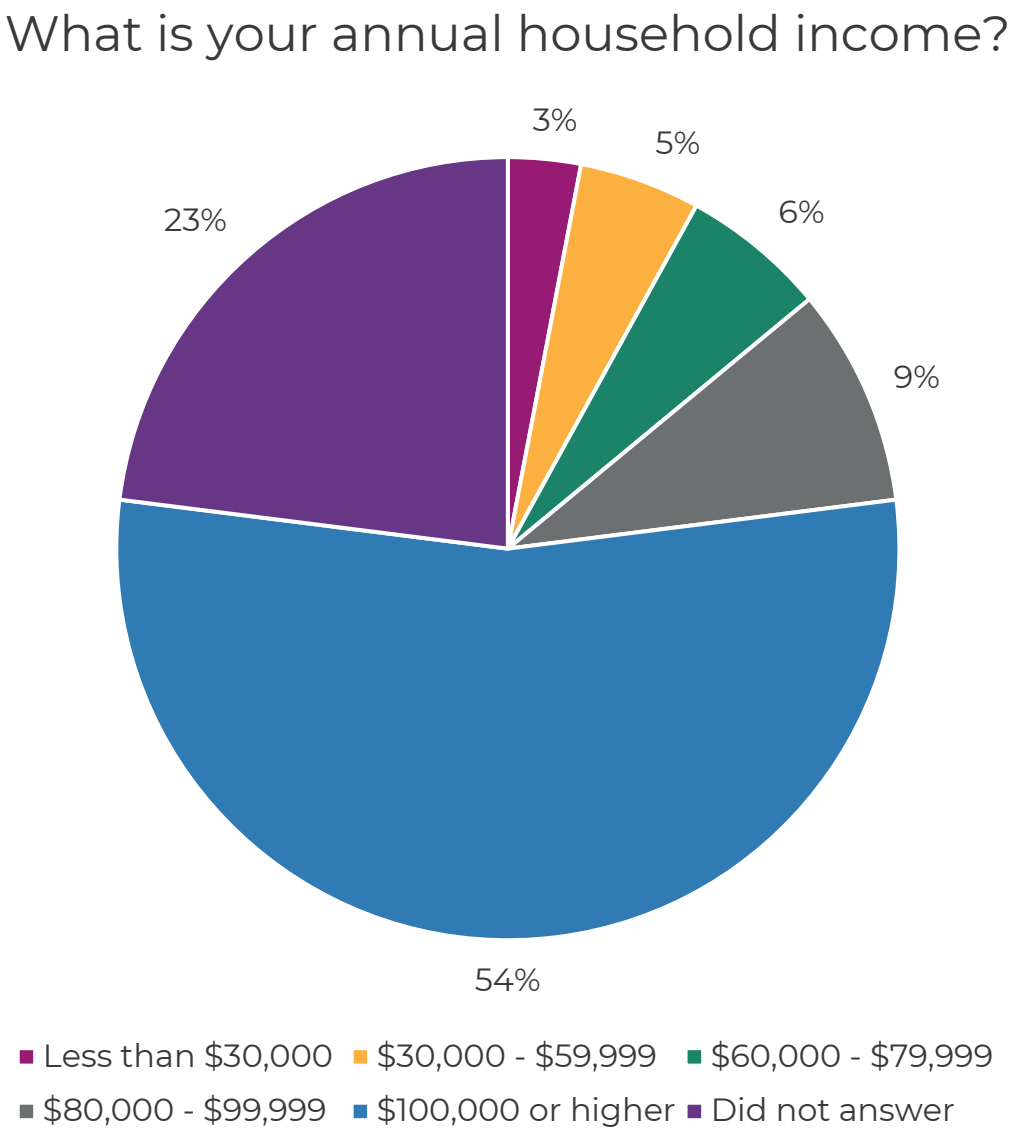


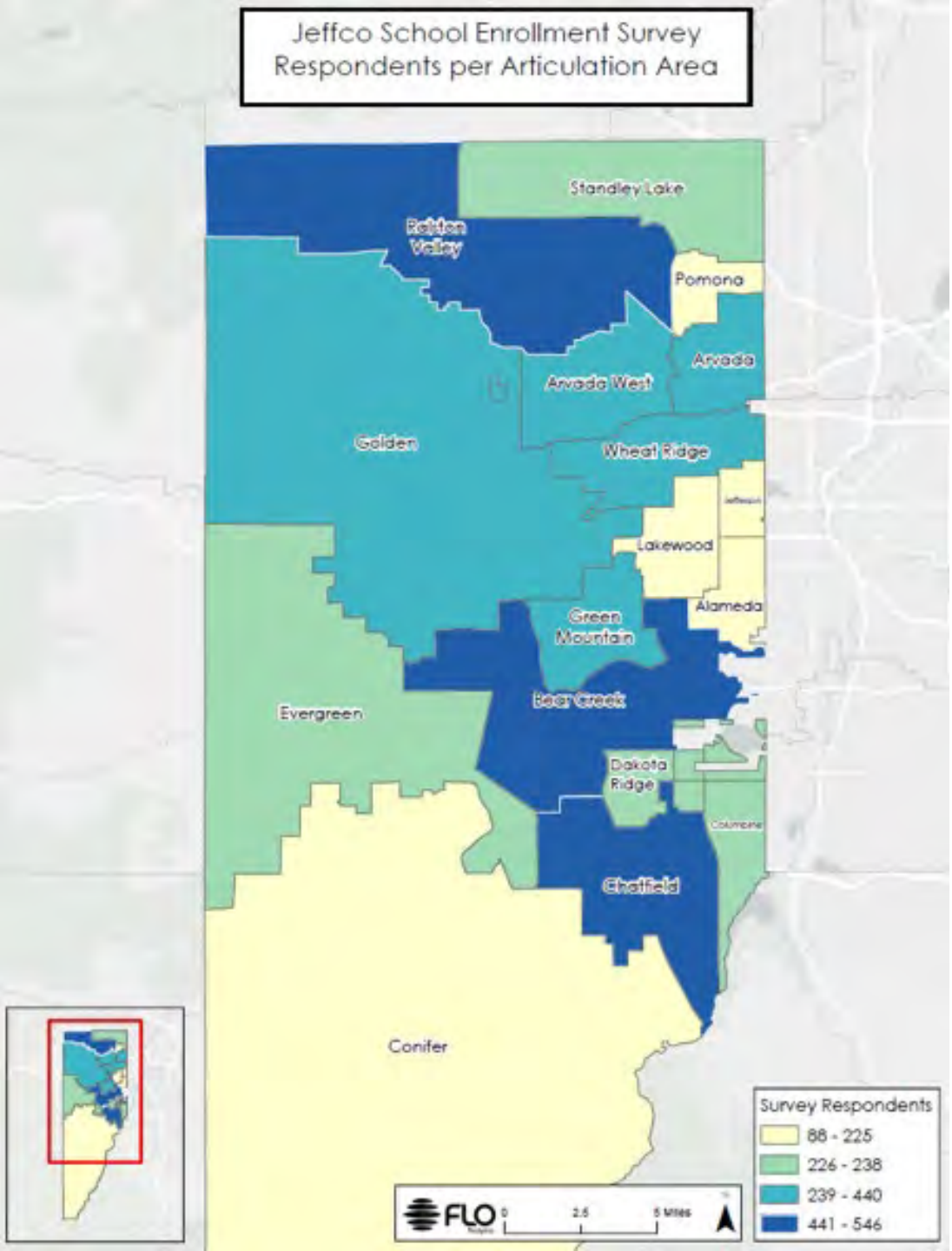
78.5% of survey respondents answered this question: ***What races are represented by the members of your household?***

13% of those that answered selected **more than one** race

Household income data

Jefferson County median household income (in 2022 dollars), 2018-2022: $103,167





Geographic Distribution

This heat map was created based on the 72.8% of respondents that provided their zip code, city, and/or street address



SURVEY RESULTS DRAFT SUMMARY

JEFFCO PUBLIC SCHOOLS

ABOUT YOUR SCHOOLS

KEY INSIGHTS

01. Students were evenly represented across grade levels

02. Just over **58%** of respondents have students that attend their assigned Jeffco school. This aligns with students across the District (approximately **60%**)

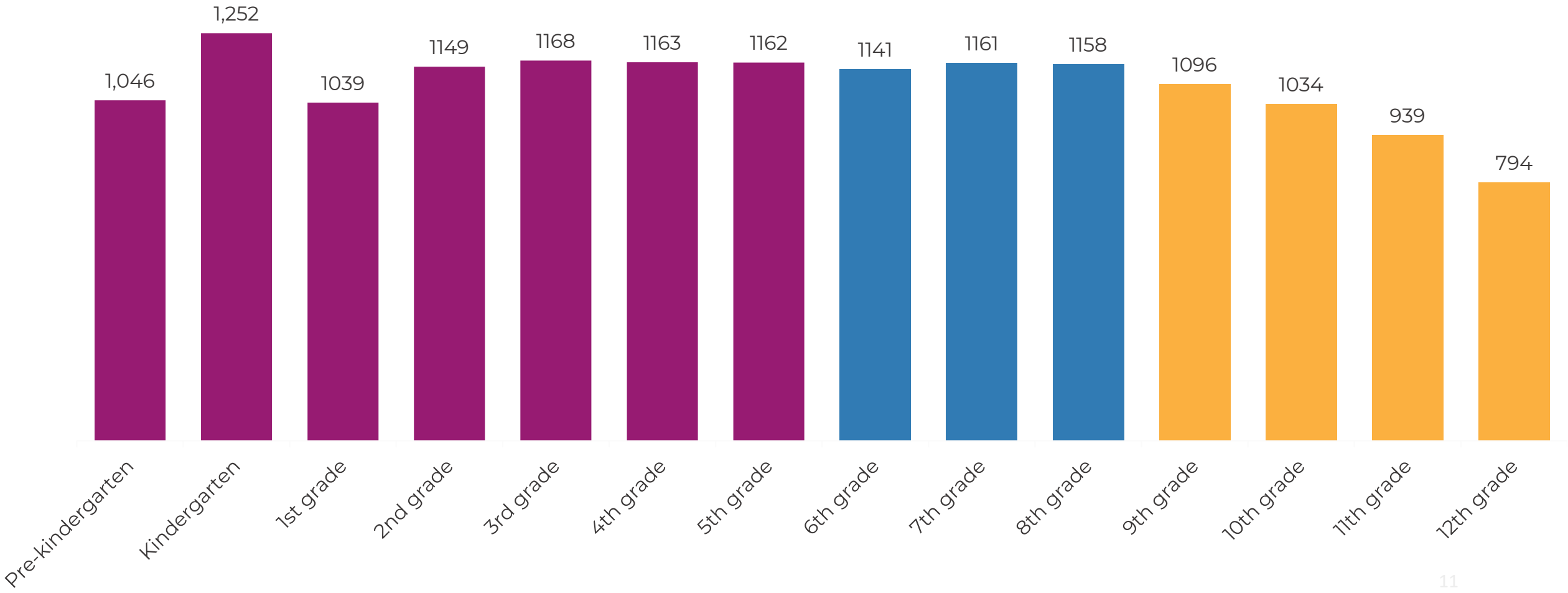
03. An additional **50%** of respondents have students in other Jeffco schools

04. Only **9%** of respondents have students in private, online, out-of-district, or alternative school options

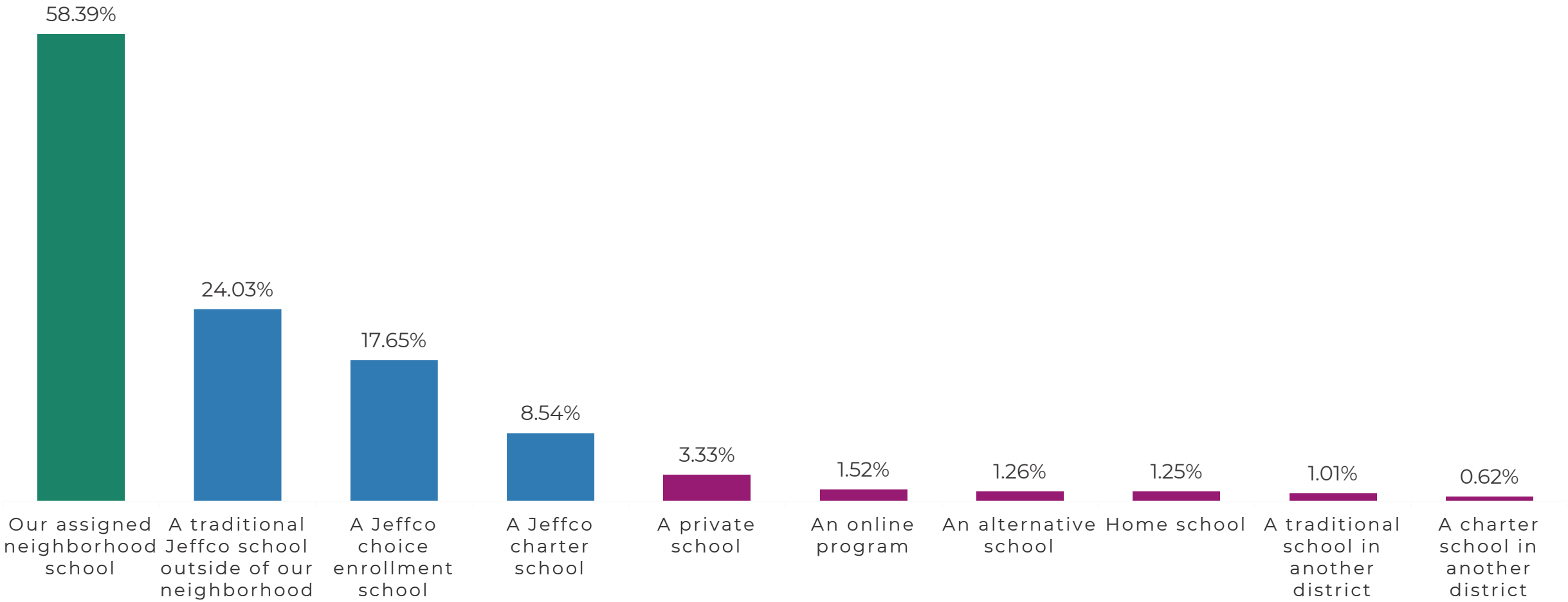
05. It is important to **59%** of parents/guardians that their children attend schools in their neighborhood

06. Just fewer than **40%** strongly identify with their neighborhood high school

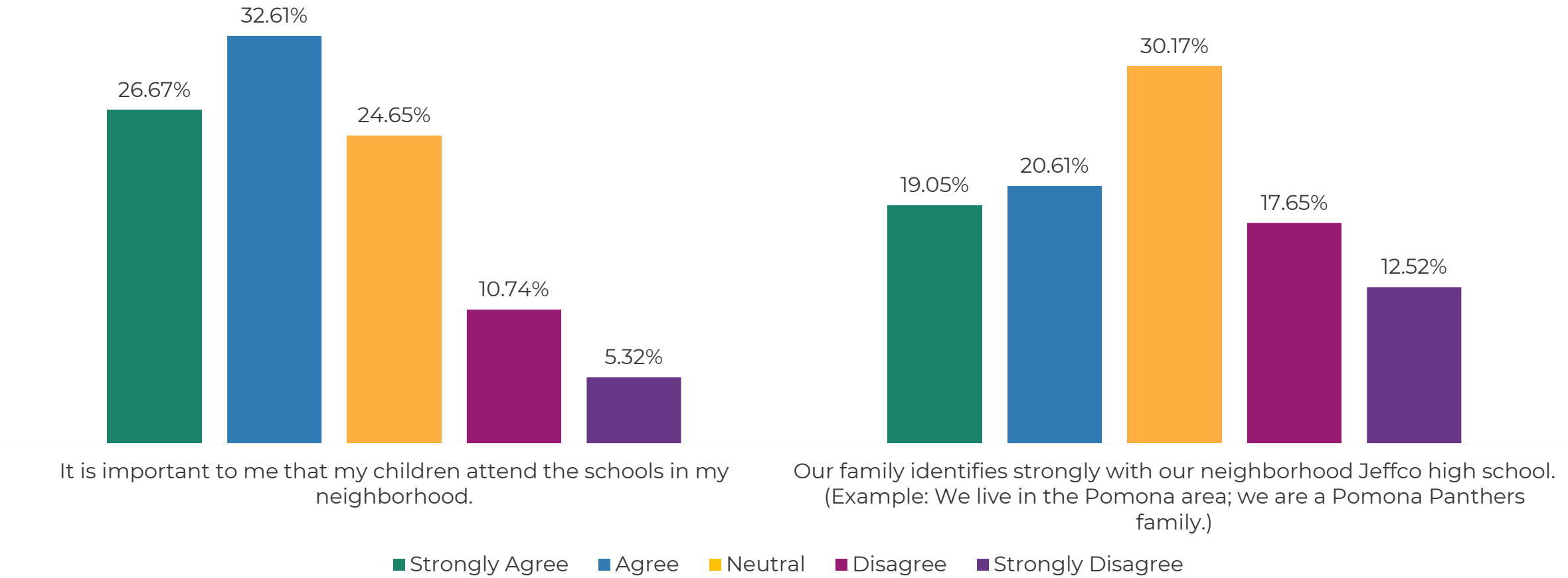
For the 2023-2024 school year, how many children in your household are in the following grades:



What type of schools do your children attend?



When you think about the schools your children would attend based on where you live, how much do you agree with the following statements:



ABOUT YOUR ENROLLMENT DECISIONS

KEY INSIGHTS

01. Most parents consider 1 - 2 school options for their children. More than **75%** consider their assigned school and **33%** consider charter school options

02. Respondents identified **School Design and Programming** as most important when choosing schools and **Logistics** least important

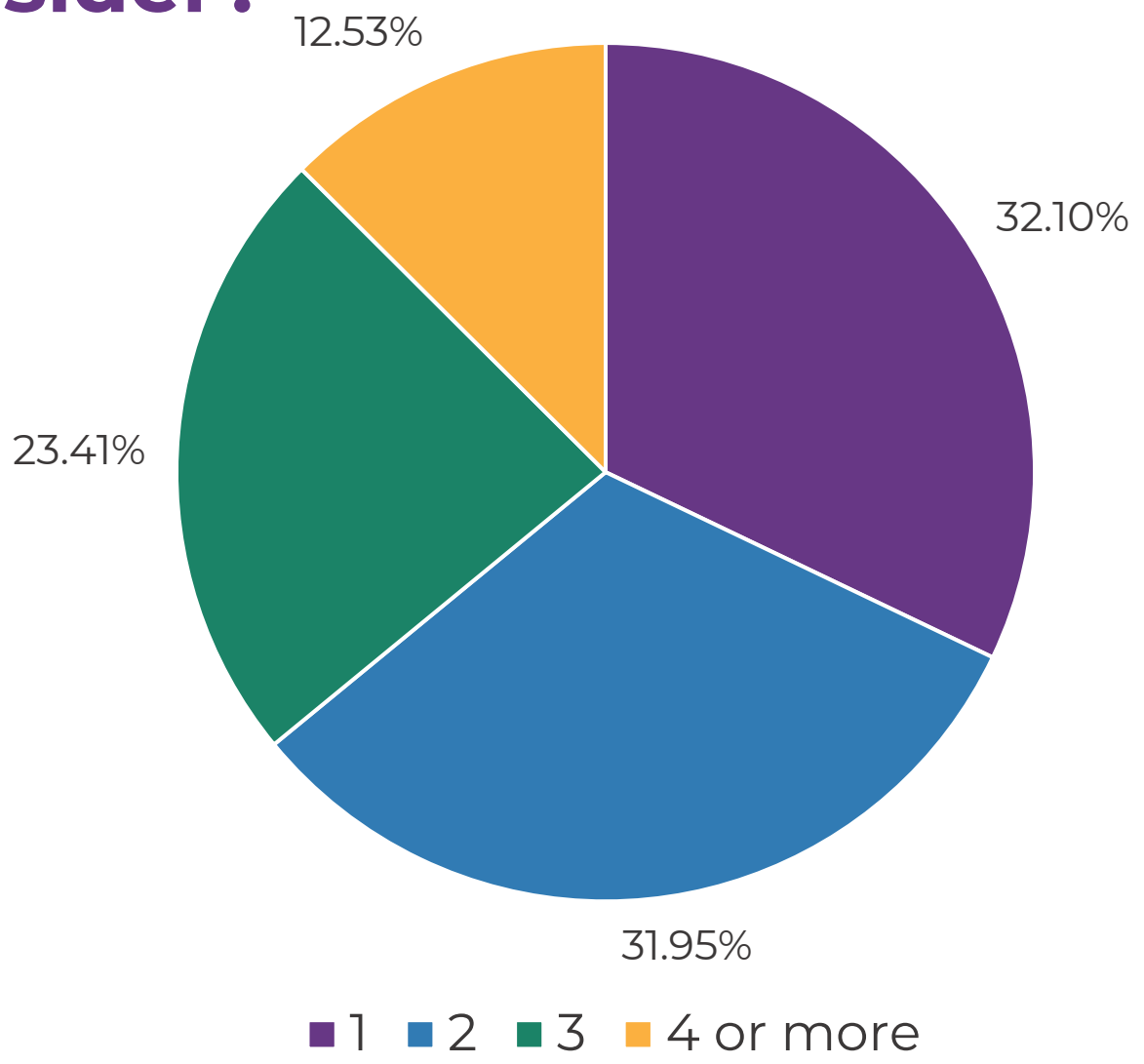
03. In **School Design and Programming**, programming that supports children's academic needs is one of the most important factors for **53.2%**

04. In **Logistics**, the distance of the school from home or work was one of the most important factors for **67.2%** of respondents. Transportation provided by the District was important for **20%**

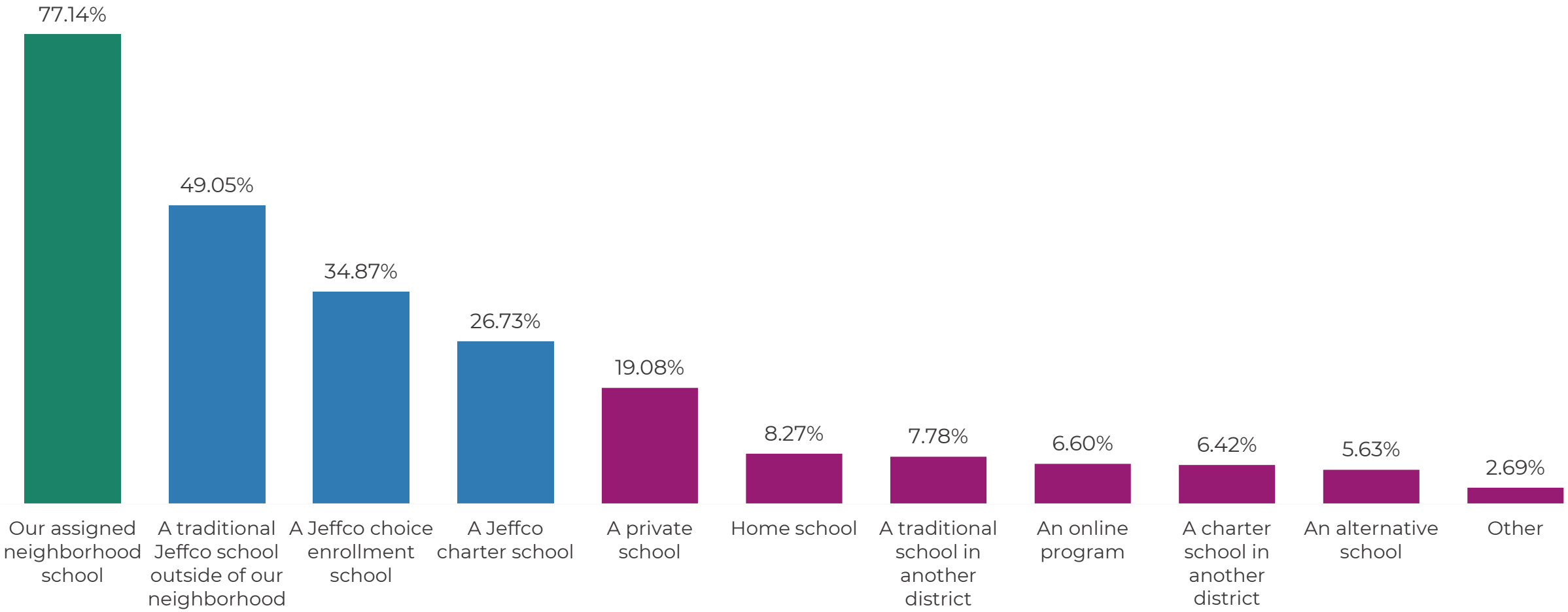
05. For **School Climate**, **56.4%** of respondents felt a feeling of connection or belonging within the school community was one of the most important factors to them

06. Quality instruction was important to **66.2%** of families when thinking about **School Reputation**

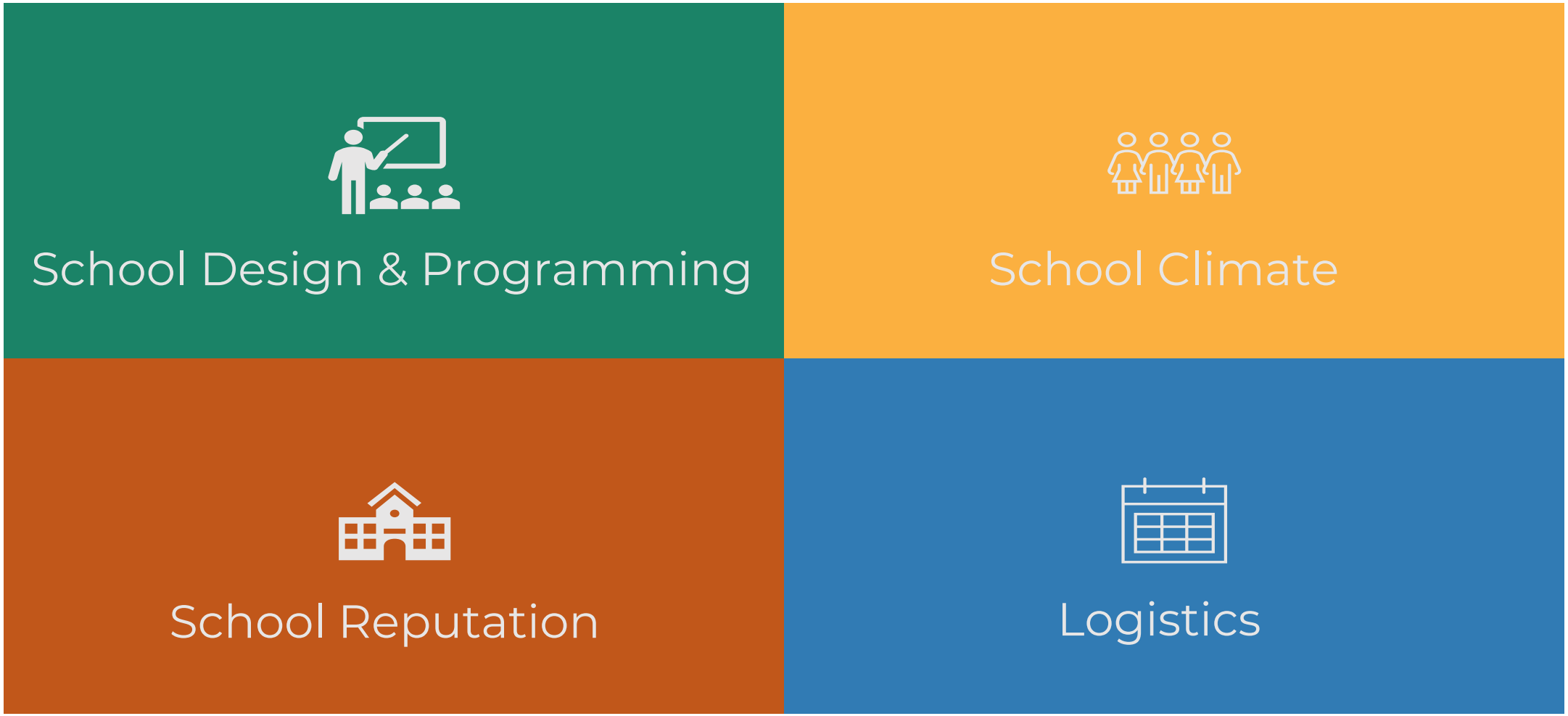
The last time you selected a new school for your children, approximately how many school options did you consider?



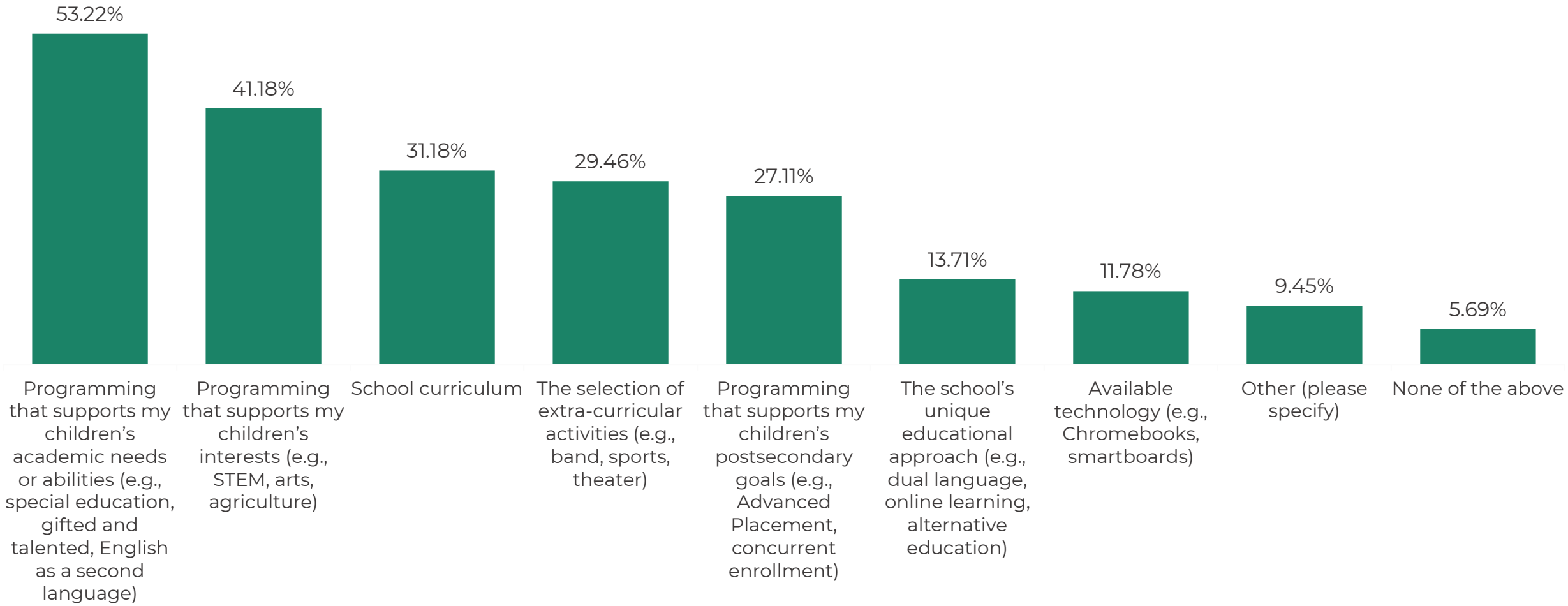
What types of schools have you considered for your children?



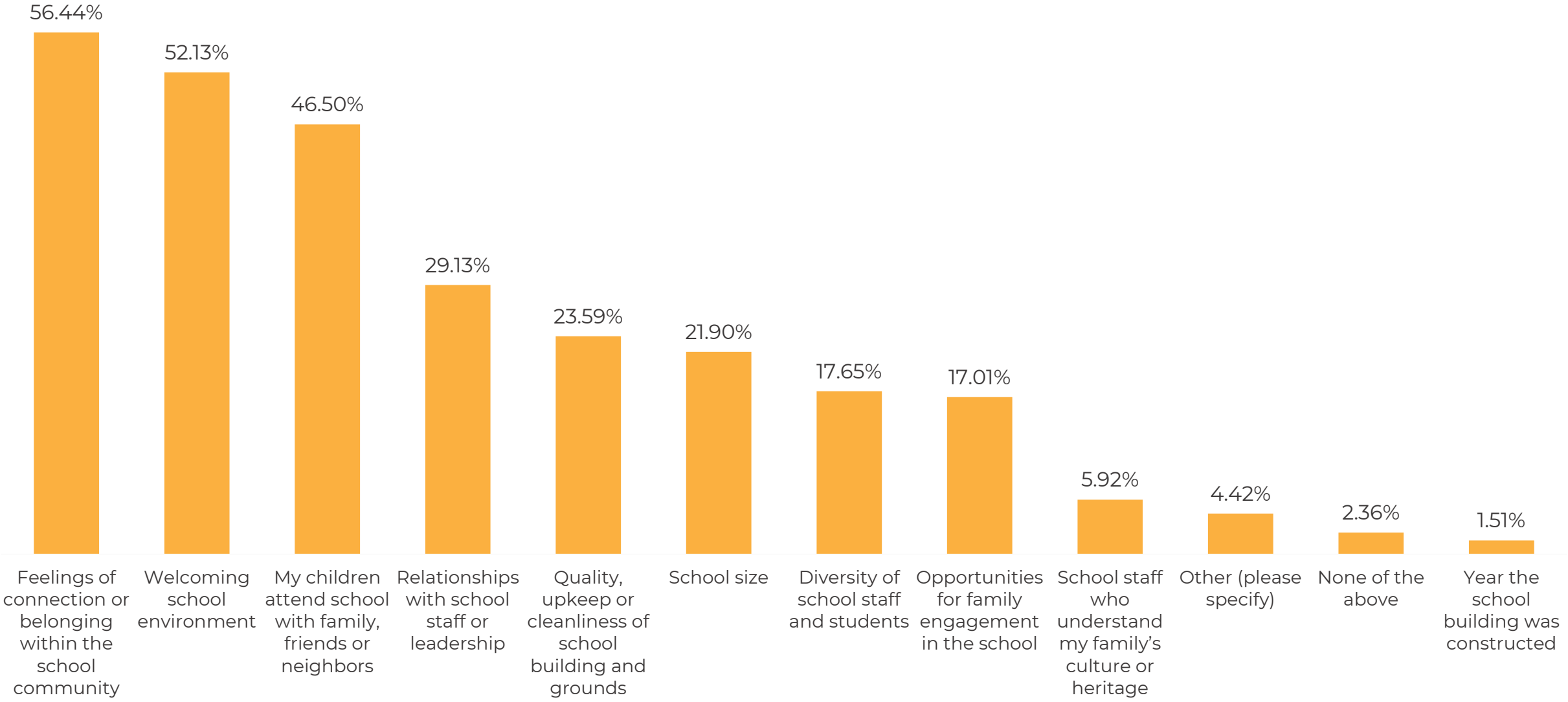
Families shared insights on four key elements that often influence enrollment choices



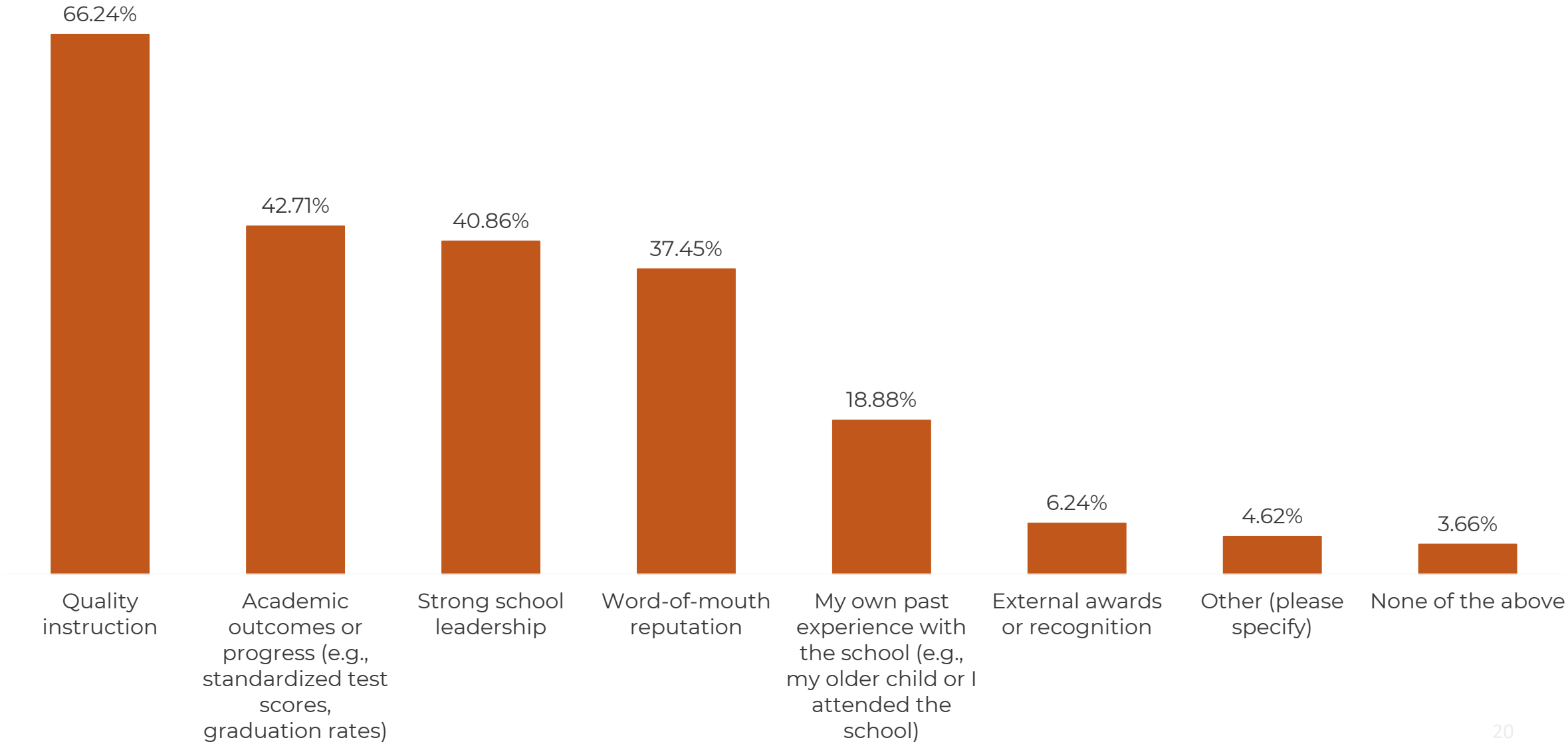
When thinking about School Design and Programming, which factors were most important when deciding what schools your children would attend?



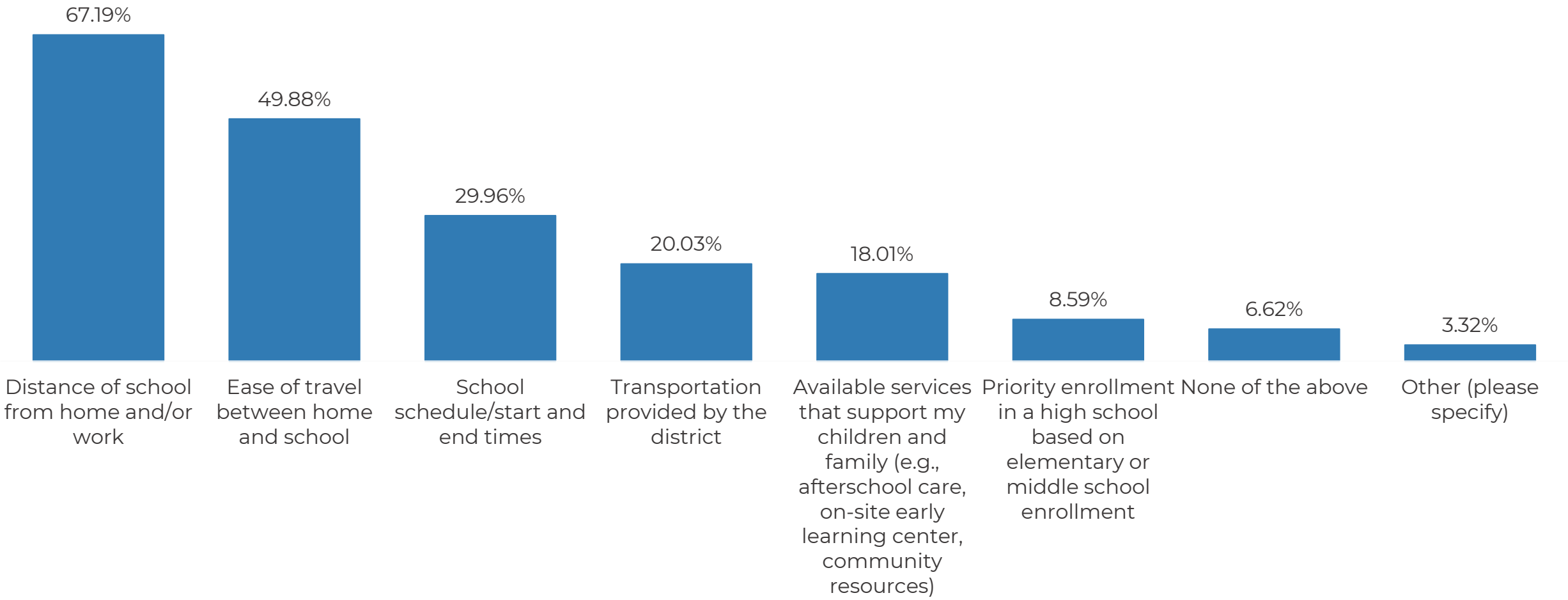
When thinking about School Climate, which factors were the most important when deciding what schools your children would attend?



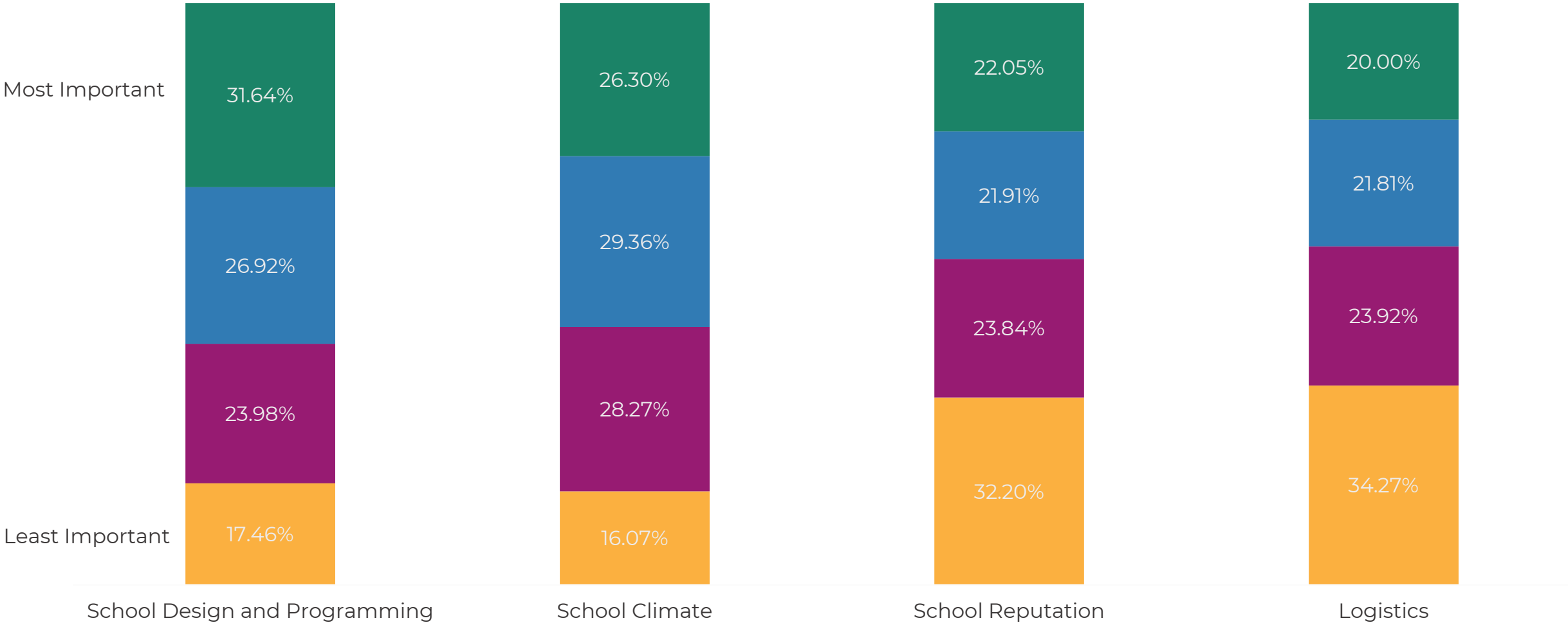
When thinking about School Reputation, which factors were the most important when deciding what schools your children would attend?



When thinking about Logistics, which factors were the most important when deciding what schools your children would attend?



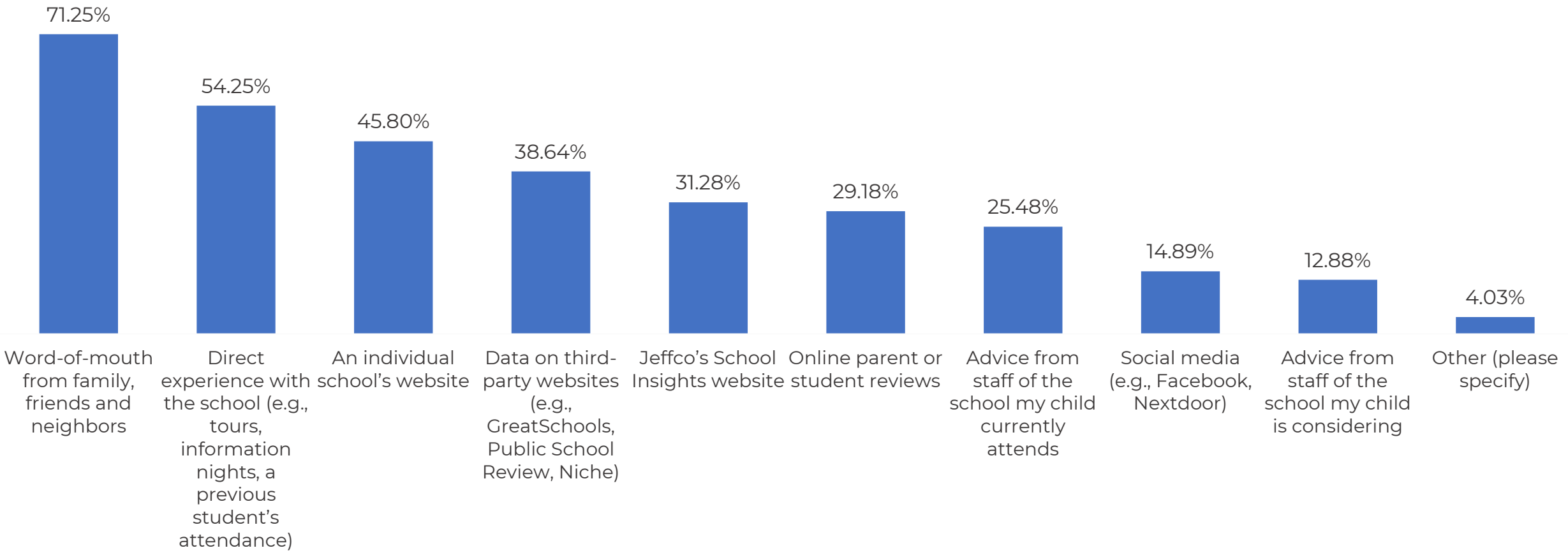
How important were each of these categories when deciding what schools your children should attend?



Ranked from 1 (most important) to 4 (least important)

1 2 3 4

Where do you get information to help you make decisions about school enrollment?



ABOUT SCHOOL PROGRAMMING

KEY INSIGHTS

01. **72.5%** of families agree that Jeffco offers the educational programs and experiences they are looking for

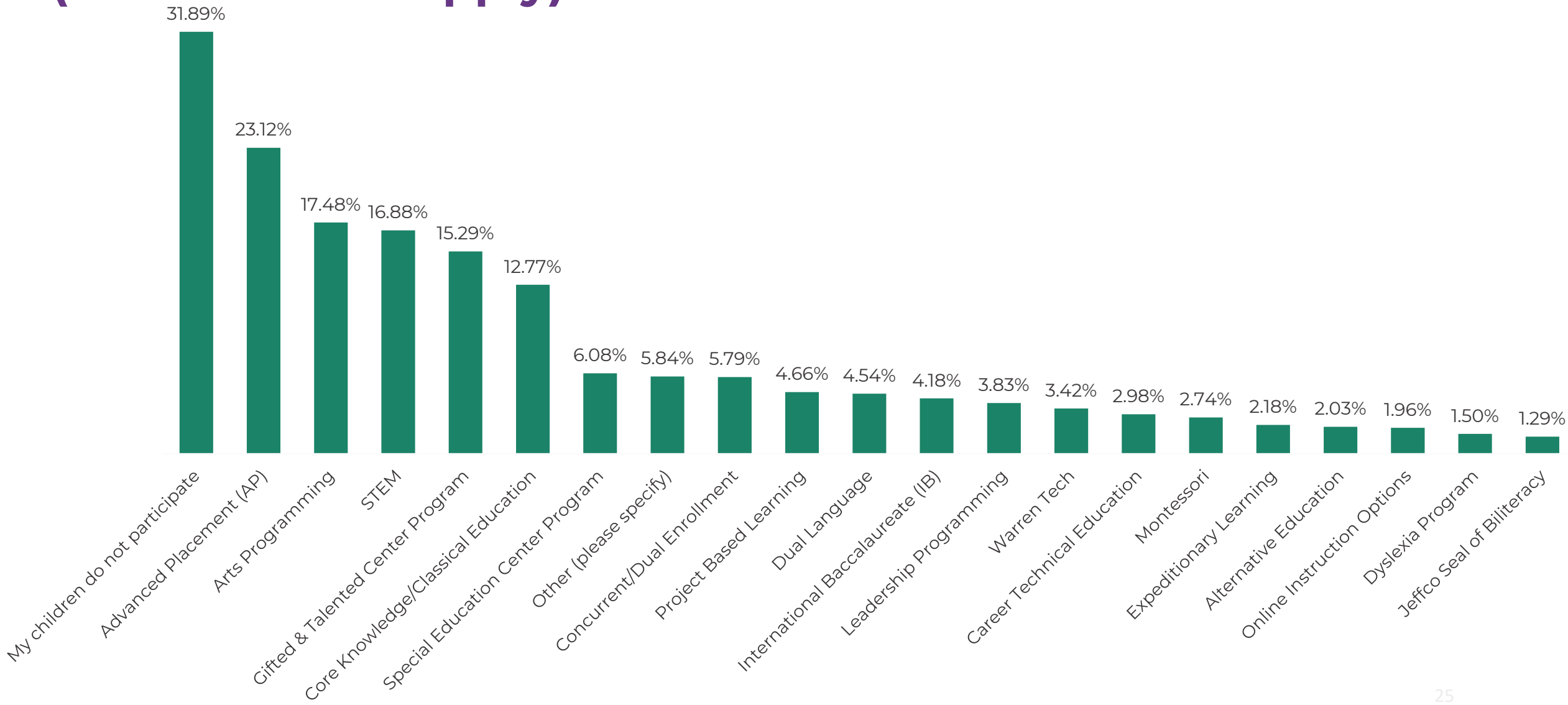
02. Almost **one-third** of students do not currently participate in any of the identified programs

03. Among families who expressed desire for more program options, **STEM (19%)** and **Dual Language (16%)** programming are the two most sought-after programs

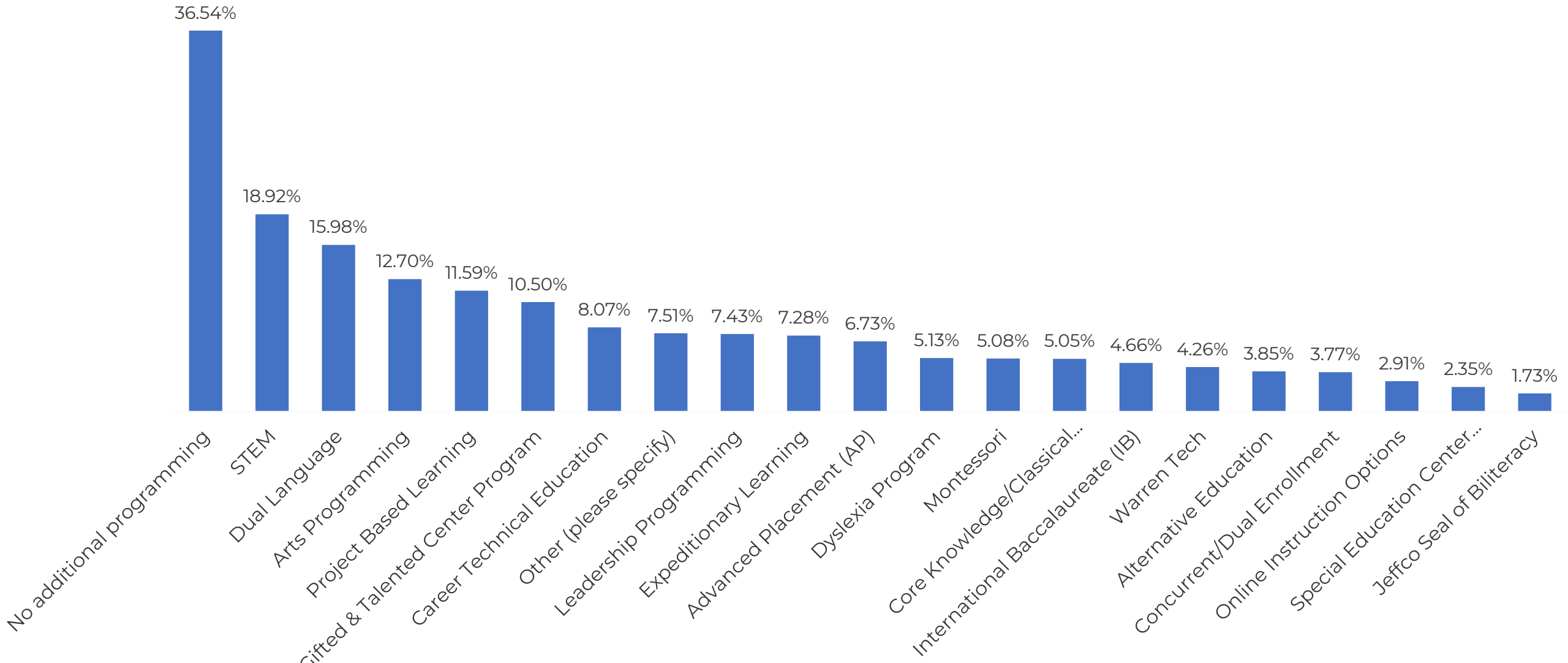
04. More than **53%** of respondents said there were no barriers in accessing desired programming

05. Among families who identified programming barriers, **17.5%** of families believe there are not enough available spots and about **13%** believe program locations are inconvenient for them

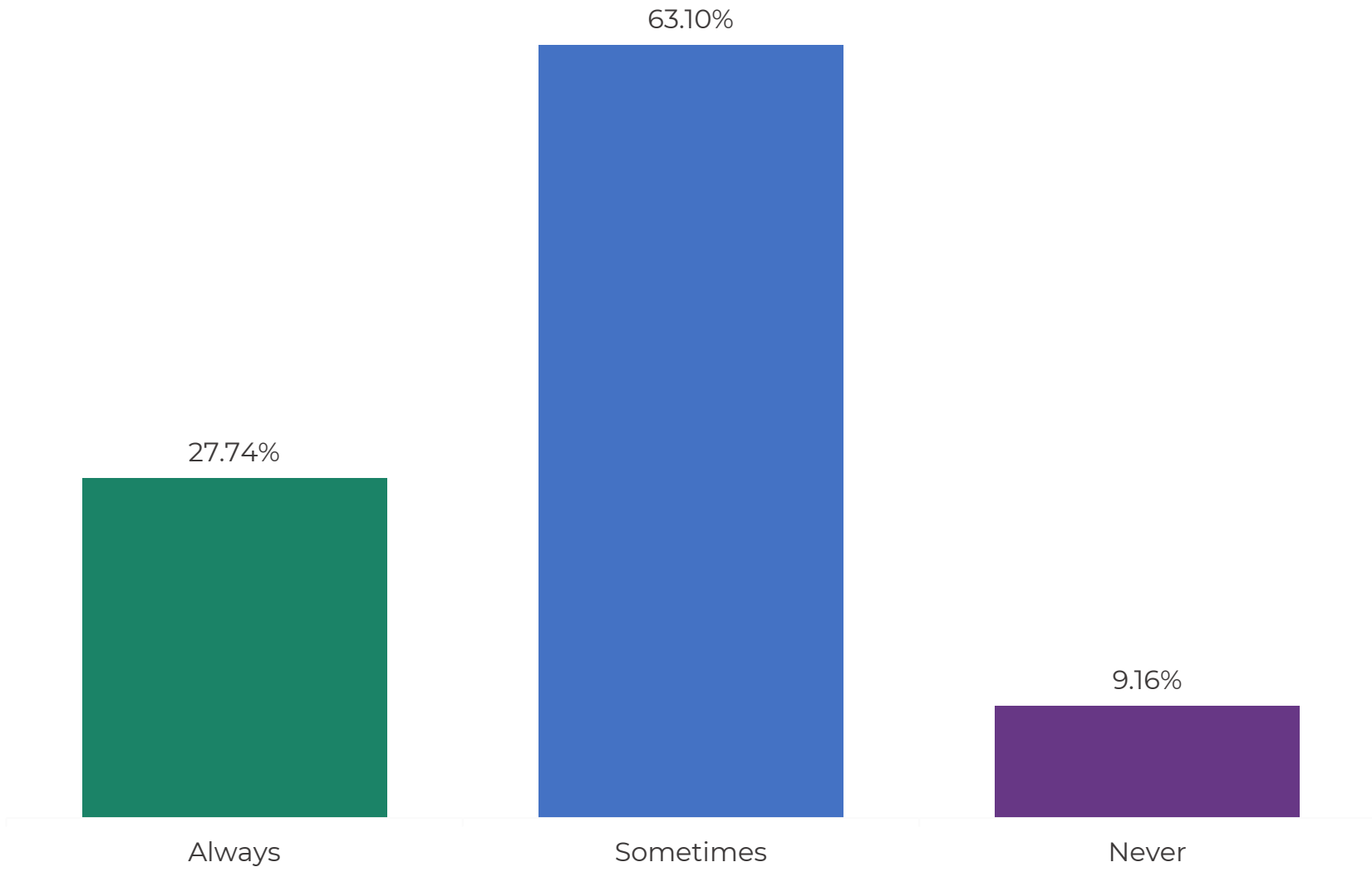
What programs do your children currently participate in? (Select all that apply)



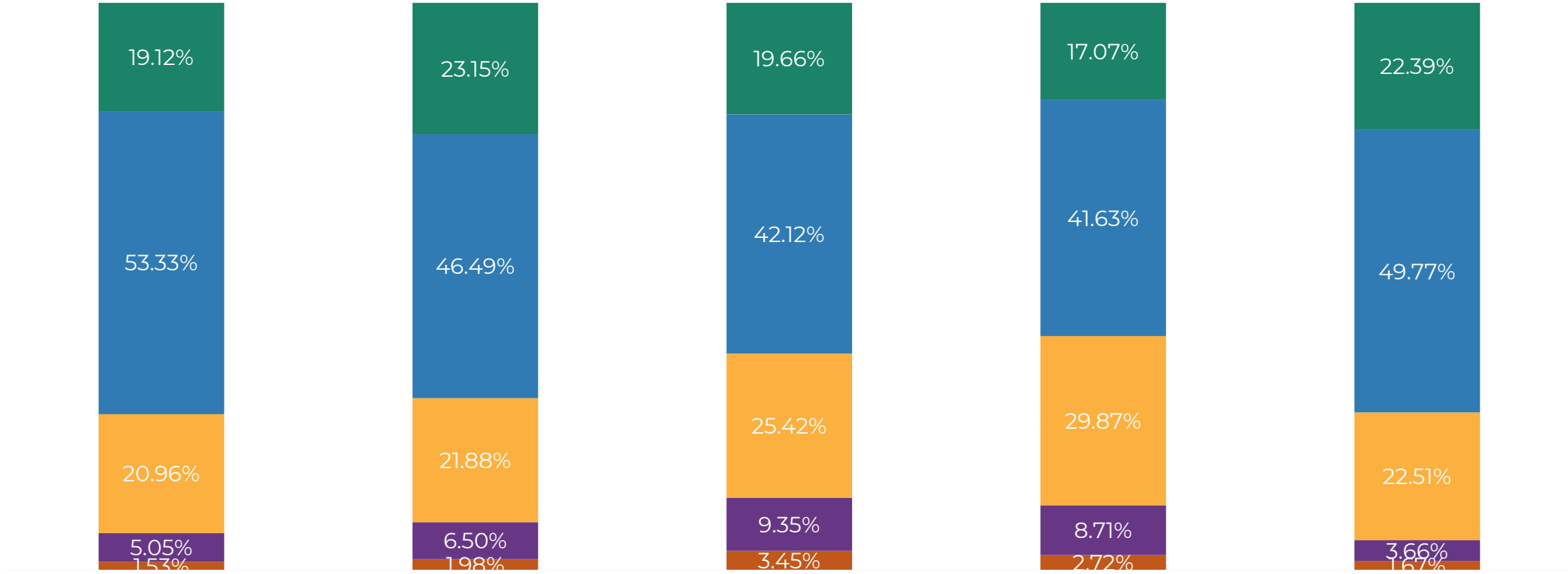
What additional programs do you wish were available in the schools your children attend? (Select all that apply)



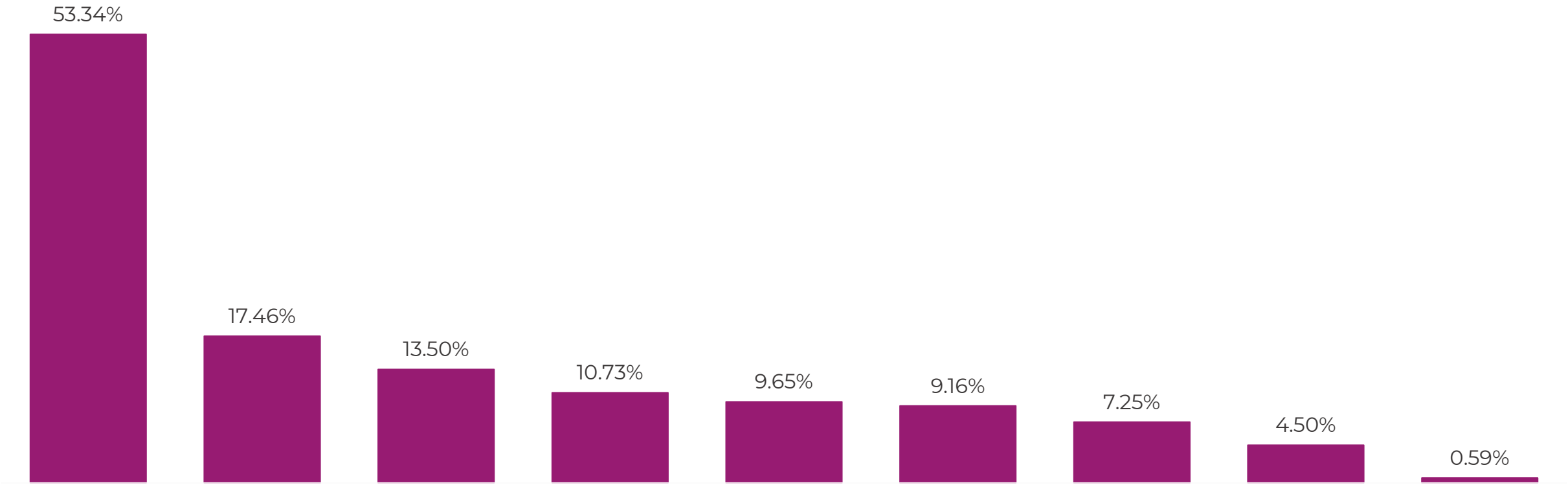
As you think about your most recent K-12 enrollment choices or enrollment choices you will make in the near future, how often is specialty programming offered by the schools a factor in your decision?



Thinking about the programming available to your children in Jeffco, how much do you agree with the following statements:



What barriers have you and your children experienced in accessing your desired programming?





SURVEY RESULTS BY DEMOGRAPHIC GROUPS

Overall survey results were compared to the responses of families representing the following demographic groups:

- Hispanic or Latino
- BIPOC/Multi-Racial
- Primary Languages Other Than English
- Income Below $80,000
- Students who Attend Charter Schools
- Students in Elementary, Middle, or High School



KEY INSIGHTS

HISPANIC OR LATINO

Data in this section is reflective of the 1,248 respondents who self-reported that they identify as Hispanic or Latino.

- Feelings of **connection** to a school community were less important **(-6.5%)** but **diversity** of school staff and students was far more important **(+9.7%)**

- Available **technology** was important to almost **7%** more Hispanic/Latino families than the respondents as a whole

- School **start and end times** were more important **(+5.7%)** and transportation provided by the District was less important **(-3.4%)**

- These respondents' children were more likely to be enrolled in **Dual Language** programming **(+6.2%)** and less likely to be enrolled in **Gifted and Talented** programming **(-5.9%)**





KEY INSIGHTS

BIPOC/MULTI-RACIAL

Data in this section is reflective of the 1,211 respondents who self-reported that they identify as one or more of the following: American Indian or Alaska Native, Asian, Black, Native Hawaiian or Pacific Islander, two or more races, or some other race as specified.

- BIPOC families were less likely to attend their assigned neighborhood school and were more likely to attend schools in other districts
- A **unique educational approach (+5.5%)** and available **technology (+4.3%)** were important to more BIPOC families than the respondents as a whole
- BIPOC families identified a **welcoming school environment** as the most important school climate factor
- **Diversity** of school staff and students **(+11.17%)** and **staff who understands** a family's culture **(+8%)** were far more important for these respondents
- These respondents are more likely to get decisions to help inform enrollment from **online sources (+9.3%)**
- While most respondents agree that **no additional programming** is needed, an additional **6.8%** of BIPOC families want to see more, compared to respondents overall



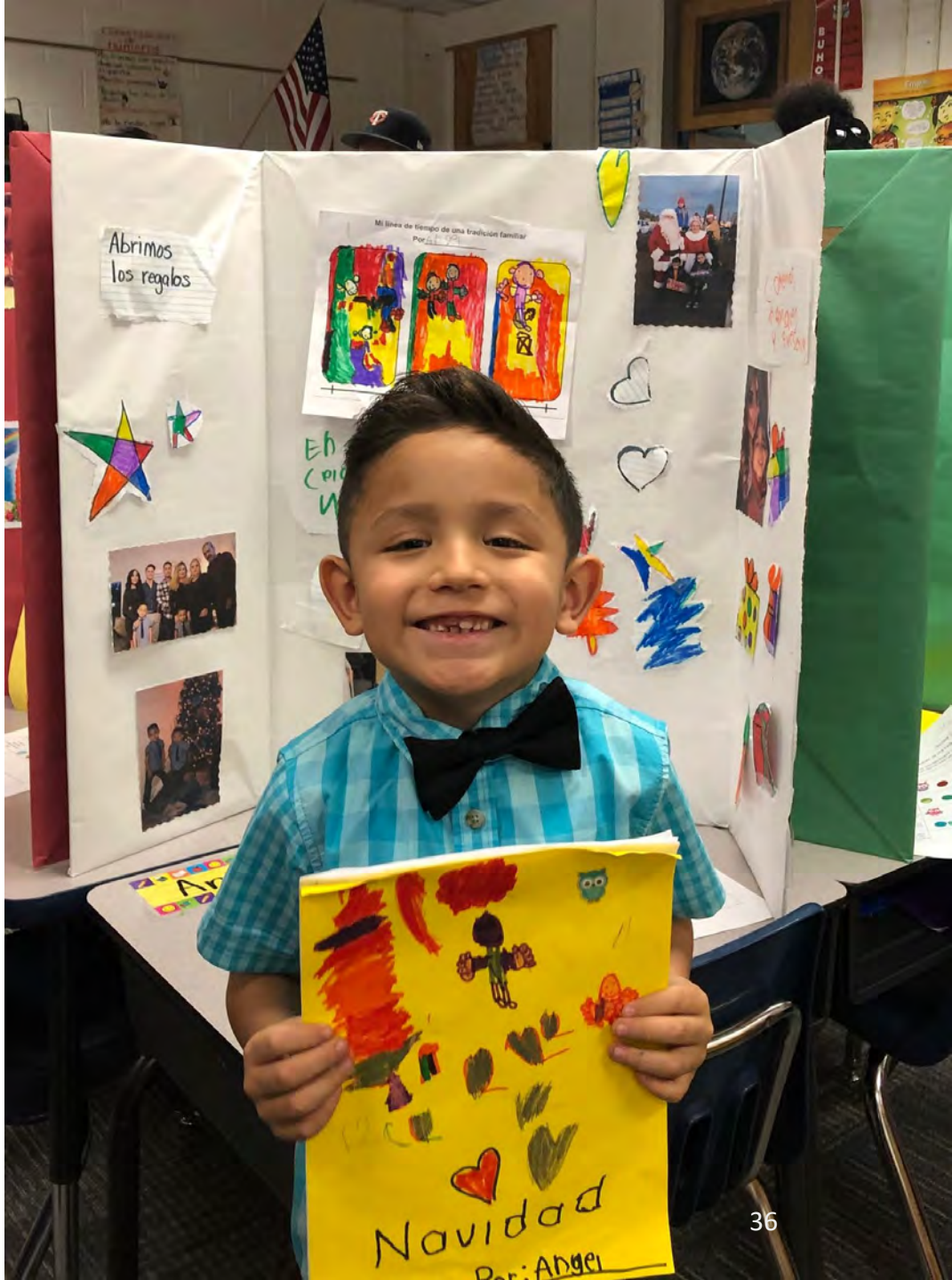


KEY INSIGHTS

LANGUAGES OTHER THAN ENGLISH

Data in this section is reflective of the 104 respondents who completed the survey in languages other than English.

- More than **80%** of respondents that took the survey in a language other than English have students that attend their **assigned school**
- Attending their **neighborhood school** is important to **82.7%** of these respondents **(+23.4%)**
- These families considered fewer school options than other demographic groups
- Curriculum is less important **(-23.65%)**, while programming that supports **academic needs (+21%)** and **unique educational approach (+14.3%)** are more important
- **Ease of travel, distance** and **transportation (+26.5%)** provided by the District were the most important logistical factors for these respondents
- **School staff who understands** a family's culture is very important to these respondents **(+32.8%)**





KEY INSIGHTS

INCOME BELOW $80,000

Data in this section is reflective of the 1,273 respondents who indicated they have an annual household income under $80,000.

- Over **34%** of families in this demographic identify as **Hispanic or Latino** and **31.5%** identify as **BIPOC** or multi-racial
- These families were more likely to consider **home school (+2.9%)** or **online** options **(+4.4%)**
- **Staff who understands** a family's culture **(+7%)** and **school start and end times (+7.4%)** were more important for these families. They ranked quality instruction lower than the group as a whole **(-14%)**
- These respondents ranked **logistics** as more important than **school reputation**
- These families' children were **less likely to participate in programming** except for Special Education, Dual Language, CTE, online learning and Jeffco Seal of Biliteracy
- Families making under $80,000 annually felt that **program fees** were a barrier more often than other families **(+10.8%)**





KEY INSIGHTS

CHARTER SCHOOL FAMILIES

Data in this section is reflective of the 798 respondents who have students that attend charter schools inside or outside of Jeffco Public Schools.

- Only **15%** of charter school families **identify** with their neighborhood high school
- **Curriculum** and a **unique educational approach** were most important, approximately **15%** more than for other families
- Transportation **(-14.7%)** and attending a school with friends, family, or neighbors **(-24.8%)** were less important to these families, but **school size (+14.9%)** is a top priority
- The **gap of importance** between school programming and design (most important) and logistics (least important) was the greatest out of any group we analyzed
- Charter school families **participate** in programming **more** than other children **(+15.8%)**, but desire similar types of additional programming





KEY INSIGHTS

ELEMENTARY-ONLY FAMILIES

Data in this section is reflective of the 153 respondents who only have students in grades PK-5.

- **Availability of services** was more important **(+14.6%)** to elementary-only families
- These families were more likely than most to get information from **Jeffco's School Insights website (+12%)**
- These families want **additional programming** in **STEM (+11%), Dual Language, Arts** and **GT** more than the group as a whole
- **Transportation** was less important to elementary-only families **(-7.3%)**
- Elementary-only families are less likely to strongly **identify** with their neighborhood high school **(-11.6%)**
- The selection of **extra-curriculars (-11.7%)** and programming that supports **post-secondary goals (-15%)** were less important to these families
- **Logistics** were more important to elementary families than school **reputation**





KEY INSIGHTS

MIDDLE SCHOOL-ONLY FAMILIES

Data in this section is reflective of the 49 respondents who only have students in grades 6-8.

- Middle school students are more likely to attend a Jeffco **choice enrollment** school **(+10.9%)**
- **10%** more middle school families say **no additional programming** is needed. Those who do desire more want **CTE** most
- Relationships with **staff/leadership** are less important to these families **(-12.9%)**
- **Word-of-mouth reputation** is less important to middle school families **(-9.5%)**, however **reputation** overall was seen as the most important factor in enrollment decisions.
- Over **75%** of families get information to help make **enrollment decisions** by **word-of-mouth** with data on **third party websites** being their second resource
- Middle school students are **more likely to participate in STEM (+8.7%)** and **Arts (+8.1%)** and no families said their students participate in **Dual Language**





KEY INSIGHTS

HIGH SCHOOL-ONLY FAMILIES

Data in this section is reflective of the 124 respondents who only have students in grades 9-12.

- High school students were less likely to attend their **assigned school (-6.8%)** and less likely to identify with their neighborhood high school **(-9.5%)**
- Programming that supports **post-secondary goals** was most important to these families **(+15.6%)**
- High school parents felt **school climate** was a **more important** factor than **programming and design**
- **10%** more high school families say **no additional programming** is needed. Those who do desire more want **CTE** most
- **Availability of services** to support children and families was less important to high school parents **(-11.7%)**
- When thinking about **school reputation**, **their own experiences** with a school was a more important factor **(+11.1%)** than for other families





SURVEY RESULTS BY ARTICULATION AREAS

Overall survey results were compared to the responses of families across the district's articulation areas. This section contains a summary of areas with the largest deviations from overall survey responses.



KEY INSIGHTS

ALAMEDA FAMILIES

Data in this section is reflective of the 500 students across 209 respondents who identified living in the Alameda articulation area.

- Alameda families said they **strongly agree** that **programs** their children are engaged in are **preparing them for the future (+9.2%)**

- **Fewer** Alameda respondents said it is important for them to attend their **neighborhood school (-17.6%)**

- When asked if they **strongly identified** with their **neighborhood high school**, fewer Alameda families agreed **(-20.5%)**

- **Transportation** provided by the District was less important **(-6.6%)** to Alameda families

- More Alameda families **always consider** specialty **programming** when making enrollment decisions **(+4.3%)**

- Alameda families consider the most **school options** when selecting schools. More than 20% considered **4 or more** options





KEY INSIGHTS

ARVADA FAMILIES

Data in this section is reflective of the 873 students across 367 respondents who identified living in the Arvada articulation area.

- **Fewer** Arvada families said it is important for them to attend their **neighborhood school (-11.1%)** and fewer strongly identified with their **neighborhood high school (-18.7%)**

- School **start and end times** were more important **(+4.5%)** and **transportation** provided by the District was less important **(-4.5%)**

- Arvada families want **arts programming** more than other articulation areas **(+3%)**

- More Arvada families **always consider programming** when making enrollment decisions **(+7.1%)**

- A **unique educational approach** is more important to families **(+3.9%)**





KEY INSIGHTS

ARVADA WEST FAMILIES

Data in this section is reflective of the 1,013 students across 440 respondents who identified living in the Arvada West articulation area.

- **Programming** is more of a factor in **enrollment decisions** for Arvada West families than other articulation areas **(+5.4%)**

- Arvada West families indicated **no additional programming** is needed more than respondents overall **(+3.8%)** and **participate** in programs more frequently **(+4.7%)**

- The largest barrier to access is that there is **more demand for programming** than spots available **(+4.6%)**

- **Word-of-mouth reputation** is more important to Arvada West families than other groups **(+3.1%)**

- **Warren Tech** was mentioned as a reason for choosing Arvada West schools more than in any other articulation area





KEY INSIGHTS

BEAR CREEK FAMILIES

Data in this section is reflective of the 1,378 students across 480 respondents who identified living in the Bear Creek articulation area.

- Respondents **agree** that the District offers the **educational programs** and **experiences** they are looking for **(+5.4%)** and indicate that they are able to enroll in desired programs **(+3%)**

- **Fewer** Bear Creek families said it is **important** for them to attend their **neighborhood school (-7.9%)** and fewer identify with their **neighborhood high school (-12.6%)**

- **Fewer** Bear Creek families attend their **assigned neighborhood school (-13.4%)**

- Bear Creek families consider **extra-curricular** activity options more frequently **(+2.6%)**





KEY INSIGHTS

CHATFIELD FAMILIES

Data in this section is reflective of the 1,289 students across 493 respondents who identified living in the Chatfield articulation area.

- More Chatfield families agreed it's important to attend **neighborhood schools (+11.7%)** and more strongly **identify** with their **neighborhood high school (+9.7%)**

- Chatfield families attend their **assigned neighborhood school** more often than respondents as a whole **(+14.9%)**

- More families agree that Jeffco offers the **programs** and **experiences** they are looking for **(+5%)**

- More Chatfield families expressed that there are **no barriers** to accessing programs **(+7.6%)**

- Students participate in **concurrent/dual enrollment** programming at a higher rate **(+4.5%)**





KEY INSIGHTS

COLUMBINE FAMILIES

Data in this section is reflective of the 803 students across 298 respondents who identified living in the Columbine articulation area.

- Columbine families agree it's **important** to attend **neighborhood schools (+12.5%)** and strongly **identify** with their **neighborhood high schools (+18.2%)**

- More survey respondents reported **no barriers** to accessing programs **(+5.9%)**

- When asked about school climate, more Columbine families said it was important to feel **connection and belonging** within their school community **(+3.6%)**

- More Columbine families attend their **assigned neighborhood school (+18.4%)**





KEY INSIGHTS

CONIFER FAMILIES

Data in this section is reflective of the 404 students across 198 respondents who identified living in the Conifer articulation area.

- Conifer families feel it's important to attend **neighborhood schools (+18.5%)** and strongly **identify** with their **neighborhood high schools (+29.6%)**

- When asked about school **reputation**, more families **(+4.9%)** said that **quality instruction** was an important deciding factor for them

- Conifer families said that **programming that supports** their children's **academic needs and abilities** was important **(+3.8%)**

- More Conifer families reported that **programs are too far** away **(+9.6%)** and said **transportation** is not available for programming **(+7%)**. Similarly, they do not feel programs are **convenient** for their families **(-10.5%)**





KEY INSIGHTS

DAKOTA RIDGE FAMILIES

Data in this section is reflective of the 787 students across 328 respondents who identified living in the Dakota Ridge articulation area.

- More Dakota Ridge families agree that it's important to attend **neighborhood schools (+8.6%)**

- Dakota Ridge families agree that there is **continuity of programs** across grade levels **(+6.9%)**

- While over half of families overall indicate there are **no barriers** to desired programming, Dakota Ridge families express this sentiment at the highest rate **(+11.2%)**. Additionally, they expressed **no additional programming** is needed at the highest rate **(+6.8%)**

- Students in Dakota Ridge participate in **International Baccalaureate** programming at a higher rate **(+4.9%)**

- **Academic outcomes** like test scores matter less when thinking about **reputation (-3.1%)**





KEY INSIGHTS

EVERGREEN FAMILIES

Data in this section is reflective of the 558 students across 252 respondents who identified living in the Evergreen articulation area.

- Survey respondents reported that they strongly **identify** with their **neighborhood high school (+13.9%)**
- Evergreen families reported that **feelings of connection** or **belonging to their school community** was important **(+3.5%)**
- When considering **logistics**, Evergreen families stated that **transportation provided by the District** was most important when deciding which schools to attend **(+5.6%)**
- Evergreen students participate in **gifted and talented (+5.5%)** and **Advanced Placement (+4.8%)** programs at high rates
- Evergreen families had the greatest desire for additional **IB Programming (+2.2%)**



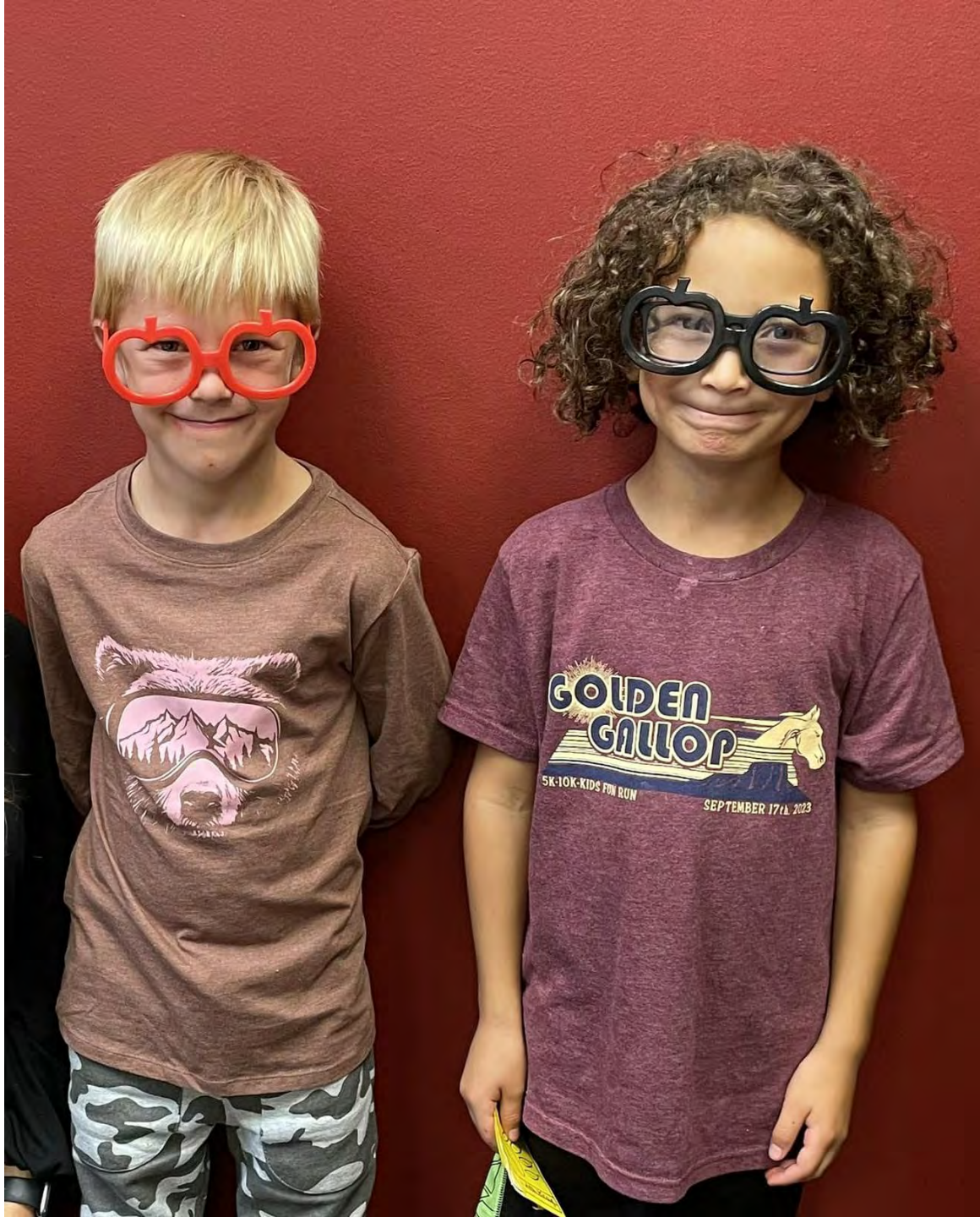


KEY INSIGHTS

GOLDEN FAMILIES

Data in this section is reflective of the 885 students across 427 respondents who identified living in the Golden articulation area.

- Golden families agree it's important to **attend neighborhood schools (+10.8%)** and more strongly **identified** with their **neighborhood high school (+9.3%)**
- Respondents feel that Jeffco offers the **programs** and **experiences** they are looking for **(+6.7%)**
- Golden students participate in **STEM** programs at higher rates than the whole **(+4.2%)**
- Golden families expressed the highest desire for **Dual Language** programs **(+4.6%)**
- Survey respondents said that there is **more demand** for programs **than spots available (+3.5%)**
- **Transportation** provided by the district is more important in Golden **(+8%)**





KEY INSIGHTS

GREEN MOUNTAIN FAMILIES

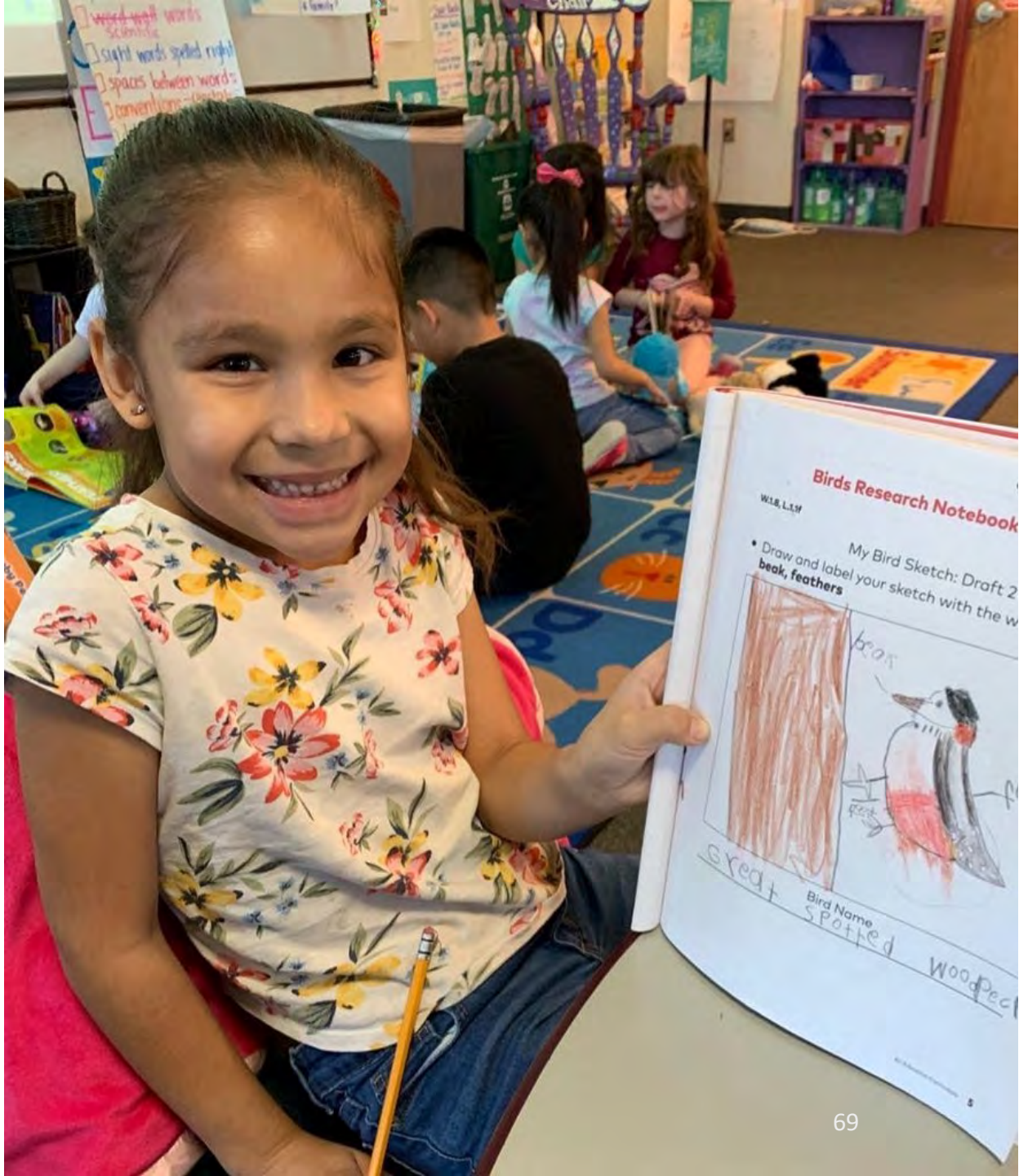
Data in this section is reflective of the 907 students across 371 respondents who identified living in the Green Mountain articulation area.

- Green Mountain families feel that it is more **important to attend neighborhood schools (+4.5%)** and more **strongly identify** with their neighborhood high school **(+4.4%)**

- **School design and programming** was ranked as the most important deciding factor for families, but **reputation** was close behind and was most important for more families than the respondents overall **(+6%)**

- Green Mountain families feel that program **locations are convenient** for them **(+7.4%)** and feel there is **continuity** of programming through grade levels **(+6.9%)**

- The largest barrier to access is that there is **more demand for programming** than spots available **(+5.3%)**





KEY INSIGHTS

JEFFERSON FAMILIES

Data in this section is reflective of the 192 students across 88 respondents who identified living in the Jefferson articulation area.

- Jefferson families feel that a **unique educational approach** (i.e., Dual Language, online learning) is more important than the respondents as a whole **(+8%)**
- Students in the Jefferson articulation area are more likely to participate in **Dual Language programming (+10.5%)** and less likely to take **AP classes (-3.7%)**
- Jefferson families feel **programs** are generally in **close proximity** to their home or workplace **(+6.7%)** and are **convenient (+15.5%)**
- **Transportation** provided by the District was less important **(-3.9%)** but **available support services (+2.1%)** and **diversity** of students and staff **(+4.8%)** were more important
- Their own **past experiences** with a school are more likely to play into their decision-making **(+4.7%)**
- They are **less likely** to strongly **identify with their neighborhood high school (-11.2%)** and are **less likely** to attend their **neighborhood school (-15.4%)**





KEY INSIGHTS

LAKEWOOD FAMILIES

Data in this section is reflective of the 476 students across 225 respondents who identified living in the Lakewood articulation area.

- Lakewood families are less likely to strongly **identify** with their **neighborhood high school (-8.1%)** and it is less important that students attend school with **family, friends or neighbors (-6.3%)**
- When thinking about school **design**, they value a **unique educational approach (+4.3%)**
- Almost a quarter of Lakewood students attend a Jeffco **choice enrollment** school **(+9.7%)**
- Lakewood families always consider **programming** when making enrollment decisions more than other families **(+7.8%)**
- Lakewood students participate in **art programs (+4.3%)** and desire additional art programming options more than families as a whole **(+2.1%)**
- They believe **program locations** are **convenient** for their families **(+6.1%)**





KEY INSIGHTS

POMONA FAMILIES

Data in this section is reflective of the 522 students across 217 respondents who identified living in the Pomona articulation area.

- Pomona families are less likely to attend their **neighborhood school (-9.3%)** and they are less likely to strongly **identify** with their **neighborhood high school (-13.8%)**

- Pomona families are less likely to agree that there is **continuity in programming** from elementary through high school **(-4.6%)** and that the District offers the educational **programs and experiences** that they are looking for **(-4.6%)**

- **Transportation** provided by the district was **less important (-5.6%)** when thinking about logistics

- **Extra-curricular activities** offered were more important to Pomona families **(+3.5%)** when thinking school **design and programming**





KEY INSIGHTS

RALSTON VALLEY FAMILIES

Data in this section is reflective of the 1,348 students across 546 respondents who identified living in the Ralston Valley articulation area.

- Ralston Valley families feel that it is **important to attend neighborhood schools (+14%)** and **strongly identify** with their neighborhood high school **(+16.8%)**
- Families in Ralston Valley typically attend their **assigned neighborhood school (+16.6%)**. Similarly, they feel it is more important that children **attend school with family, friends or neighbors (+3.4%)**
- **Transportation** provided by the District is important when deciding schools **(+6.2%)**
- Ralston Valley families were the most affluent of survey respondents with **87.7%** with a household **income of $100,000 or more**
- Ralston Valley families felt positively about **programming options, opportunities and convenience** more than families as a whole





KEY INSIGHTS

STANDLEY LAKE FAMILIES

Data in this section is reflective of the 789 students across 281 respondents who identified living in the Standley Lake articulation area.

- **Logistics** are more important than **reputation** when choosing schools. **Distance** from home and school, **ease of travel** and **school start/end times** are all more important for these families

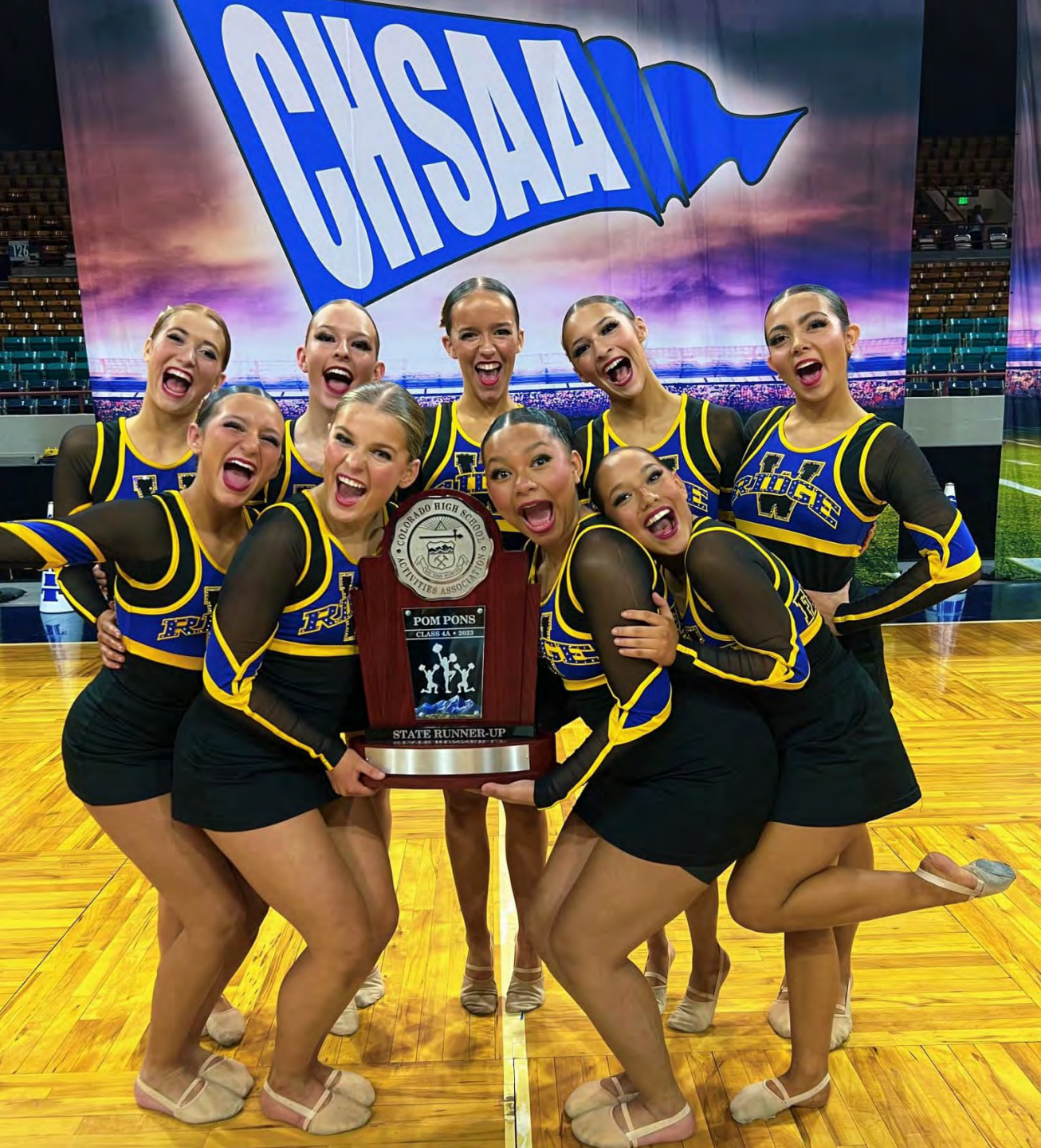
- Programming that supports **postsecondary goals** is less important **(-2.6%)** but they want to see more **STEM** programming **(+3%)**

- Standley Lake students participate in **International Baccalaureate** programs more than other students **(+7.9%)**

- They are less likely to agree that Jeffco offers the **programs and experiences** they are looking for **(-3.9%)**

- Standley Lake families feel **programs** are **too expensive** more than respondents overall **(+3.5%)**





KEY INSIGHTS

WHEAT RIDGE FAMILIES

Data in this section is reflective of the 916 students across 405 respondents who identified living in the Wheat Ridge articulation area.

- It is important for Wheat Ridge families to attend their **neighborhood schools (+8.1%)**
- School **reputation** is **least important** when making school choice decisions
- Wheat Ridge families believe Jeffco is offering the **programs and experiences** they are looking for more than the group **(+5.5%)**
- Wheat Ridge families desire **expeditionary learning** options more than families as a whole **(+2.7%)**
- Wheat Ridge families feel there is **more** demand for programs **than available spots (+6.1%)**
- **Specialty programming** that supports interests (STEM, art) are **more desirable** for Wheat Ridge families **(+3%)** and they are more likely to participate in **STEM (+5.5%)** and **arts programming (+2.9%)**



QUALITATIVE STORIES

The data in this section looks at the 7,838 responses to the open-ended question "In your own words, why did you select the schools your children are attending this year?"



Top 10 themes among respondents: Why did you select the schools your children are attending this year?

01. Academic Quality & Reputation

02. Proximity, Logistics & Convenience

03. Neighborhood School

04. Special Programs & Curriculum

05. Social Connections or Child's Preference

06. Teacher and Staff Quality

07. Sense of Community & School Facilities

08. Safety & Environment

09. Values & Culture

10. Support Services

ACADEMIC QUALITY & REPUTATION

The most prevalent factor influencing school choice among survey respondents was academic quality and school reputation with less than one-third indicating this as a consideration. Key aspects include:

- Word-of-mouth reputation
- Recommendations from friends and family
- School ratings and reviews
- Educational performance including test scores

"The school has a good reputation, high test scores, the principal is known to be great with kids, and the environment feels good – has lots of windows and is bright and welcoming."

"We initially picked our schools based on its Greatschool.org ratings. We have continued to stay because we are familiar with the school and our kids have made good friends."

PROXIMITY, LOGISTICS & CONVENIENCE

Many families choose schools that are close to their home or work making it easier to manage pick-ups and drop-offs. Relevant themes include:

- Ease of daily commute
- Walkability
- Provided transportation
- Relevant location to family commitments
- Accessibility for families with mobility challenges
- School start and end times relevant to work schedules

"[Our school] is a great school and is physically the closest to our home and accessible by bike path - a safety priority!"

"I selected our neighborhood school based on proximity. We are a two-income household so driving kids more than a few minutes to/from school each day is simply not possible. Evergreen has some other great choices but the location just wasn't convenient for us."

NEIGHBORHOOD SCHOOL

Parents often select schools based on their neighborhood or community for numerous reasons. Relevant trends include:

- Community and peer connection
- Residential decisions (families choosing where to live based on schools)
- Support for local schools
- Convenience
- Continuity of schools

"It is our neighborhood school and they have a great reputation with our neighbors. They have a Pre-K so both of my kids are able to attend the same school."

"Our school-aged child attends his neighborhood school because it has been a warm and welcoming place with supportive academics and we like supporting our neighborhood school. We like that our child can go to school with kids who he can also play with in the neighborhood."

SPECIAL PROGRAMS & CURRICULUM

Less than a quarter of parents prioritize specific programs and curricular offerings in school selection, valuing the quality and diversity of educational opportunities. The top 5 programs mentioned were:

1. Gifted & Talented
2. Arts Programming
3. International Baccalaureate
4. Special Education
5. Montessori

Outside of specified programs, extracurricular activities were mentioned as a significant factor in school choice.

"We chose our school because we loved the curriculum and the emphasis on being an independent person. We also love the mixed ages and that we have the same teacher for three years."

"We selected our child's high school based on academic opportunities (specifically the IB program), extracurricular programs (band and theater), location, and overall school quality."

SOCIAL CONNECTIONS

A child's preference and social connections are key factors in parents' decision-making process when choosing schools. This includes:

- Child's choice or inclination towards a school
- Existing friendships
- Family legacy
- Continuity of education
- Stable social environment

"It is the same school I attended as a kid. [This school] made such an impression on me I had to come back and have never thought about leaving again."

"This is our community school and our children have established relationships with peers. The academic opportunities for both an IEP and ALP student were second. Programming at other high schools was tempting but in the end the relationships for our children was the biggest part of our decision."

TEACHER AND STAFF QUALITY

The quality and characteristics of teachers and staff are pivotal in school choice decisions, as reflected in responses about faculty and school environment:

- Quality of teachers and staff
- Community atmosphere and familiarity with staff
- School leadership impact
- Effective communication from schools
- Student and family relationships with staff

"My son attended [a Jeffco school], and we loved the teachers and staff. When it was time for my daughter to go to middle school, she had formed a relationship with the band teacher (both kids are in band), and she asked to attend this school as well. We are very happy with that choice."

"We love the staff, the way they all know our daughter (even those teachers who don't have her in the classroom know who she is), and we love the sense of community at [our school]. It's important to us that our daughter be in a classroom with diversity that mirrors the community, and we see that in her classes at [the school]. The staff and principal are all exceptionally caring and we never worry about our daughter when she is at school."

SENSE OF COMMUNITY & FACILITIES

Parents value a strong sense of community and excellent resources in school, emphasizing the importance of neighborhood, school involvement by families and staff and small class sizes.
Other themes include:

- Small schools that foster identity and belonging
- Quality of schools and resources including technology
- Neighborhood integration
- Continuity of schools
- Facility access including sport fields

"Great environments, strong and positive communities, awesome values, great teachers, high achieving, standing for something in addition to achievement, kept up facilities, nearby."

"Proximity (closer than our neighborhood school), smaller school and class sizes, STEM lab, and very involved/connected community."

SAFETY & ENVIRONMENT

Families prioritize a safe and nurturing school environment, emphasizing both physical and emotional well-being including:

- Prevention of bullying and violence
- Secure facilities with on-site security measures
- Psychological safety with a focus on mental health
- Social-emotional learning curriculums
- Positive school climate that fosters inclusivity
- Safe transportation and accessibility

"We wanted a school that has consistent and followed safety protocol, especially building safety and background checking volunteers."

"We liked the safety, classes, staff, and layout of the building - in that order of importance."

VALUES & CULTURE

Families who select schools based on their alignment with personal or cultural beliefs emphasize the importance of diversity, social-emotional learning and school climate. Specifics may include:

- Cultural diversity and inclusivity
- Alignment with family values
- Emphasis on teaching empathy, kindness and social awareness
- Innovative educational approach
- Positive school climate

"We selected [this school] because of its inclusive community feel and the differentiation offered to all students not just GT enrolled students. It is a warm and welcoming environment that supports students of all abilities."

"I wanted a "whole child" approach where the social/emotional skills were as emphasized as mush as academic. Lots of extra-curricular activities. Diversity amongst students and inclusivity in the school culture are important."

SUPPORT SERVICES

Some families with children who have special needs or educational requirements often choose schools based on availability and quality of support services including:

- Adaptable and varied learning approaches
- Academic support and staff able to cater to diverse needs
- Specific programs for autism spectrum disorder (ASD) or twice exceptional (2e)/Gifted and Talented education
- Supportive school environment

"Three out of my four children have ASD, so it was crucial for me to choose a school with well-trained staff and a dedicated ASD program in case we needed additional support. I prioritized a smaller school environment with reduced class sizes and a cohesive staff, aiming to create a more personalized and supportive learning experience for my children."

"[Our School] offered a new experience for our son who has struggled with school since middle school. We like the 6-week classes, the curriculum format (on site visits, hikes, etc.) and the grading system. All have reengaged our son academically, emotionally, and developmentally."



APPENDIX: SURVEY QUESTIONS

JEFFCO PUBLIC SCHOOLS

Jeffco School Enrollment Survey

What Matters to You

We invite you to share what matters most to you when selecting schools for your children. Your feedback will help us improve the enrollment process and better serve your family's educational needs and interests. The survey is a component of Jeffco's comprehensive boundary study. To learn more about the study, visit www.jps.click/boundary-study.

The survey has four sections and will take approximately 10 - 15 minutes to take:

- About your school
- About your school enrollment decisions
- About school programming
- About your family (demographics)

Anything you share is confidential and feedback will be reported collectively, not based on individual responses. Please only take the survey once. Your participation is voluntary. You can choose whether to participate in the survey and you can stop taking the survey at any time.

About Your School

In this section, we hope to learn more about your household, the grades your children are in and what kinds of schools they attend.

* 1. For the 2023-2024 school year, how many children in your household are in the following grades:

Pre-kindergarten:		6th Grade	
Kindergarten:		7th Grade	
1st grade:		8th Grade	
2nd grade:		9th Grade	
3rd grade:		10th Grade	
4th grade:		11th Grade	
5th grade:		12th Grade	

* 2. What type of schools do your children attend? (Select all that apply.)

- ☐ Our assigned neighborhood school
- ☐ A traditional Jeffco school outside of our neighborhood
- ☐ A Jeffco choice enrollment school (i.e., option or magnet school)
- ☐ A Jeffco charter school
- ☐ A charter school in another district
- ☐ A traditional school in another district
- ☐ A private school
- ☐ An alternative school
- ☐ An online program
- ☐ Home school

* 3. When you think about the schools your children would attend based on where you live, how much do you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It is important to me that my children attend the schools in my neighborhood.	○	○	○	○	○
Our family identifies strongly with our neighborhood Jeffco high school. (Example: We live in the Pomona area; we are a Pomona Panthers family.)	○	○	○	○	○

About Your School Enrollment Decisions

In this section, we want to understand what factors you considered when choosing a school for your children.

4. In your own words, why did you select the schools your children are attending this year?

* 5. The last time you selected a new school for your children, approximately how many school options did you consider?

◯ 1 ◯ 2 ◯ 3 ◯ 4 or more

* 6. What types of schools have you considered for your children? (Select all that apply.)

- ☐ Our assigned neighborhood school
- ☐ A traditional Jeffco school outside of our neighborhood
- ☐ A Jeffco choice enrollment school (i.e., option or magnet school)
- ☐ A Jeffco charter school
- ☐ A traditional school in another district
- ☐ A charter school in another district
- ☐ A private school
- ☐ An alternative school
- ☐ An online program
- ☐ Home school
- ☐ Other (please specify) _____

Families often say there are four key elements that influence their school enrollment choices: **school design and programming**, **logistics, school climate** and **school reputation**.

* 7. When thinking about **School Design and Programming**, which factors were the most important when deciding what schools your children would attend? (Select up to two.)

- ☐ Programming that supports my children's academic needs or abilities (e.g., special education, gifted and talented, English as a second language)
- ☐ Programming that supports my children's postsecondary goals (e.g., Advanced Placement, concurrent enrollment)
- ☐ Programming that supports my children's interests (e.g., STEM, arts, agriculture)
- ☐ The school's unique educational approach (e.g., dual language, online learning, alternative education)
- ☐ The selection of extra-curricular activities (e.g., band, sports, theater)
- ☐ School curriculum
- ☐ Available technology (e.g., Chromebooks, smartboards)
- ☐ Other (please specify) _____
- ☐ None of the above

* 8. When thinking about **Logistics**, which factors were the most important when deciding what schools your children would attend? (Select up to two.)

- ☐ Transportation provided by the district
- ☐ Distance of school from home and/or work
- ☐ Ease of travel between home and school
- ☐ School schedule/start and end times
- ☐ Available services that support my children and family (e.g., afterschool care, on-site early learning center, community resources)
- ☐ Priority enrollment in a high school based on elementary or middle school enrollment
- ☐ Other (please specify) _____
- ☐ None of the above

* 9. When thinking about **School Climate**, which factors were the most important when deciding what schools your children would attend? (Select up to two.)

- ☐ My children attend school with family, friends or neighbors
- ☐ Feelings of connection or belonging within the school community
- ☐ Diversity of school staff and students
- ☐ School staff who understand my family's culture or heritage
- ☐ Welcoming school environment
- ☐ Relationships with school staff or leadership
- ☐ School size
- ☐ Opportunities for family engagement in the school
- ☐ Quality, upkeep or cleanliness of school building and grounds
- ☐ Year the school building was constructed
- ☐ Other (please specify) _____
- ☐ None of the above

* 10. When thinking about **School Reputation**, which factors were the most important when deciding what schools your children would attend? (Select up to two.)

- ☐ Quality instruction
- ☐ Strong school leadership
- ☐ Academic outcomes or progress (e.g., standardized test scores, graduation rates)
- ☐ External awards or recognition
- ☐ My own past experience with the school (e.g., my older child or I attended the school)
- ☐ Word-of-mouth reputation
- ☐ Other (please specify) _____
- ☐ None of the above

* 11. How important were each of these categories when deciding what schools your children should attend? Rank from 1 (most important) to 4 (least important).

_____ School Design and Programming _____ Logistics

_____ School Climate _____ School Reputation

* 12. Where do you get information to help you make decisions about school enrollment? (Select all that apply.)

- ☐ Jeffco's School Insights website
- ☐ An individual school's website
- ☐ Data on third-party websites (e.g., GreatSchools, Public School Review, Niche)
- ☐ Online parent or student reviews
- ☐ Social media (e.g., Facebook, Nextdoor)
- ☐ Word-of-mouth from family, friends and neighbors
- ☐ Advice from staff of the school my child currently attends
- ☐ Advice from staff of the school my child is considering
- ☐ Direct experience with the school (e.g., tours, information nights, a previous student's attendance)
- ☐ Other (please specify) _____

About School Programming

In this section, we want to understand what programming your children participate in and if you have been able to access your children's desired programs.

* 13. What programs do your children currently participate in? (Select all that apply.)	* 14. What additional programs do you wish were available in the schools your children attend? (Select all that apply.)
☐ Advanced Placement (AP)	☐ Advanced Placement (AP)
☐ Alternative Education	☐ Alternative Education
☐ Arts Programming	☐ Arts Programming
☐ Career Technical Education	☐ Career Technical Education
☐ Concurrent/Dual Enrollment	☐ Concurrent/Dual Enrollment
☐ Core Knowledge/Classical Education	☐ Core Knowledge/Classical Education
☐ Dual Language	☐ Dual Language
☐ Dyslexia Program	☐ Dyslexia Program
☐ Expeditionary Learning	☐ Expeditionary Learning
☐ Gifted & Talented Center Program	☐ Gifted & Talented Center Program
☐ International Baccalaureate (IB)	☐ International Baccalaureate (IB)
☐ Jeffco Seal of Biliteracy	☐ Jeffco Seal of Biliteracy
☐ Leadership Programming	☐ Leadership Programming
☐ Montessori	☐ Montessori
☐ Online Instruction Options	☐ Online Instruction Options
☐ Project Based Learning	☐ Project Based Learning
☐ Special Education Center Program	☐ Special Education Center Program
☐ Science, Technology, Engineering and Math (STEM)	☐ Science, Technology, Engineering and Math (STEM)
☐ Warren Tech	☐ Warren Tech
☐ My children do not participate in any of these programs.	☐ No additional programming is needed to meet my children's needs and interests.
☐ Other (please specify): _____	☐ Other (please specify): _____

* 15. As you think about your most recent K-12 enrollment choices or enrollment choices you will make in the near future, how often is specialty programming offered by the schools a factor in your decision?

◯ Always ◯ Sometimes ◯ Never

* 16. Thinking about the programming available to your children in Jeffco, how much do you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Jeffco offers the educational programs and experiences I am looking for.	◯	◯	◯	◯	◯
I have been able to enroll my children in schools with our desired programs.	◯	◯	◯	◯	◯
The locations of the programs I am seeking for my children are convenient for our family.	◯	◯	◯	◯	◯
There are opportunities for my children to continue in their programs of interest from elementary through high school.	◯	◯	◯	◯	◯
Programs my children engage in are preparing them for their future.	◯	◯	◯	◯	◯

* 17. What barriers have you and your children experienced in accessing your desired programming? (Select all that apply.)

- ☐ My children do not meet eligibility requirements.
- ☐ My children did not feel welcomed or a sense of belonging in the school or program.
- ☐ There was no one in the school who spoke our language and could communicate effectively with us.
- ☐ There is more demand for the program than available spots for students.
- ☐ The program is too far from my home or workplace.
- ☐ Transportation is not offered to access the program.
- ☐ There are fees for the program; it is too expensive.
- ☐ Other (please specify) _____
- ☐ None of the above

Demographics

In this section you will be asked to share demographic information so we ensure our survey includes a diverse range of perspectives. Note: Providing your home address will allow us to look for geographic trends across the district. Your individual address **will not** be connected to the feedback you share.

18. Home address

Street address _____

City _____

Zip code _____

19. What races are represented by the members of your household? (Select all that are applicable.)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ Other (please specify) _____

20. Do any members of your household identify as Hispanic or Latino? (Select one.)

◯ Yes ◯ No

21. What is your annual household income? (Select one.)

◯ Less than $30,000 ◯ $30,000 - $59,999 ◯ $60,000 - $79,000

◯ $80,000 - $99,999 ◯ $100,000 or higher

22. If you are willing to provide additional information about your school enrollment decisions or school programming, please include your name and email address so that we may invite you to a future focus group.

Name _____

Email Address _____

Spring 2024 Focus Group Sessions

Jeffco Public Schools Boundary Study

Introduction



In the School Enrollment Survey in fall 2023, nearly 9,000 families provided insights into what influenced their school enrollment decisions.

In spring 2024, 72 families participated in a series of focus groups designed to delve deeper into the stories behind the survey data. The focus groups were designed to explore:

- How families define a “good” school
- What influences decisions at grade-level transitions
- Why families enroll in various school types

Focus Groups Overview

72 families participated in virtual and in-person focus groups, and one-on-one interviews from **March 28 to May 2, 2024**.

Outreach and promotion were conducted in **English, Russian,** and **Spanish** through:

- Direct emails to survey participants
- Flyers at district events
- District-wide outreach through Jeffco Family Engagement Liaisons
- Targeted communications through school staff to specific audiences, including families who:
  - Provide home-based education for their children
  - Have a child enrolled in a charter school
  - Have a child that participates in dual language programming
  - Speak Spanish primarily



Focus Groups Overview



Focus groups were organized by:

- **School type:** Families with children in:
  - Their assigned neighborhood school
  - A charter school
  - A choice-enrolled school (i.e., a traditional neighborhood school, option or magnet school that is not a child's assigned school)
  - Home-based education
- **Grade level transitions:** Families with children making grade-level transitions:
  - Incoming kindergarteners
  - Fifth grade students choosing a middle school
  - Eighth grade students choosing a high school

Focus Groups Overview

Focus groups were organized by:

- Specific programming: Families who chose a school based on specific programming:
  - Children enrolled in dual language programming
  - Children in any of Jeffco's specific programs such as GT, CTE, IB, or STEM
- Primary language: A focus group *facilitated in Spanish* for families who:
  - Speak Spanish as their primary language
  - Have children enrolled in dual language programming



An Introduction to Focus Group Insights



Focus group conversations were 90 minutes and featured interactive activities such as visioning exercises, polls, whiteboarding sessions, and facilitated discussions.

In addition to *overall insights*, we provide overall themes from *each* focus group conversation. Each section includes:

- A word cloud describing participants' **ideal schools** for their children.
- A summary of **key insights** from each discussion.
- How families **define a good school**, what they **value about school programming,** *or* what helps them **feel connected and welcomed** within a school community.
- Poll results of what types of **programming families have selected a school to access** in the past **or would switch schools to access** in the future.
- Individual family **enrollment stories**.

Participant Demographics At-a-Glance



89%

Provided demographic data



63%

Have a child choice-enrolled in an option, neighborhood, or charter school



43%

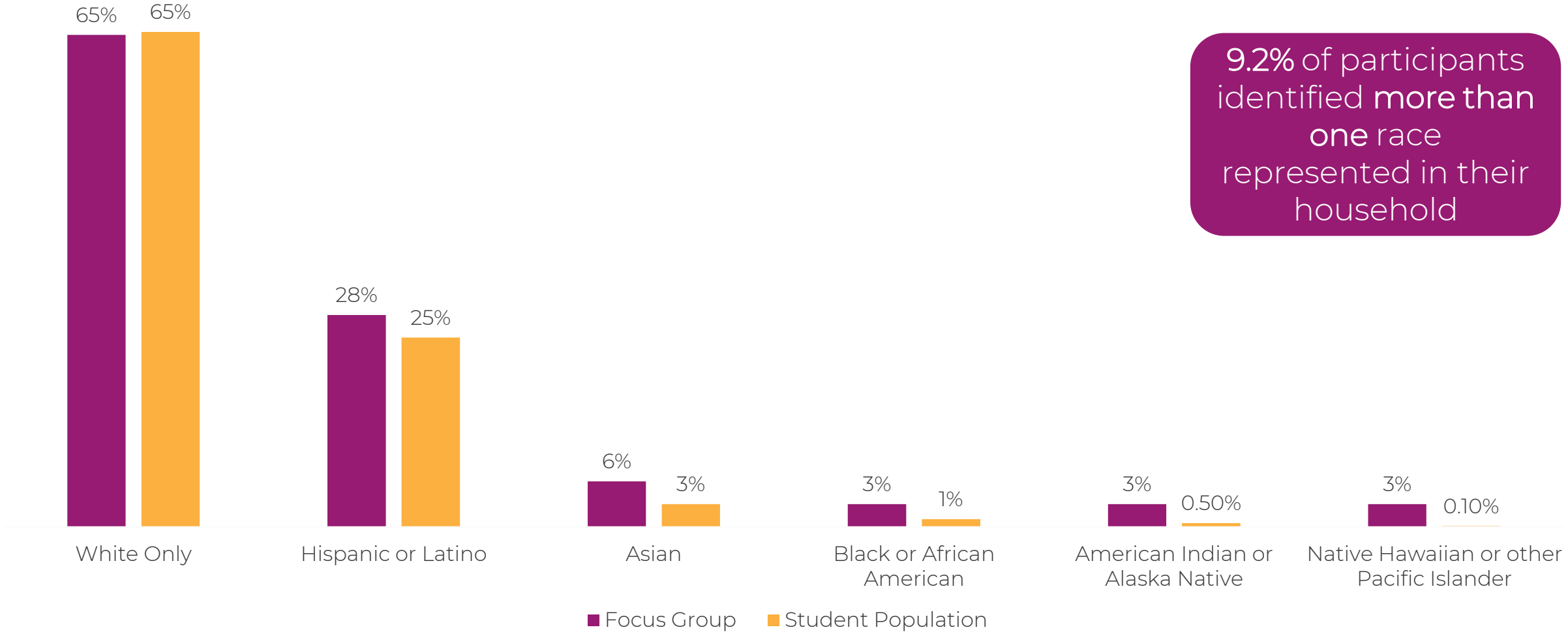
Identified as BIPOC, AAPI, Hispanic or Latino, multi-racial, or non-white



20%

Have a household income under $80k

Household Race/Ethnicity

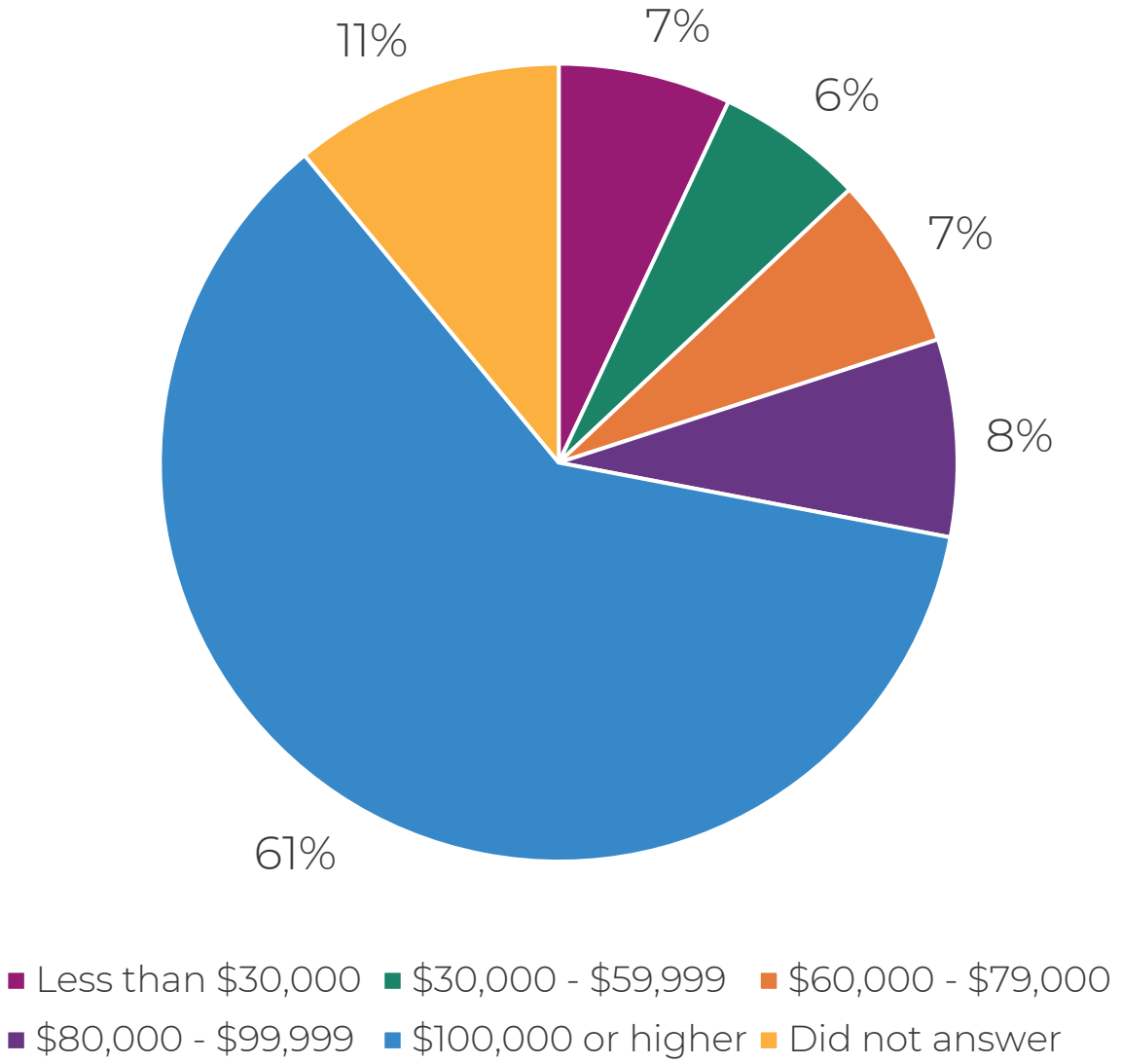


9.2% of participants identified **more than one** race represented in their household

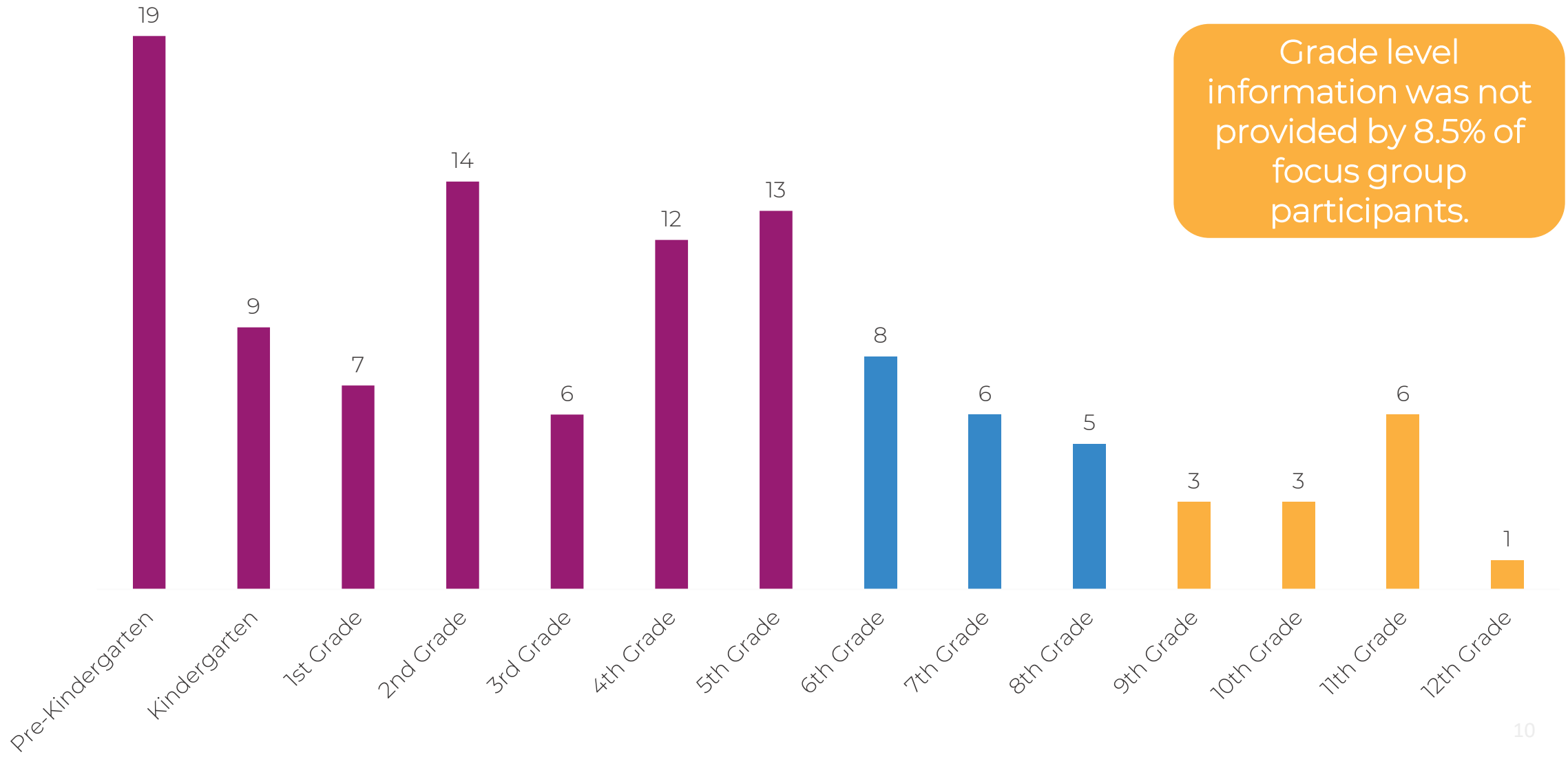
Demographic data was voluntary and is representative of those who provided their information.

Household Income

Jefferson County median household income (in 2022 dollars), 2018-2022: $103,167

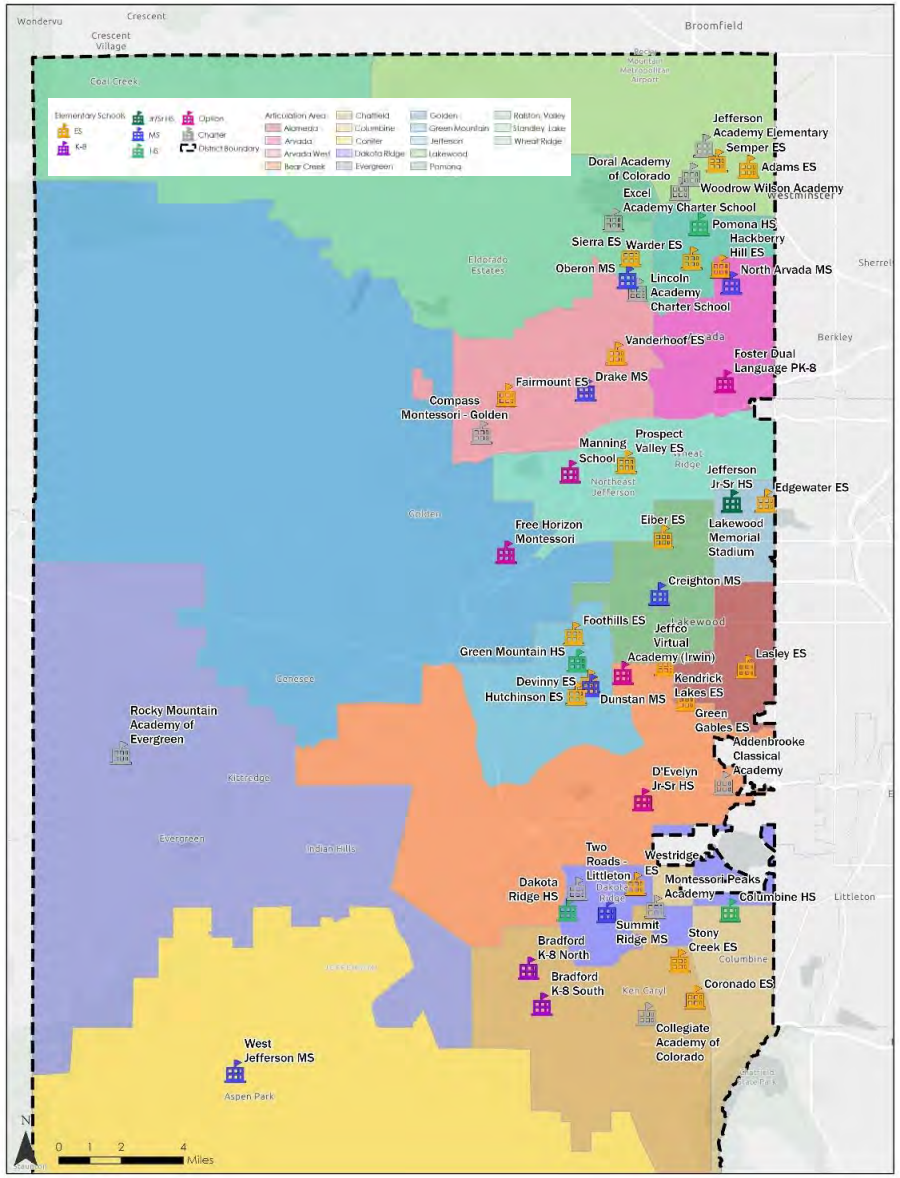


Children by Grade Level

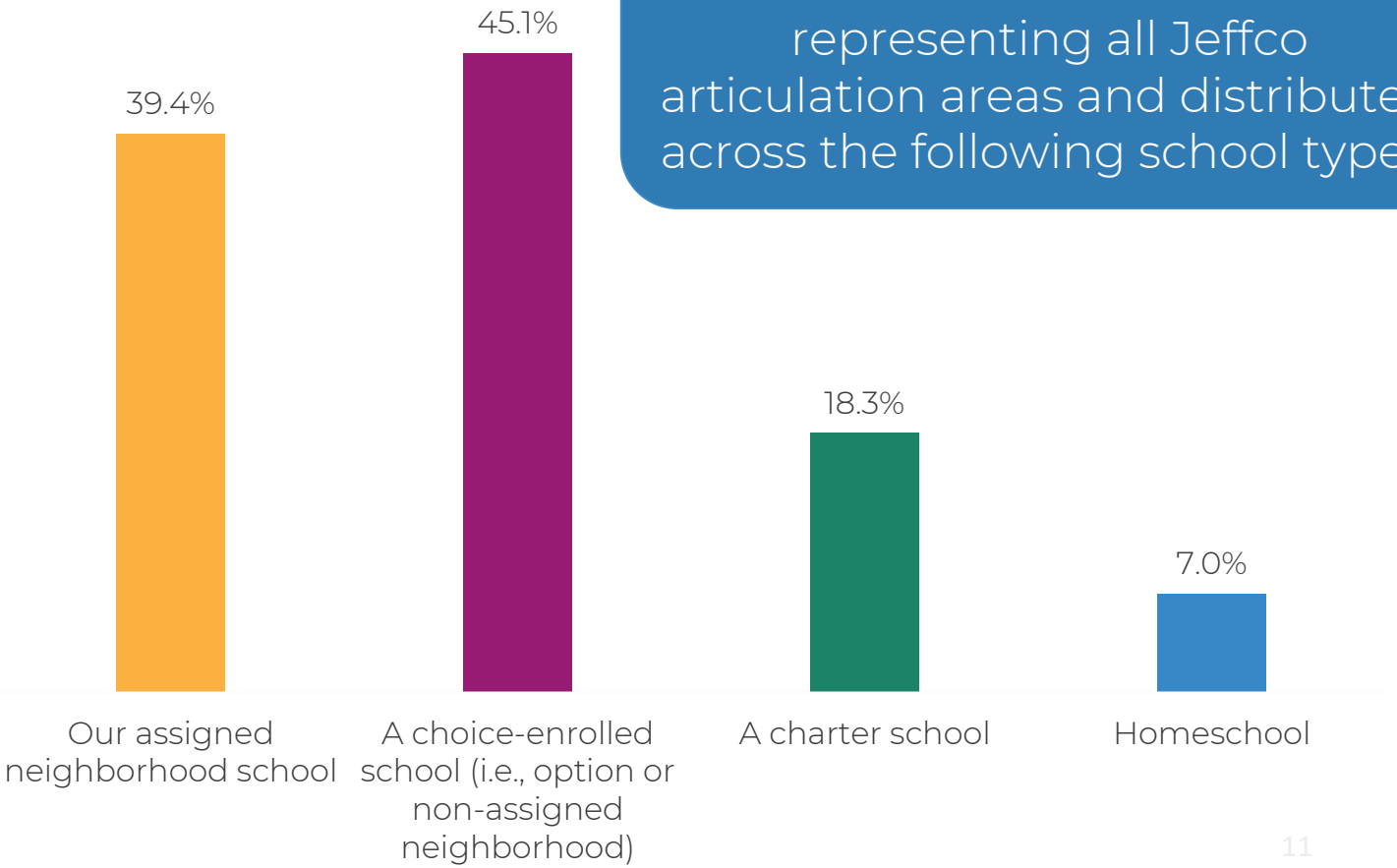


Grade level information was not provided by 8.5% of focus group participants.

Geographic Distribution and School Type



Focus group families had children enrolled in 56 schools, representing all Jeffco articulation areas and distributed across the following school types.

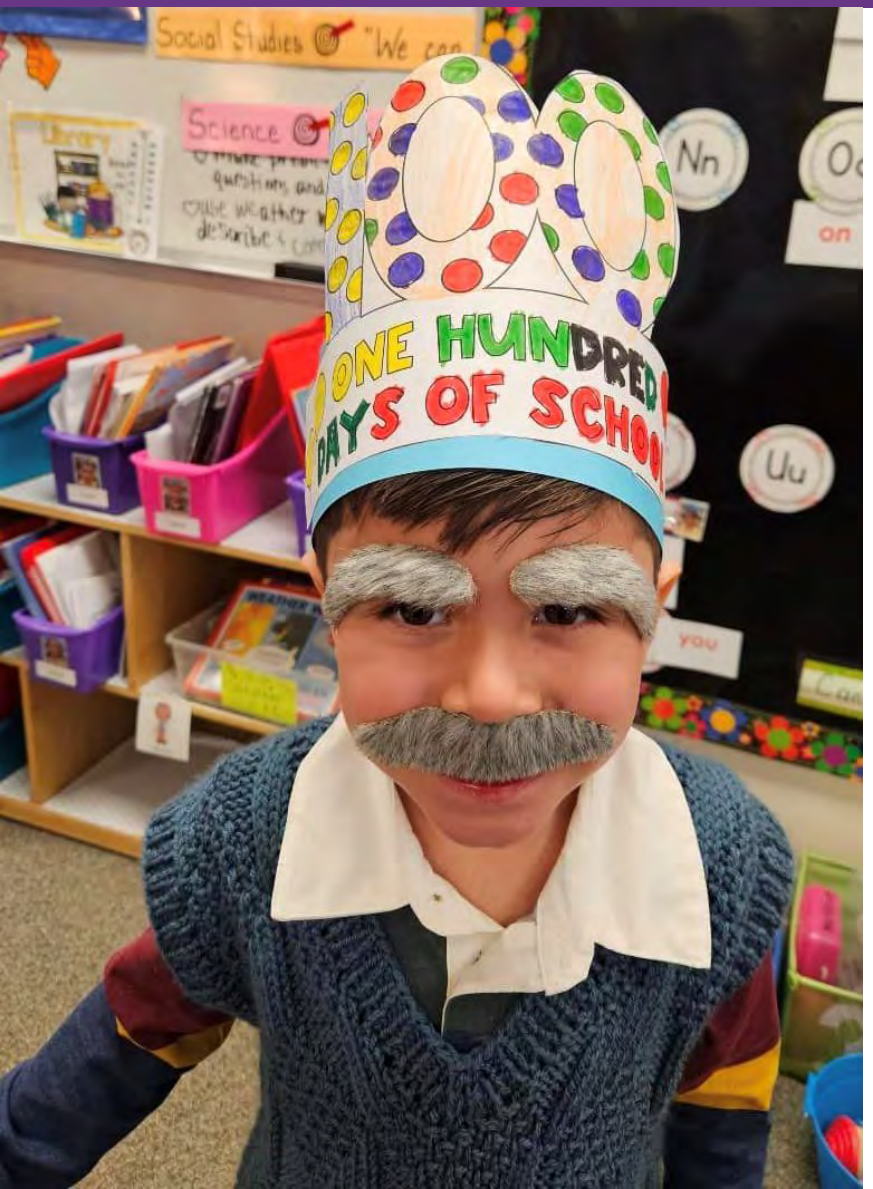




OVERALL FOCUS GROUP INSIGHTS AND THEMES

JEFFCO PUBLIC SCHOOLS

How Families Define a Good School



- Environment: Good schools have a vibrant sense of community and are warm, welcoming, and inclusive to students and their families.
- Supported and engaged staff and administration: When the staff is well supported by the administration, students are supported as well. Good schools have well-trained, engaged, and culturally competent teachers and responsive administration.
- Individualized instruction: Good schools help students grow academically through differentiated instruction and experiential learning with real-world applications.
- Collaboration and engagement: Good schools foster collaboration between staff and families and provide opportunities for family and community engagement. Communication between school leaders and staff is transparent, streamlined, and consistent.
- Resources: Good schools have ample resources to provide high-quality programming, employ specialized staff to meet students' needs, and maintain student-to-teacher ratios that allow for individualized instruction.
- Safe and supportive: Good schools create spaces where students feel physically safe and emotionally supported through safety protocols, security protocols, inclusive cultures, and social-emotional learning.

What Influences Perception of School Quality

- Direct Observation: Families assessed school quality through information nights and tours. They preferred opportunities to visit during the school day to get an authentic “feel” for the school environment.
- Word of Mouth: Parents seek recommendations from friends, neighbors, family, teachers, other parents , and groups or posts on Facebook and Nextdoor.
- Parental Involvement: Parents looked for formal and informal opportunities to engage at the school (e.g., volunteering) and an active PTA, which signaled to families that a school had a strong community and access to resources.
- Teacher Retention Rate: Families looked to teacher tenure as a sign of a positive school culture and strong leadership. If teachers are happy and supported, families believe students will be as well.
- School Communication: Families looked for effective and proactive communications from schools, such as the school’s website, social media presence, and newsletters as well as direct conversations with staff.



Key Factors at Grade Level Transition Points



Families shared what was most important to them as their children entered elementary, middle, or high school. Key priorities by grade level include:

- Elementary School: Families sought warm, welcoming, and supportive environments for their students. They valued educational approaches that centered on the "whole student" and desired hands-on and play-based learning and the availability of services such as before- and after-school care. They sought information from school or online sources.

- Middle School: Families focused on social environments where their students would fit in and attend with friends or previous classmates. More emphasis was put student-to-teacher ratios and programming options that fit their child's interests. They considered the word-of-mouth reputation of a school and included their child's input in the decision.

- High School: Families prioritized a school's culture and community, which they felt was shaped by both school staff and school athletics. They sought the school that best met their child's interests and needs and valued programming for post-secondary education or careers. Students had an increased influence on school choices.

As I was thinking about everything that makes a good school, I realized that it all came down to belonging. I am looking for an environment that is built for them and where they belong.

Elementary school parent

I don't look at test scores as much as I look at the community. As parents, we ask questions to one another like, 'Do the teachers work together? Are the kids kind to one another? Do students learn how to partner with kids who are different than them?'

Middle school parent

Awareness and options are the most important things we should be providing kids. More than 50 percent of the jobs that are around today were not around 25 years ago. We can help them develop good skills - personally, socially, academically - that allow them to be ready for any door that may open or a door that they may literally or figuratively build for themselves.

High school parent

Key Factors by School Type



While there were many common decision factors, subtle differences in priorities existed among families who enrolled in their assigned neighborhood school and those who chose other schools for their children. Key priorities include:

- Neighborhood School: Families prioritized a tight-knit, supportive community within their neighborhood and schools. Proximity to their home or work was a significant factor, including the convenience of shared pick-up and drop-off with neighbors.

- Choice-enrolled School: Families who choice-enrolled their child in a non-assigned neighborhood or option school sought schools that offer programming that meets their children's skills and interests such as STEM, dual language, agriculture, and theater. In some cases, they chose a school closer to home than their assigned one.

- Charter School: Families valued direct involvement in school governance and influence in their school's decision-making processes. They perceived charter schools as having higher accountability to families and a customer-service mindset.

- Homeschool: Flexibility in schedules, curriculum, and the school environment emerged as a top priority for homeschool parents. They valued the opportunity to tailor their children's educational experiences to their unique needs and preferences.

We wanted a supportive community. We have lived in our neighborhood for 12 years now and have grown up with the other moms and dads alongside the kids. I can text a friend and ask them to pick up my child today and vice versa; it's so easy.

Parent with a child in their assigned neighborhood school

Ultimately, it was the location. The school was closest to us, even though it's not our home school. Our local school was probably 15 minutes away and this one is 5 minutes.

Parent who choice-enrolled their child in a neighborhood or option school

All three of my children are very different, and I can help them understand a concept in their own unique way. The lessons are fun, creative and practical, which has helped them catch up to and now perform above grade level in reading and math.

Family who provides home-based education for their children

It was a matter of finding a place where [my child] felt like they weren't the exception, but that they were just a normal kid. That's the inclusion piece. It's about how our kids feel in the setting that they're in, where kids can feel a sense of community.

Parent with a child in a charter school

Role of Programs in School Choice

- Families held an expansive definition of programming, including not only specific **educational offerings** (e.g., IB or Warren Tech), but also **extracurriculars** (e.g., sports or choir) and **instructional approaches** embedded within classrooms.

- Families emphasized the importance of programming being **high-quality** and **understanding its value** for their child's growth.

- Families valued **programs that meet their child's interests** to keep their children engaged in their education and explore a variety of passions at a formative time of their life.

- Families were invested in programs that **developed skills that would support their child's future success**, including "hard skills" (e.g., fluency in multiple languages and career prep coursework) and "soft skills" (e.g., leadership skills and cultural competency).



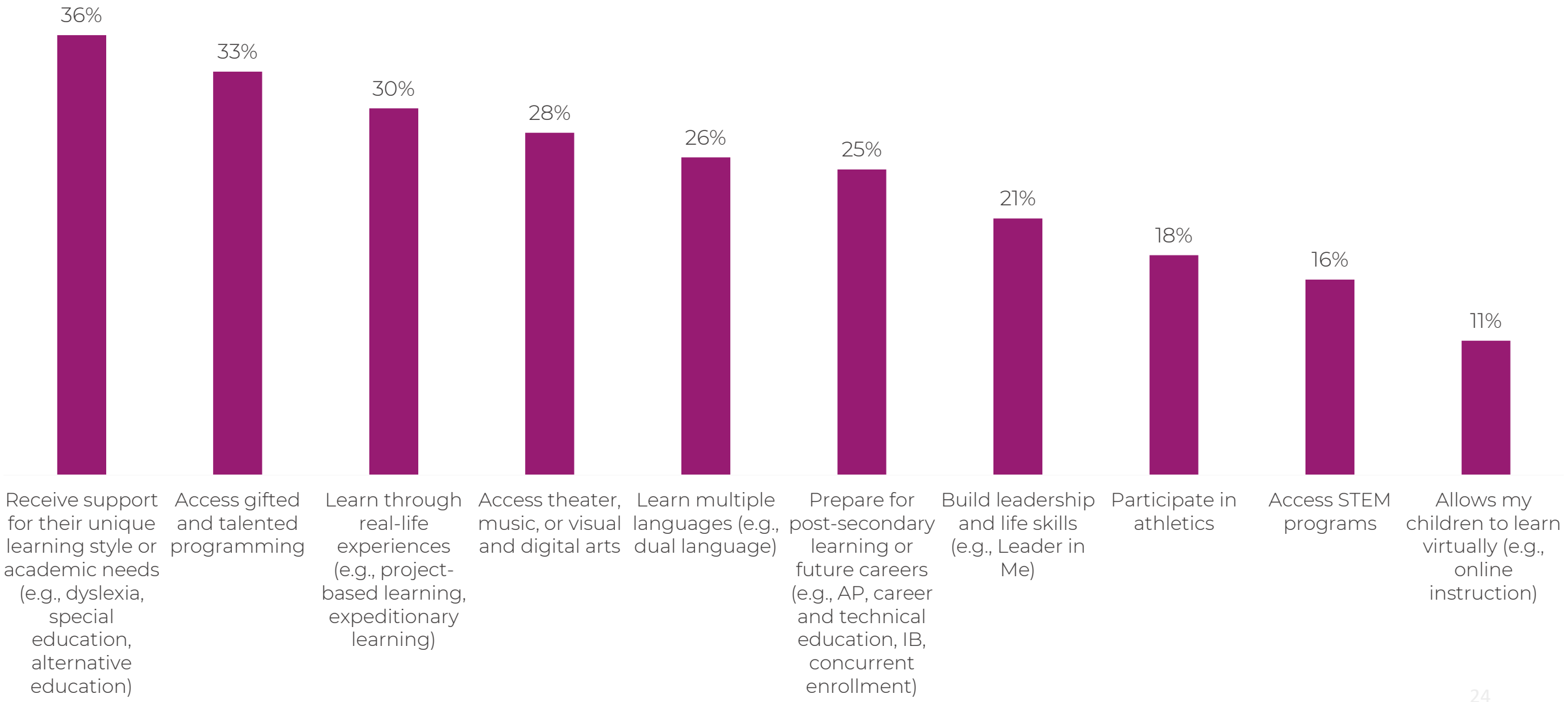
Role of Programs in School Choice



- Families valued **“whole child” approaches** and **social-emotional curricula** that support their children’s well-being.
- Families sought out **experiential and project-based learning** so that learning would be hands-on with real-life applications.
- GT, SPED, and 2E programming, differentiated instruction, and virtual coursework **allow students to progress at their own pace**.
- Hope Academy enrichment programming provided **extracurriculars, curriculum,** and a **sense of community** for families who provide home-based education for their children.
- Families emphasized the importance of programming being **high-quality** and **understanding its value** for their child’s growth.

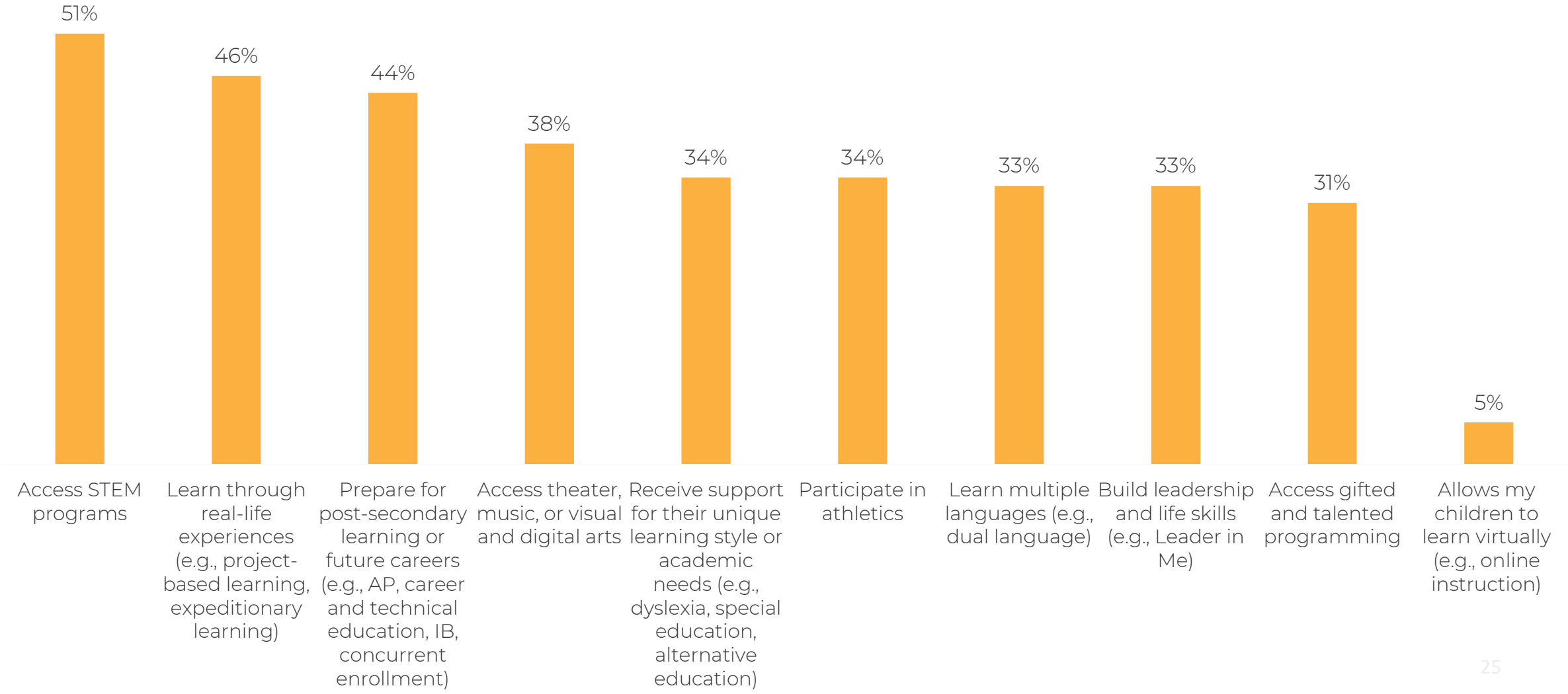
How Programming Influences School Choice

Focus group families *have selected* a school that provides their children with opportunities to:



How Programming Influences School Choice

Focus group families *would switch* to a school that provides their children with opportunities to:





INDIVIDUAL FOCUS GROUP INSIGHTS

JEFFCO PUBLIC SCHOOLS

FAMILIES WITH CHILDREN WHO ATTEND THEIR ASSIGNED NEIGHBORHOOD SCHOOL



Neighborhood School Focus Group Insights



- Families prioritized a **sense of community** (both in their neighborhood and school), **support** from neighbors and school families (such as sharing school pick-up and drop-off duties), and **proximity** to their home.
- **Strong administration** and **teachers** were highly valued and a top decision factor for families.
- Families valued **actively engaged communities** including PTAs, school events, and social media networks.
- Families prioritized environments that are both **physically safe** and **emotionally supportive**, ensuring **inclusive spaces** where children can thrive.
- Parents emphasized the importance of **differentiated instruction** and the ability of staff to accommodate the **diverse learning needs** of each student.
- **School tours** were crucial in making enrollment decisions. Parents would prefer to visit during school hours to get a better sense of **school culture** and **learning environments**.

How Do You Define a Good School?



Quality teachers who build **meaningful relationships**



Engaged parents and community



Access to **technology** and unique **experiences**



Clear and **consistent communication** from administration and staff



Welcoming and **inclusive** school culture



Instruction and curriculum that balances **social-emotional learning** with **academic rigor**

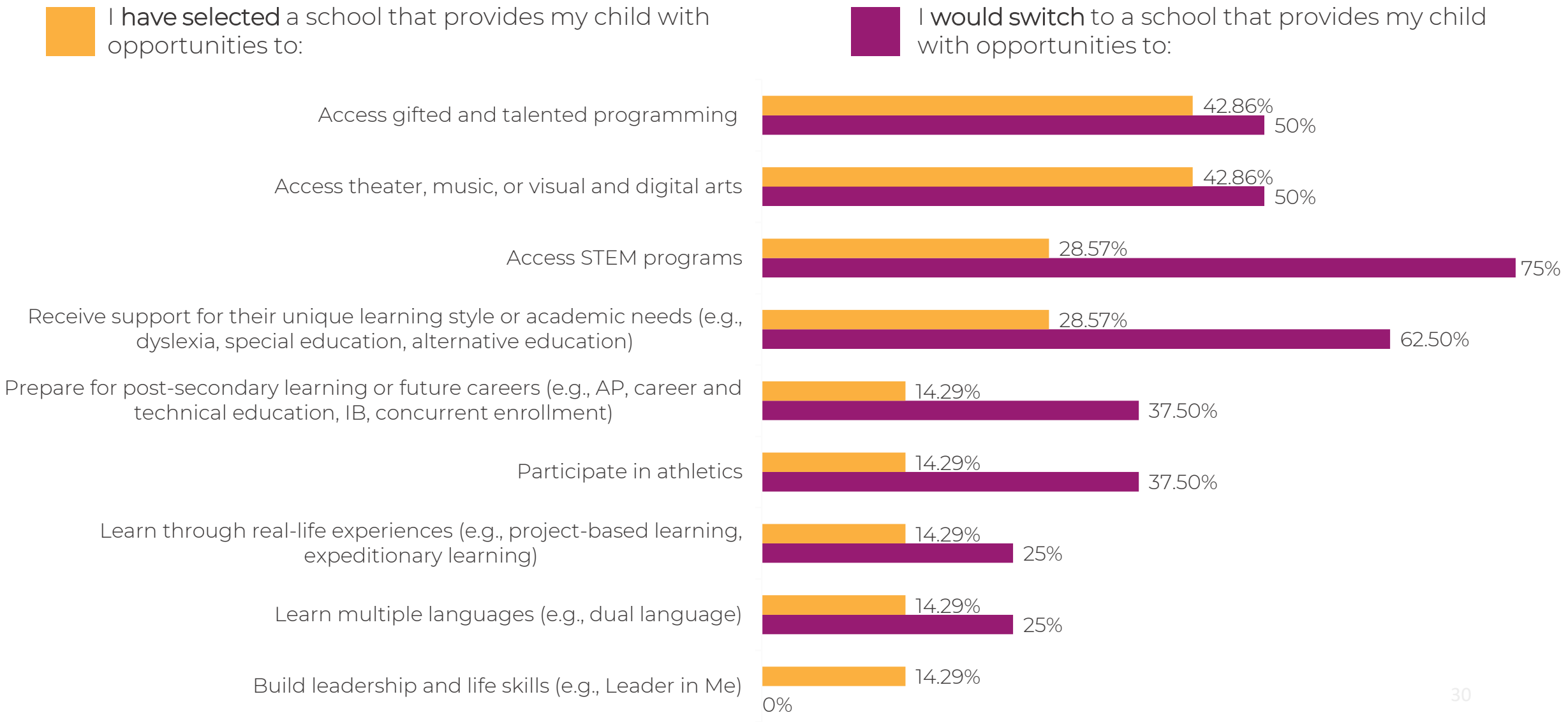


Differentiated approach that meets students **where they are**



Safe and **supportive** environment

How Programming Influences School Choice



Families' School Enrollment Stories

School Leadership

One parent's decision was influenced by the reputation of the leadership at her child's assigned neighborhood school. Through word of mouth, she heard the school's new principal created a positive school environment that supported the success of both teachers and students, which gave her confidence in enrolling her child in her assigned neighborhood school.



School Environment

A family initially chose a school based on start times that worked best for their family, but the school environment was not a good fit for their child. Once schedules were standardized, they enrolled their child in their assigned neighborhood school, which has a strong community feel and affirmed the importance of a supportive school climate.



Support Services

One family had children who needed to attend different schools. One school offered a Pre-K program for their youngest child, but another provided better support services for their older child. While traveling to multiple schools requires more complex logistics for school pick up and drop off, they are aiming to meet each child's unique needs.



FAMILIES WHO CHOICE-ENROLLED THEIR CHILD IN A NEIGHBORHOOD OR OPTION SCHOOL



Choice-Enrolled in Neighborhood/Option Focus Group Insights



- Families sought schools that offered **programming that met their children's skills and interests** (e.g., STEM, aerospace, agriculture, and theater) and those with **practical life applications** (e.g., Warren Tech and IB.) However, once enrolled, some parents and students experienced an inability to participate in those programs due to core class commitments or felt the advertised programs did not meet their expectations.

- While programming was important, **logistical challenges** such as **transportation** and **scheduling conflicts** affected these families' choices. **Practicality** often outweighed other factors in decision-making.

Choice-Enrolled in Neighborhood/Option Focus Group Insights

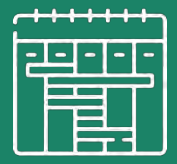
- Families valued **socioeconomically, culturally, and racially diverse environments,** particularly where their child would feel **a sense of belonging.** However, they felt that more diverse schools require **additional resources** to **meet the unique needs of all students** (e.g., to be able to provide both dual language and GT programming in the same school).

- Students played a role in choosing their schools as they got older, and they evaluated their options based on available **athletics and extracurriculars, career coursework or experiences** aligned to their interests, **up-to-date technology and facilities,** and the **school culture,** including having **similarly-minded peers** who were academically driven.

- Families valued environments they felt were **safe and inclusive,** which included having **security measures and protocols** and school leadership and staff who are **responsive to bullying or behavior issues**.



What Do You Value About School Programming?



Availability and **accessibility**; fit in student's schedule



Programs that **meet students where they are** and support their **progression**



Logistical **convenience** and **proximity**



Curriculum that offers **experiential learning** with **real-world applications**



Extracurriculars that build **inclusivity, empathy** and **leadership skills**



Programs that align with **student's interests**

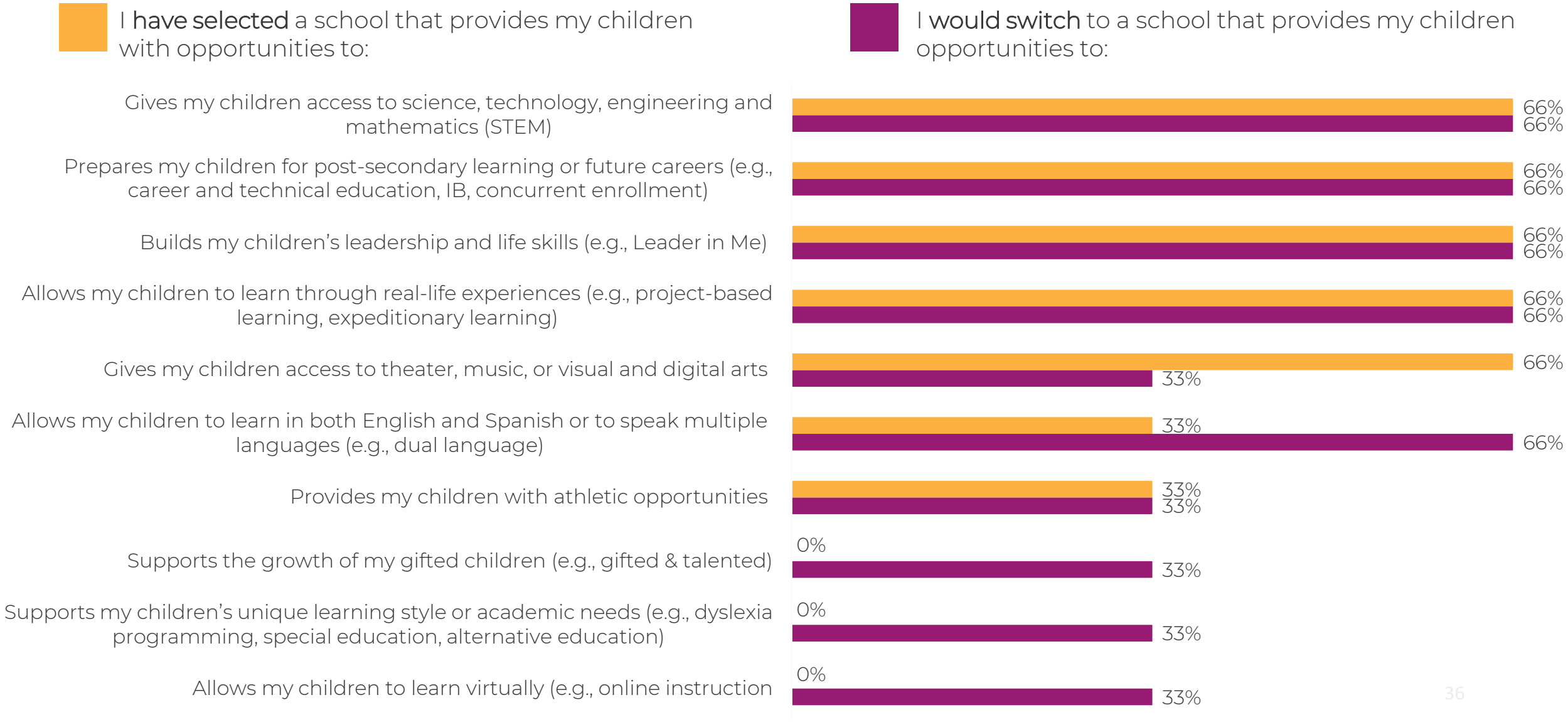


Programs that introduce students to **career paths** and experiences



Approaches that accommodate **unique learning styles** (e.g., kinesthetic)

Programming Priorities



Families' School Enrollment Stories

Student's Aspirations

For elementary school, one parent enrolled her child in a school with a unique learning model, but they transitioned to a more traditional middle school based on her daughter's feedback. Entering high school, her student prioritized extracurriculars, student leadership and volunteer opportunities, and unique educational experiences that introduced her to new career paths. After taking an intro to forensics class, she decided to apply for and enroll in Warren Tech.



Curriculum & Practicality

One parent searched for schools with a curriculum aligned with her daughter's learning style, enabling her to connect her coursework to practical, real-life scenarios. When her daughter was identified as GT in elementary school, she sought out IB because the school her daughter was enrolled in did not offer GT programming that met her needs. This parent balanced academic priorities with what schools were logistically feasible for her to provide transportation to as a single caregiver.



Belonging

One family transitioned between multiple high schools to find the right fit for their son. They initially chose a school based on test scores, athletics, and friends, but once enrolled, felt the school community was not welcoming and inclusive of their son. Briefly considering a virtual school option, they ultimately prioritized a larger and more diverse environment, aiming for their child to attend classes with peers who reflected his cultural background and offered programs and curricula aligned with his skills and interests.



FAMILIES WITH CHILDREN WHO ATTEND A CHARTER SCHOOL



Charter School Focus Group Insights



- **Safety** emerged as a top priority for families with children in charter schools, specifically, having **clear safety plans and policies** as well as a **secure environment**.
- Families valued more **direct access to the school's governance**, allowing for **greater influence** in their school's **decision-making processes**. They believed charter schools have **higher accountability to parents** and a customer service mindset.
- Their preference for **small class sizes** underscores the desire for more **individualized attention**.
- Charter schools are viewed as **inclusive environments** where children who felt out of place in traditional schools find a **supportive community**.
- Families shared that charter schools foster a strong sense of **connection and belonging** through **active school involvement**, such as mandated volunteer hours for parents/family members.
- Families emphasize the importance of **choice enrollment**, essential for both **logistical convenience** and ensuring the **right educational fit** for each child.

Structure vs. Flexibility in Schools

Structure

Families with children in charter schools liked that their schools embrace traditional values, including structured learning environments, rigorous academics, and low-tech/hands-on learning approaches. Families described clearly defined routines, established procedures, and consistent classroom management techniques. They also favored discipline policies that ensure a safe environment conducive to effective teaching and learning.



Flexibility

Families with children in charter schools valued flexibility in classroom design, coursework, and curriculum to better accommodate diverse learning styles and needs. Parents felt flexibility enables schools to implement individualized learning plans and differentiation strategies while allowing students to more freely explore their interests and pursue personalized academic goals.



How Do You Define a Good School?



Supportive and **responsive** administration and **tenured** staff



A **safe and secure** environment



An **engaging, active learning** environment



Challenging curriculum tailored to individual students and **diverse learning styles**



Strong **mental health support**



Vibrant community with abundant activities and **parent involvement**

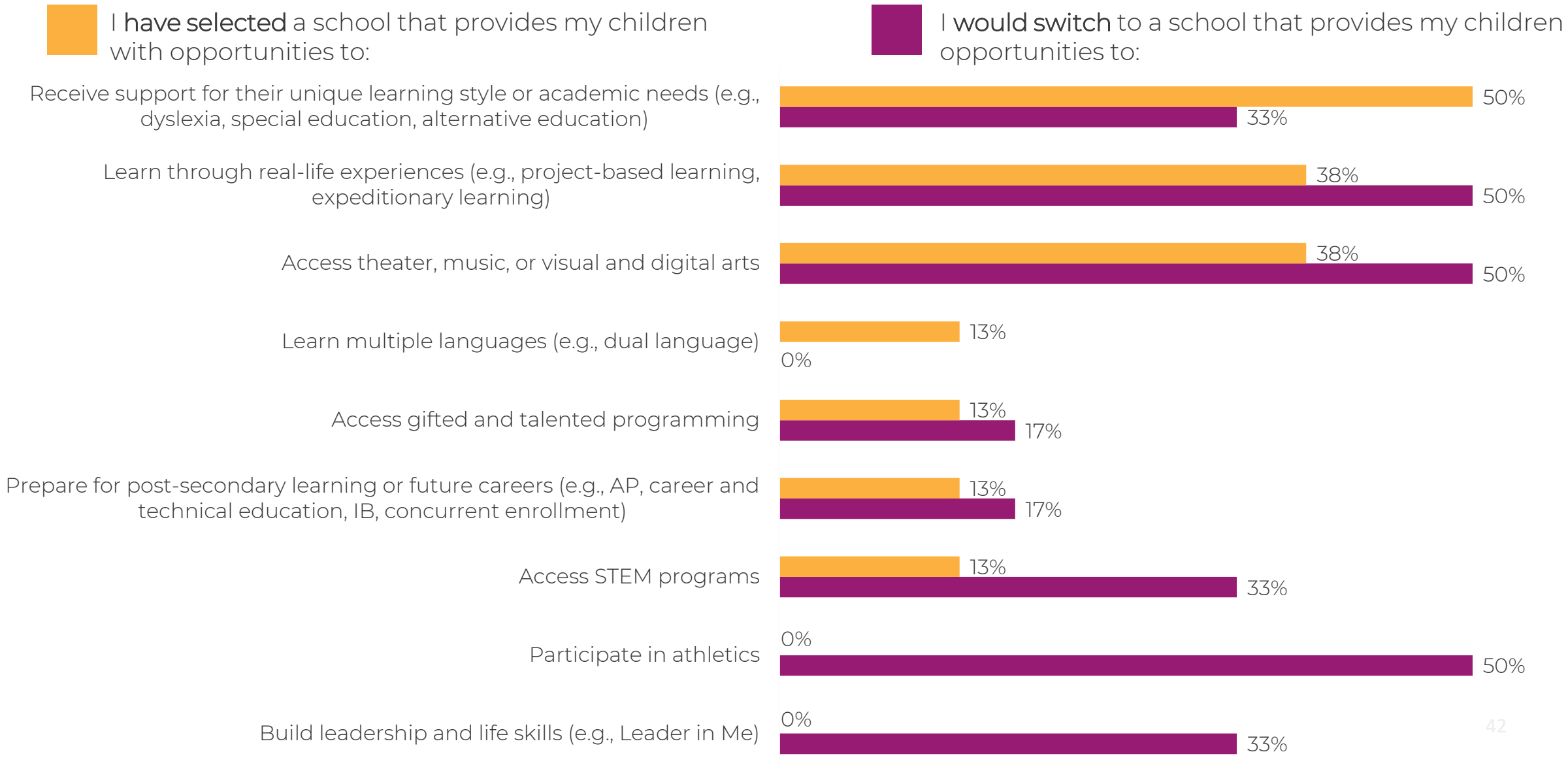


Prioritization of **social, emotional** and **academic growth**



Small class sizes and personalized education

Programming Priorities



Families' School Enrollment Stories

Personalized Learning

One parent chose a charter school because she felt it was better able to cater to her child's unique learning styles and needs. She selected a school with a flexible curriculum that allowed her to personalize her daughter's learning plan and provided an environment more conducive to her growth.



School Safety

One parent transitioned to a charter school seeking a responsive and supportive educational setting for his son. Encouraged by the school's emphasis on accountability, anti-bullying policies, and safety, he saw an opportunity for his child to thrive academically and socially in an inclusive setting.



Learning Environment

One parent explained that a school's designation as "public" or "charter" matters less than the education it provides for her student. While the district provided great IEP resources, the charter school she chose had a learning environment better suited to her son's needs and a supportive community for families with neurodiverse students.



FAMILIES WHO PROVIDE THEIR CHILDREN WITH HOME-BASED EDUCATION



Home-Based Education Focus Group Insights



- Families who provide home-based education for their children value **project-based and experiential learning** and educational experiences that are **fun, creative, hands-on**, and have **practical, real-life applications**.

- Families chose home-based education to provide **individualized, tailored support** that best adapted to the **unique learning or social-emotional needs** of their children and accelerated their progress (e.g., catching their child up to grade level or challenging their gifted child).

- The **school or classroom environment** factored into many families' decisions to homeschool. At home, families were able to create **spaces or schedules that help their children to thrive** (e.g., more flexible learning times or quieter rooms) and **avoid peer influences** that do not align with their **values** or could negatively impact their child's **behavior**.

Home-based Education Focus Group Insights

- Parents who enrolled their child in Hope Academy enrichment programs felt supported by the **extracurricular experiences**, available **resources and curriculum** (e.g., how-to videos, textbooks), and **sense of community** with other families who provide home-based education. Many families expressed that they need **external support to meet their child's needs** (e.g., advanced math curriculum, mental health), but did not know where to find it.

- When families had children in a traditional classroom, they desired more **communication**, opportunities for **parental involvement,** and **instructional scaffolding** from their child's teachers.



How Do You Define a Good School?



Differentiated, instruction, tailored to each student's learning style and abilities



Flexible and adaptable schedules



Support for each student's academic or social emotional needs



Opportunities for parent input and involvement; school partners with families in child's education



Intentional guidance and scaffolding



Creative, varied and experiential learning experiences with practical applications



Transparent communication and clear expectations

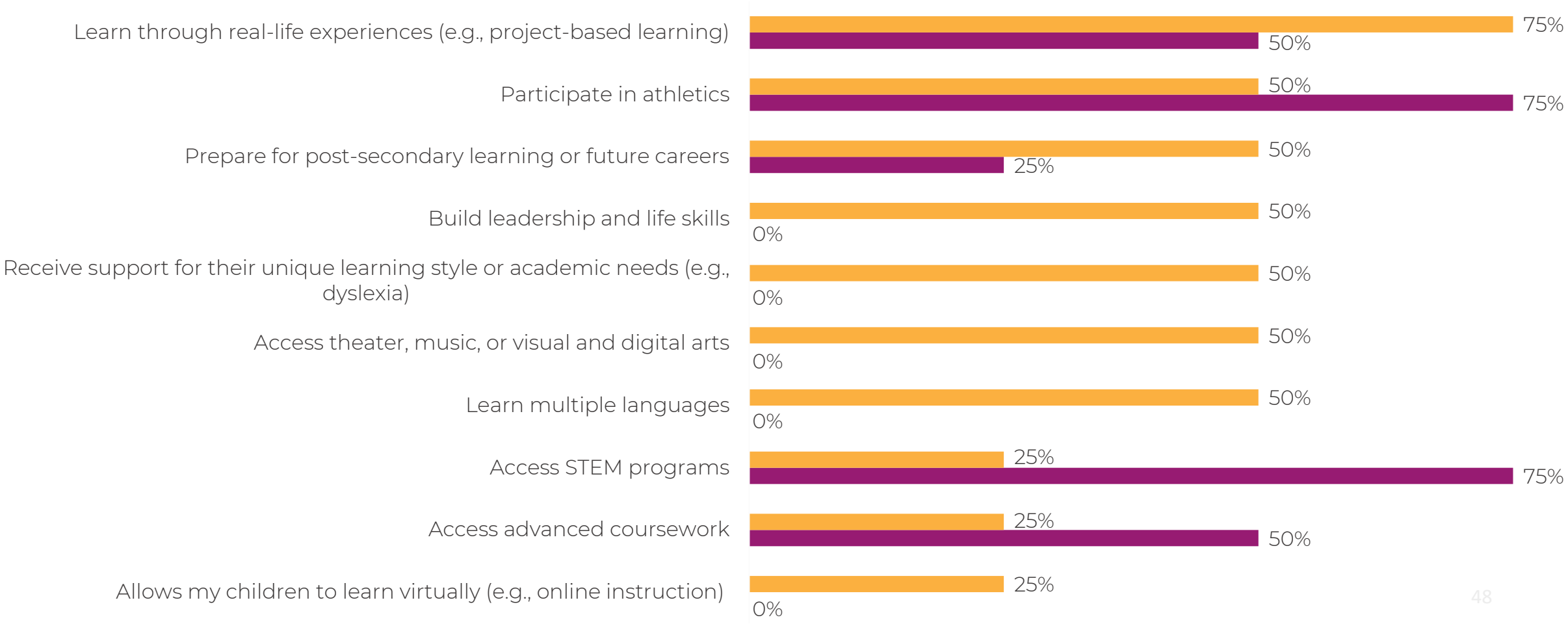


Safe, responsive classroom environments

Programming Priorities

Through home-based education, I provide my child with opportunities to:

I would consider enrolling my child in a traditional school setting that provides them with opportunities to:



Families' School Enrollment Stories

Project-Based Learning

While one child thrived academically and socially in their assigned neighborhood school, one family opted to homeschool their other child to provide him with more tailored interventions and specialized services. They valued flexibility in the school schedule and curriculum as well as project-based learning to provide real-life applications to the concepts their students are learning.



Supportive Environment

One family chose home-based education because it was the best environment to support their daughter's mental health. Because she can feel overwhelmed or anxious in noisy, fast-paced settings, they felt she would be better supported at home, but want opportunities for her to engage academically with other students for socsocializing and accountability.



Differentiation

One parent chose to homeschool her son to focus on his individual learning and behavioral needs. For her daughter with ADHD, she sought creative, hands-on learning, including Hope Academy enrichment programs. Homeschooling helped them to catch up to grade-level through differentiated lessons that enabled each child to learn in their own way.



FAMILIES WITH INCOMING KINDERGARTEN STUDENTS



Incoming Kindergarten Focus Group Insights



- Incoming kindergarten parents made decisions based on the environment or feel of schools, prioritizing a **supportive staff**, the **school's culture and values,** and the **educational approach**.
- Parents overwhelmingly sought out specialized support for the "**whole student,**" including **GT**, **2E,** and **special education** programs, **social-emotional learning,** and **trauma-informed** curriculums.
- **Hands-on learning** experiences and **real-life applications** of the learning were valued more highly than testing and worksheets.
- Teacher and staff **tenure**, effective **communication,** and a **warm, safe, and welcoming** environment were signs of a good school.
- The largest programming hurdle for these families was the availability of **before- and after-school care**.
- These families found information about schools from **online sources** (Facebook, Jeffco Insights), **recommendations from parents** in the community, **school tours,** and **direct communication** with school administration and staff.

How Do You Feel Welcome & Connected?



Warm staff who greet children and parents



Effective **communication** from school



A directory or **meet-and-greets** for parents to connect with each other



Inclusivity and acceptance of all students

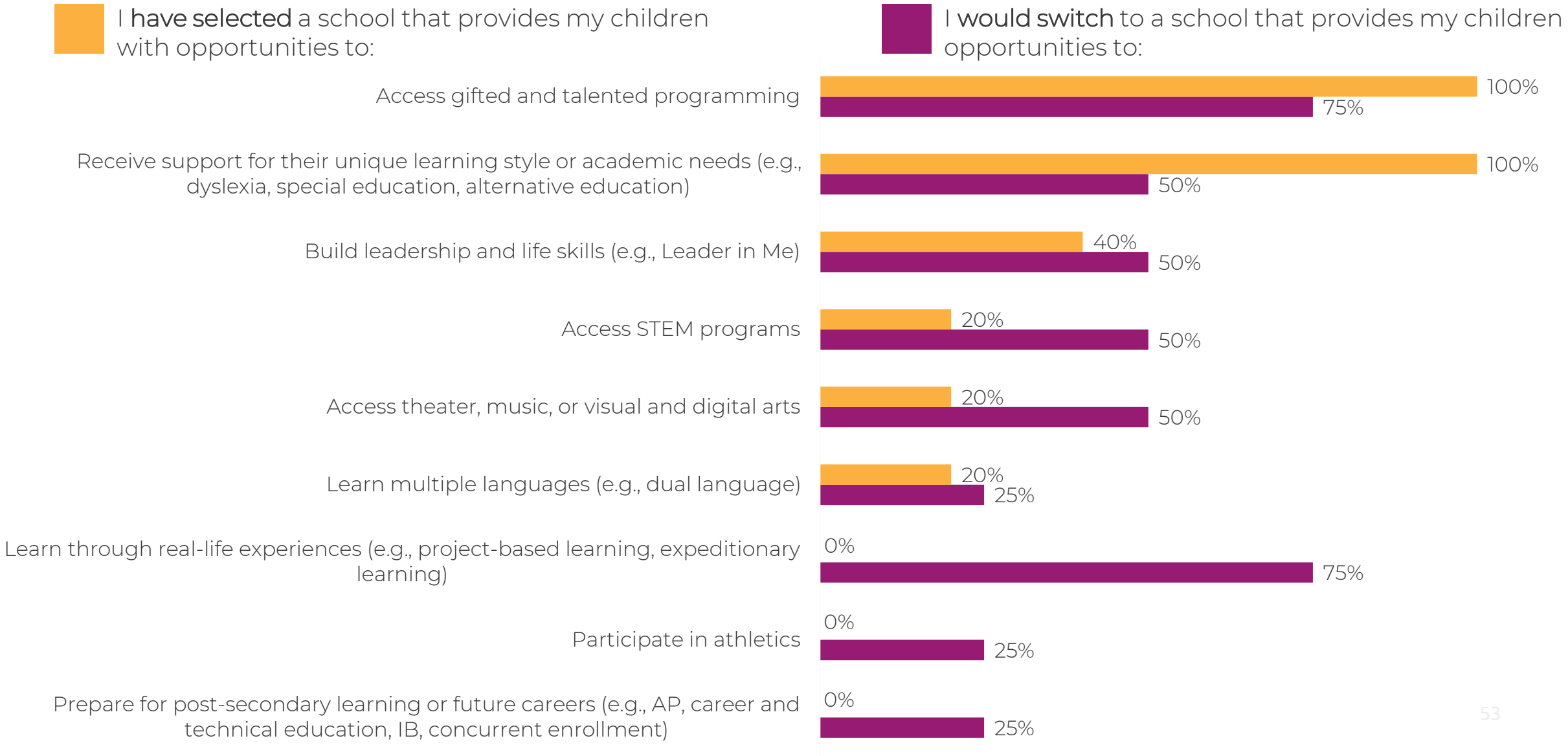


Opportunities for students to **shadow or visit schools** prior to enrollment



School sponsored **events and activities**

Programming Priorities



Families' School Enrollment Stories

Before and After Care

One parent shared that her school enrollment decision was not only for the needs of her child entering kindergarten but also for her younger children. For her family, before- and after-school care was a critical need, and the likelihood of securing a spot in before- and after-care was a primary factor in choosing a school for two working parents.



Social Emotional Support

One parent visited 10 schools and had a spreadsheet where she tracked various criteria for every school. Her child was accepted into all three schools she applied to, and ultimately the parent chose the one that would have the right support for her son's needs. On the tour, she saw sensory materials on the floor and walls demonstrating that social-emotional support was a significant part of the school culture.



Community

One family said that their most important priority was a sense of community because they don't have family in the area. They are enrolling their kindergartener at the same school she currently attends pre-K because they feel like the teachers are friendly and supportive of making connections with other families.



FAMILIES WITH A 5TH GRADE STUDENT CHOOSING A MIDDLE SCHOOL



Incoming Middle School Focus Group Insights



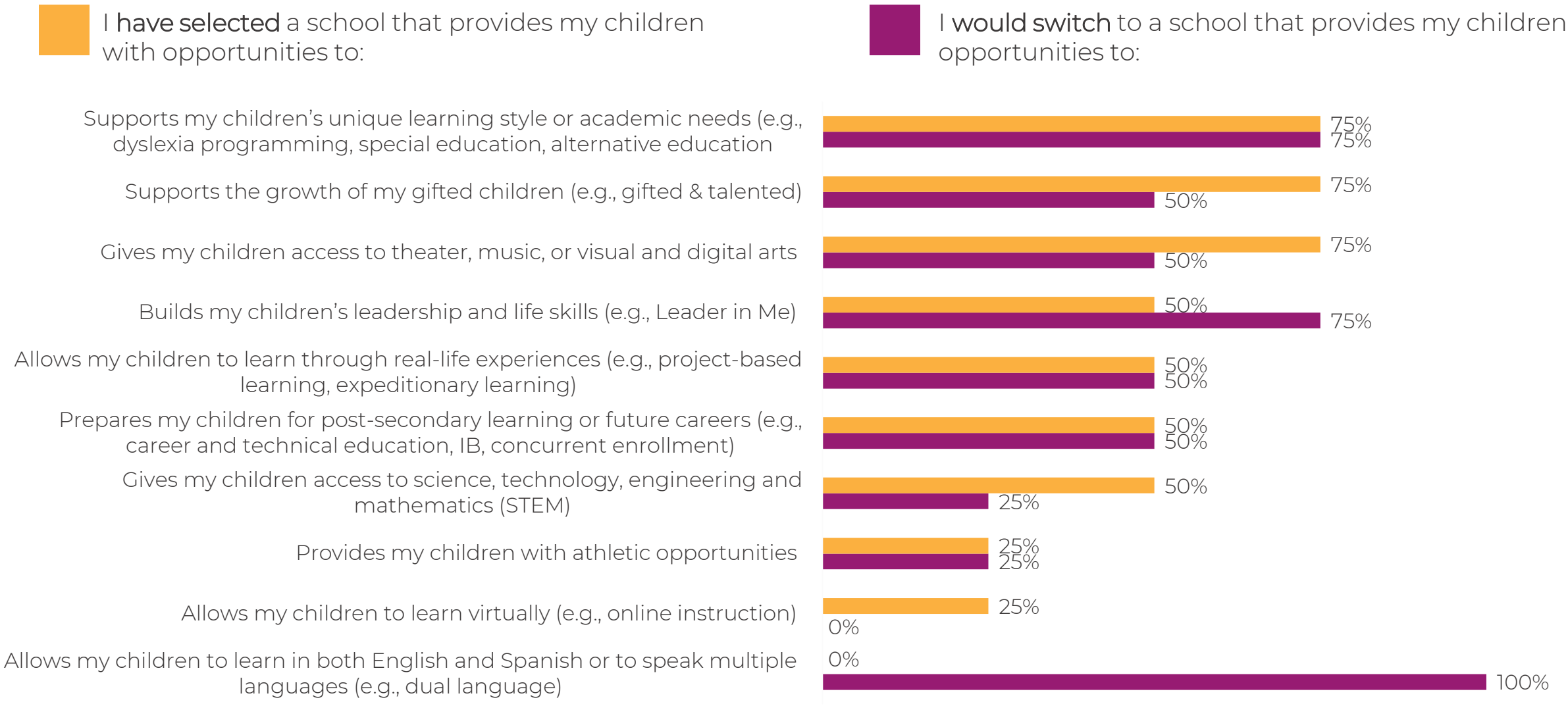
- Parents were mindful of the **school's resources and funding** and the impact that those resources had on the priorities they cared about, including **programming**, **student-to-staff ratios**, and **support staff** (e.g., assistant principals, speech therapists).
- A school's **social environment** mattered. Families considered **where their child's friends would attend** or whether their child would **fit in with their classmates.** They prioritized maintaining **community, staff,** and **peer connections.**
- Families emphasized the importance of the **school community** and sought a **warm, welcoming environment for all students**. While they considered enrolling in schools with reputations for good test scores or great programs and athletics, parents were more likely to choose schools with reputations of being **diverse, inclusive,** and **kind.**

Incoming Middle School Focus Group Insights

- Parents sought **programs that met their students' interests** (e.g., band, theater, STEAM, NASA Hunch), including **virtual classes** to access coursework their child's middle school did not offer (e.g., Spanish, advanced math).
- Families valued **social-emotional learning** and a **whole child approach** with **support and instruction that could meet students where they are** no matter their level.
- **Proximity** and **transportation** factored into the options available to families.
- Compared to choosing an elementary school, families with middle school students were **more informed** about the questions they should ask and better understood **what was most important to them**. Their **students influenced** their middle school selection.



Programming Priorities



How Do You Define a Good School?



Feelings of **community and connection**



Diverse environment



A **reputation** for **kindness and inclusivity**



Resources and support for **all levels of students**



Collaboration amongst teachers and with the community and families



Well-supported staff

Families' School Enrollment Stories

Specialized Programming

One parent found schools that provided opportunities for her daughter to explore her varied interests (STEM, choir, and band). She selected a middle school where her daughters could access the NASA Hunch program. One child complemented her core coursework with additional virtual classes, including Spanish and advanced math.



Structure and Resources

One parent chose a school with the resources to offer the programming and wraparound support she valued for her son along with structures that would support his interests and needs. She liked that his middle school provided the option for more electives, had a collaborative group of teachers dedicated to his education, and extended only to 8th grade (rather than 12th).



Community Connections

One family initially chose an elementary school because there were three schools closer to her house than her assigned school. The school they chose had small class sizes, welcoming staff, and a focus on SEL. For middle school, they wanted to maintain the community connections they had built and selected the school their choice-enrolled elementary fed into.



FAMILIES WITH AN 8TH GRADE STUDENT WHO ARE CHOOSING A HIGH SCHOOL



Incoming High School Focus Group Insights



- While graduation rates or test scores influenced parents' perception of whether a school is "good," many noted that the best school for their child is the one that **best fits their students' needs and interests**.
- Families prioritized programs (CTE, AP, or Warren Tech) that **prepare students for life after high school,** allowing them to be successful in either college or a career**.** They were less likely to see the value in or be influenced by other programs but stated more information about programs would be beneficial.
- **Students had more input and influence** in their school choices as they approached high school, expressing preferences to **attend school with friends** or to participate in specific **athletics**. However, **logistics** still factored into school enrollment, including **proximity** and **transportation. Where older children attended** also influenced the school enrollment decisions for the younger children in the household.

Incoming High School Focus Group Insights

- Families named that a school's **community** and **culture** is an important factor. Parents explained that culture could be influenced by **principal engagement, staff tenure,** and **relationships with teachers**. Families indicated that **athletics** was a primary way students and parents could feel welcome and connected to a school.

- **School feeder patterns** (i.e., which high school students would be enrolled in based on their middle school) did not influence these focus group families' choices.



How Do You Define a Good School?



Community feeling that is driven by **strong relationships** between students and staff



Academic quality shown by high graduation rates



Warm and welcoming environment



Staff **retention;** teachers feel **supported** by the community and administration



Support for all students



Culture supports **involvement** and **engagement** from students, staff, and families



Programs that prepare students for **post-secondary** success

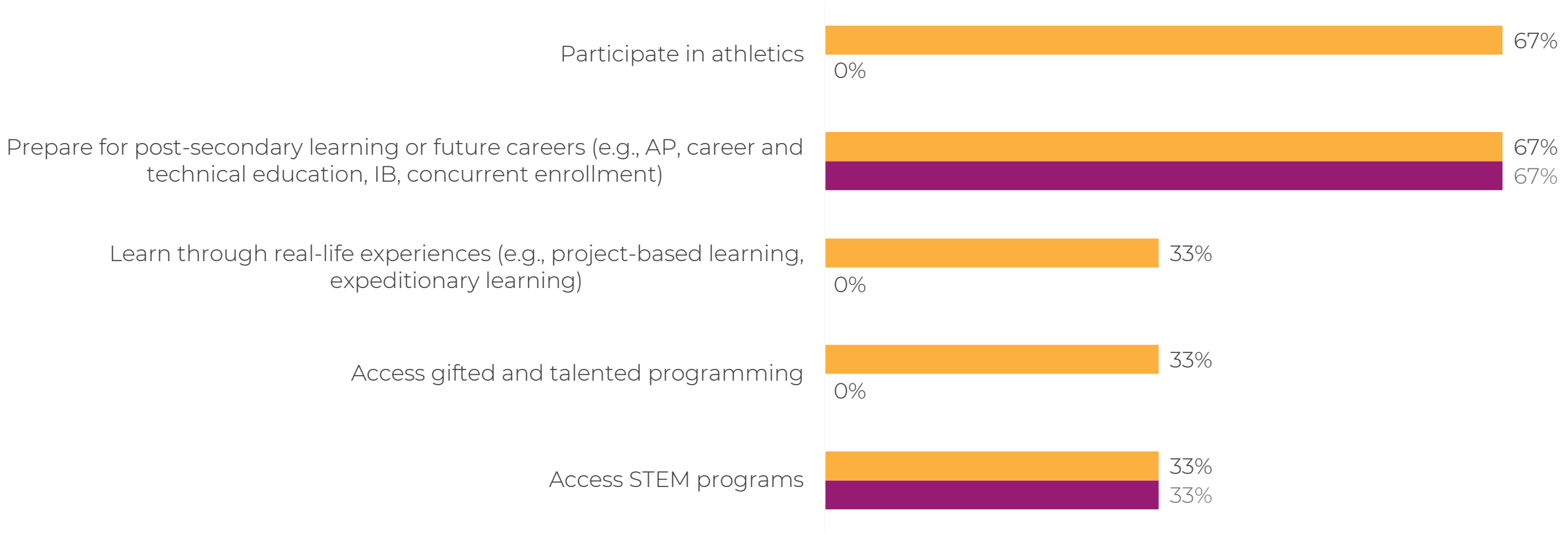


The best **fit** for the student

Programming Priorities

I **have selected** a school that provides my child with opportunities to:

I **would switch** to a school that provides my child with opportunities to:



No families selected programs that provided opportunities to: build leadership and life skills; receive support for their unique learning style or academic needs; learn multiple languages; or access theater, music, or visual and digital arts.

Families' School Enrollment Stories

Right Fit

One parent searched for the best school near his home, initially using school ratings and word of mouth to determine the highest quality school options that were convenient enough for two working parents. They ultimately chose the school they felt was the right fit for their student rather than the one ranked the best.



Location and Commute

One student was interested in a high school that offered specific programming. However, the school would have required significant commuting given its distance from their home. The family decided to enroll in a school closer to their home with concerns about their student having to navigate highways or inclement weather if driving himself to school.



Culture and Community

One family felt their decision was easy because their assigned high school has a reputation for a strong sense of community with a positive school culture driven by long-tenured teachers and a very engaged principal who encourages every student to get involved in extracurriculars.



FAMILIES WHO SELECT A SCHOOL TO ACCESS SPECIFIC PROGRAMMING FOR THEIR CHILDREN



Specific Programming Focus Group Insights



- Families, many of whom had at least one GT student, valued **differentiation** and **individualized instruction** that could advance their child's learning. They sought **challenging and flexible curricula** as well as opportunities for **mastery-based learning** (including **virtual** platforms) that enabled their children to progress at their own pace.

- Beyond academics, parents desired **well-resourced, high-quality programs** and **extracurriculars** that allowed their children to **explore their interests** (e.g., arts, STEM, language immersion) and **post-secondary and career** options.

- **Social-emotional** and **trauma-informed learning** were very important. Families sought a more **consistent SEL approach** and experiences across schools with **resources dedicated to additional staff support** (e.g., behaviorists, counselors) and **SEL training** for all staff.

- Parents prioritized a **sense of belonging and community,** desiring a **welcoming and inclusive environment** where their child could feel like they "fit in" and where differences were understood and accepted.

- Families appreciated **opportunities to engage in their child's learning** and **proactive, two-way communication** from staff.

How Do You Define a Good School?



Welcoming **environments** that are **inclusive and accepting** of all students



Motivated and invested **students**



Flexible curriculum and differentiated instruction



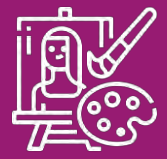
Engaged, well-trained teachers and **supportive staff**



Schedules that prioritize **time outside**



Resources and staffing for high quality programs and services

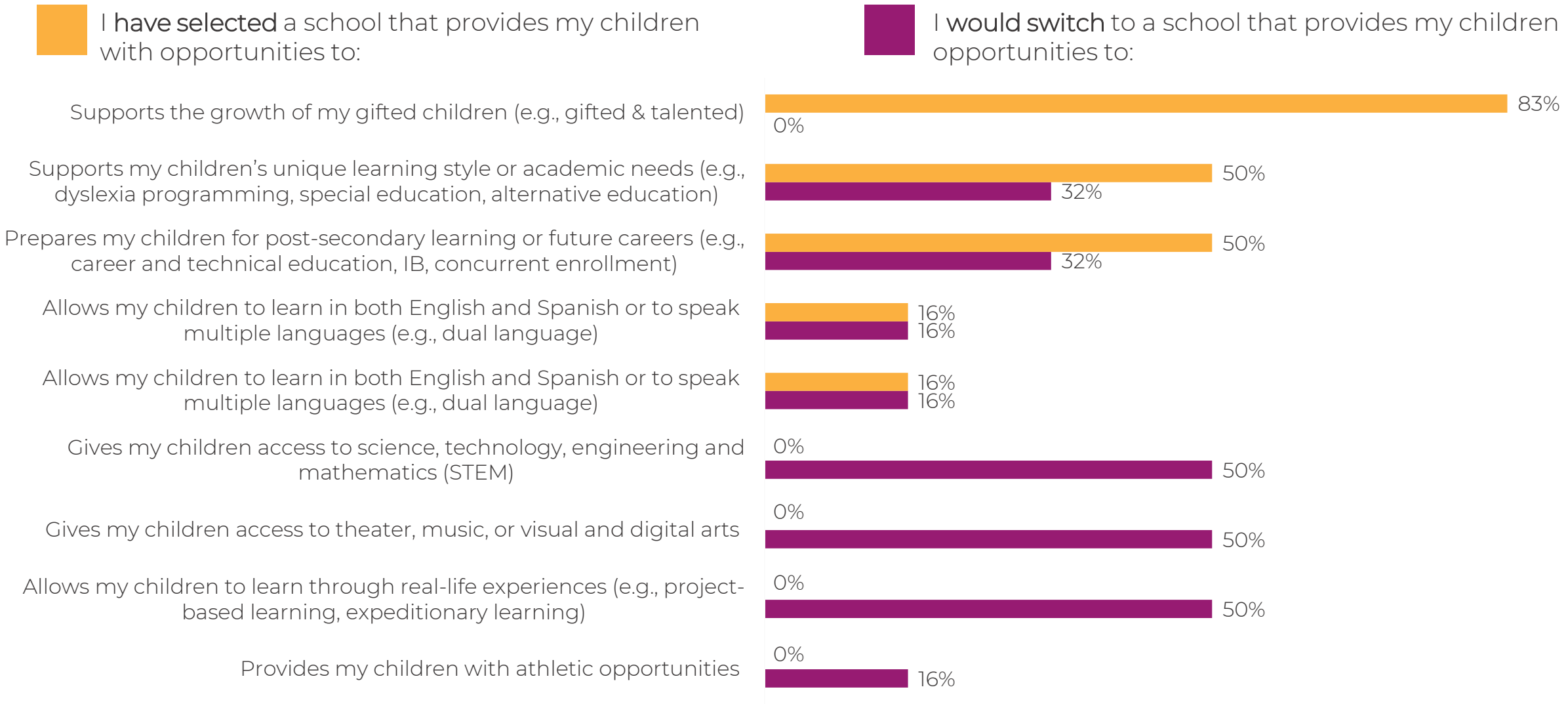


Wide variety of extracurricular activities for many **different interests**



Clear, proactive **communication** from school

Programming Priorities



No families selected programs that provided opportunities to learn virtually.

Families' School Enrollment Stories

Celebrated Differences

One parent sought a school where her children - who have very different abilities and interests - could engage in high-quality programming and hands-on learning in an environment that accepts all students and celebrates their differences. She valued a school culture where her children would be included and feel that they fit in with their peers.



Welcoming Environment

One family valued the opportunity for their child to tour during the school day so that they could get an authentic sense of what it would be like to attend the school. The school leadership was welcoming, with the principal taking the time to introduce their daughter to her potential classmates and encouraging current students to share their experiences.



Individualized Instruction

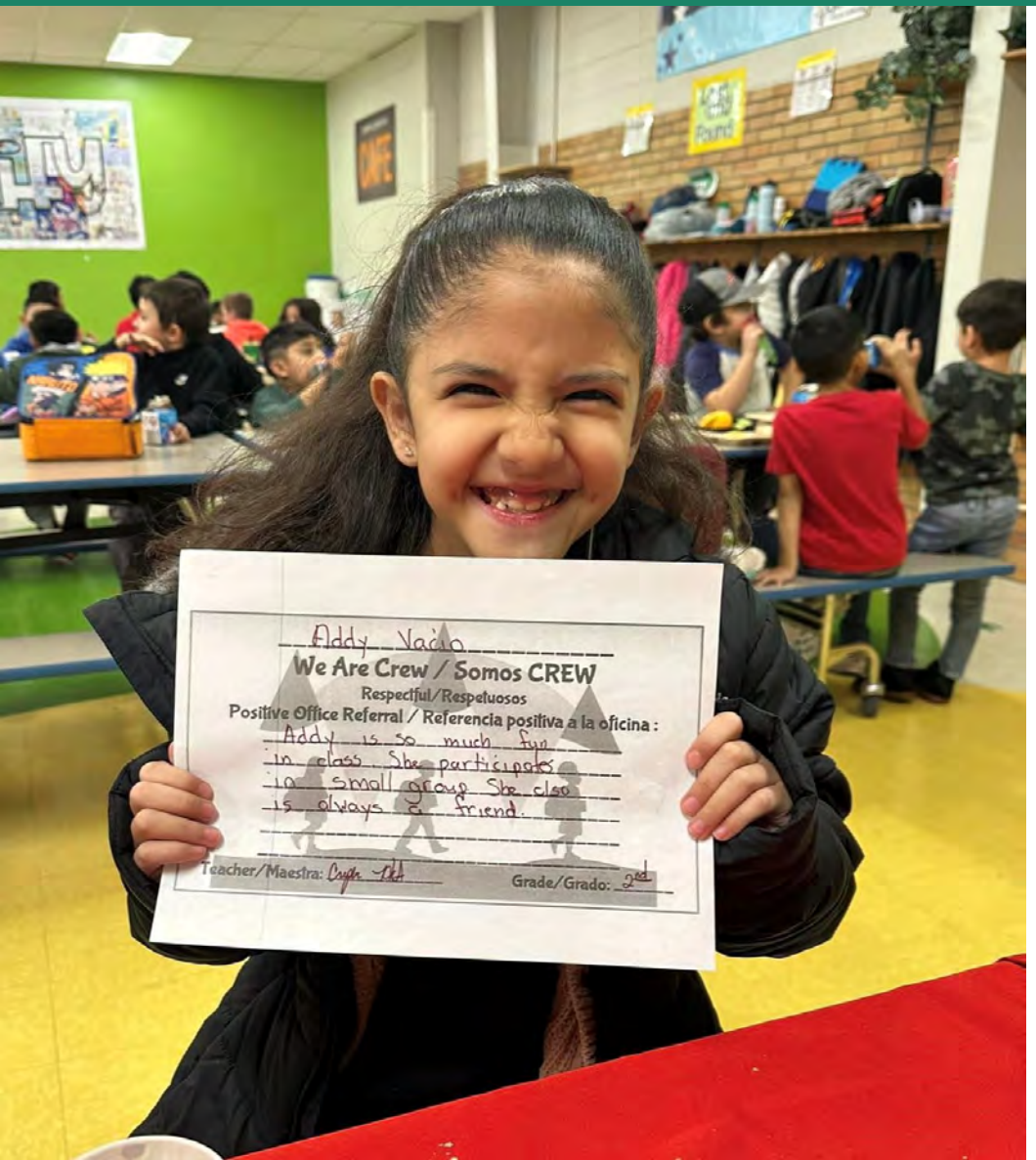
One family prioritized schools that offer individualized instruction and accommodations that met the unique needs of her children who are 2E and dyslexic. They valued teaching relevant to their children's interests and staff that could provide students with social-emotional support.



FAMILIES WITH A CHILD PARTICIPATING IN DUAL LANGUAGE PROGRAMMING



Dual Language Program Focus Group Insights



- Families proactively selected their schools to **access dual language programming.** They valued the opportunity to introduce their children to **diverse perspectives and cultures** and spark a **sense of curiosity and exploration.**

- Parents viewed dual language programming, particularly **two-way options** where students spend half of the time learning in their primary language and the other half in their secondary language, as an authentic way to **build social and cultural competence** and **empathy for others.**

- Through dual language, some students **connected to their family's cultural and linguistic heritage;** others saw opportunities for more meaningful **connection and integration within a diverse community**.

Dual Language Program Focus Group Insights

- Families described the long-term value in the **language skills** their children would acquire, citing **better jobs** because they would be bilingual.

- Beyond dual language, families were also interested in **experiential learning**, engaging **extracurriculars**, and **career pathways**. Some families considered changing schools to access GT programming but ultimately felt that dual language **challenged their students academically and supported their growth.** They desired opportunities to continue **bilingual learning in secondary school.**

- The **school's leadership and staff** played an integral role in the school enrollment decision with parents highlighting their school **administration's passion, enthusiasm,** and **support for teachers and students.**



How Do You Feel Welcome & Connected?



Support and **engagement from the community** (e.g., elected officials, nonprofits)



Strong **relationships amongst parents**



Bilingual and diverse staff and leadership



Families and students see themselves **reflected in the school's curriculum**



Staff who know **every child** and **family member's name**



Opportunities for families to engage in their preferred language

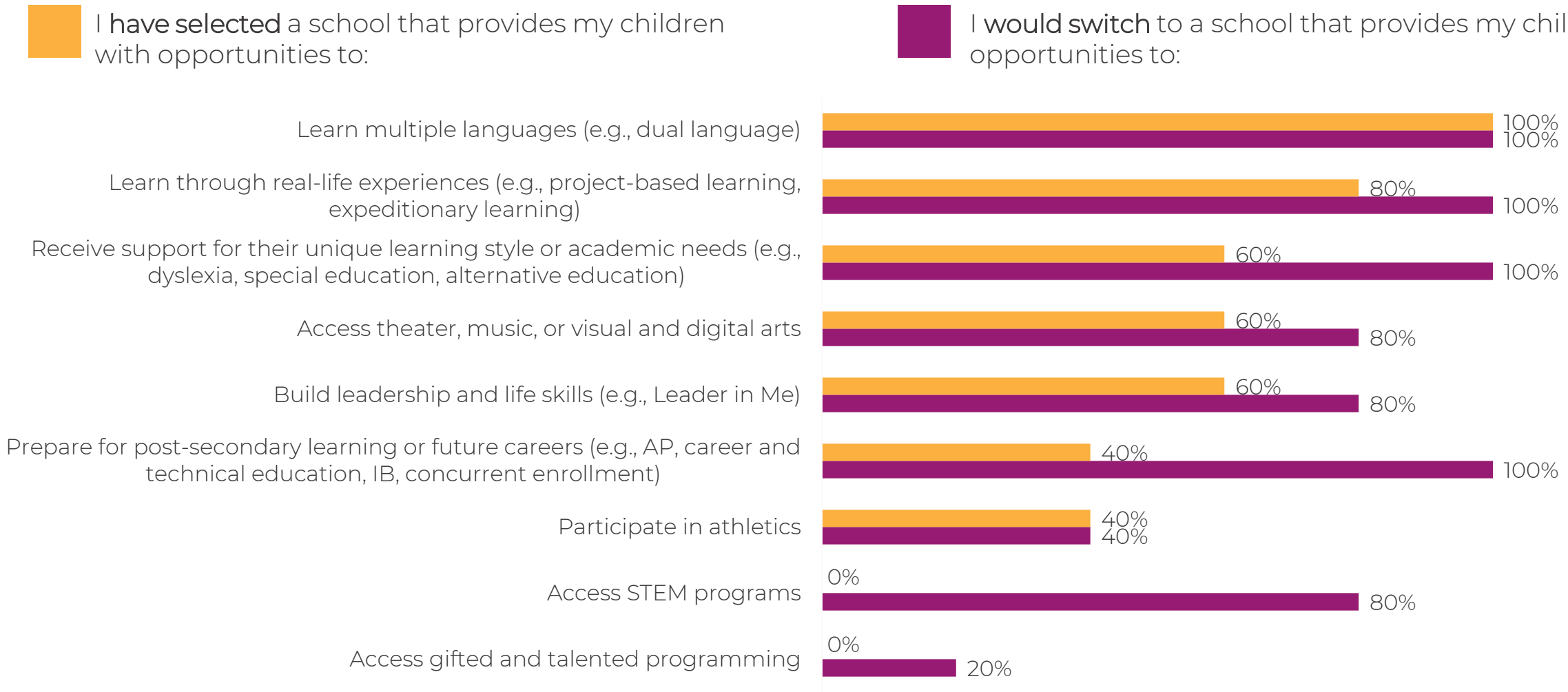


School **environment** (e.g., murals, signs, books) **that represents many cultures**



Aesthetically-pleasing facilities and playground

Programming Priorities



60% of families selected "other" in the poll and indicated that they would switch schools to provide their child with an opportunity to participate in the Seal of Biliteracy. No families selected programs that provided opportunities to learn virtually.

Families' School Enrollment Stories

School Leadership

One parent intended to choice-enroll out of her assigned neighborhood school based on test scores but once she visited the school, she felt a sense of community and the school leadership's commitment and passion. When her student was identified as GT in 2nd grade, she decided to stay at her school to continue the dual language program rather than switch to access GT programming.



Cultural Connections

One parent chose her child's elementary school to access the dual language program so that her child could reconnect with her family's culture and language. As they prepare to select a high school, she is weighing the schools' reputations with the desire for her son to continue advancing his Spanish skills and maintain connections to his peers and school community.



Program Proximity

One parent chose a school further away so that her child could participate in a two-way dual language program because she felt it fosters more student integration across cultures and languages. Once her assigned school transitioned its one-way programming to two-way, she enrolled there for the proximity and because she values attending their assigned neighborhood schools.



FAMILIES WHO SPEAK SPANISH AS THEIR PRIMARY LANGUAGE



Spanish Language Focus Group Insights



- Parents valued an **inclusive and welcoming environment** with **a sense of belonging, authentic relationships, and connection** within the school community. There was an appreciation for staff who serve as **liaisons to parents, value all voices**, strive to **understand families' cultures,** and **speak their languages** via **translation services** or **bilingual staff.**

- Families valued **dual language programming** that allows their children to **learn in Spanish** and **honor their ancestry, history, and cultural diversity.**

- Families also prioritized programming that **supported their gifted, 2E, and students who are autistic**, built their children's **leadership skills**, and provided opportunities to **explore their interests** (e.g., robotics, chess, cheerleading, sports, Latin dance, music, and art.) **Experiential learning** and **field trips** that **prepare students for the future** were important as well.

Spanish Language Focus Group Insights

- **Logistics**, including **proximity** to home or work and **available after school care**, as well as the **school's facilities and resources** (e.g., playground, nutritious meals) were contributing factors in school enrollment decisions.

- Parents valued **high-quality teaching**, **relationships** between educators and their students, and **effective communication** with their child's teacher.

- Families sought a **sense of camaraderie among parents, an** administration that **addresses problems efficiently and in collaboration with parents**, and schools that provide **GED or other adult learning opportunities**.



How Do You Define a Good School?



A place **children like and want to go**



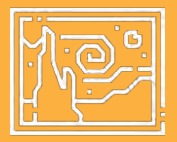
Fairness and justice



Staff who strive to **understand my culture** and **speak my language**



High-quality teaching staff



Students learn about and are involved in **arts, business, and society**



Welcoming environments where all are greeted with **love and respect**



Administration that **communicates** and **listens**

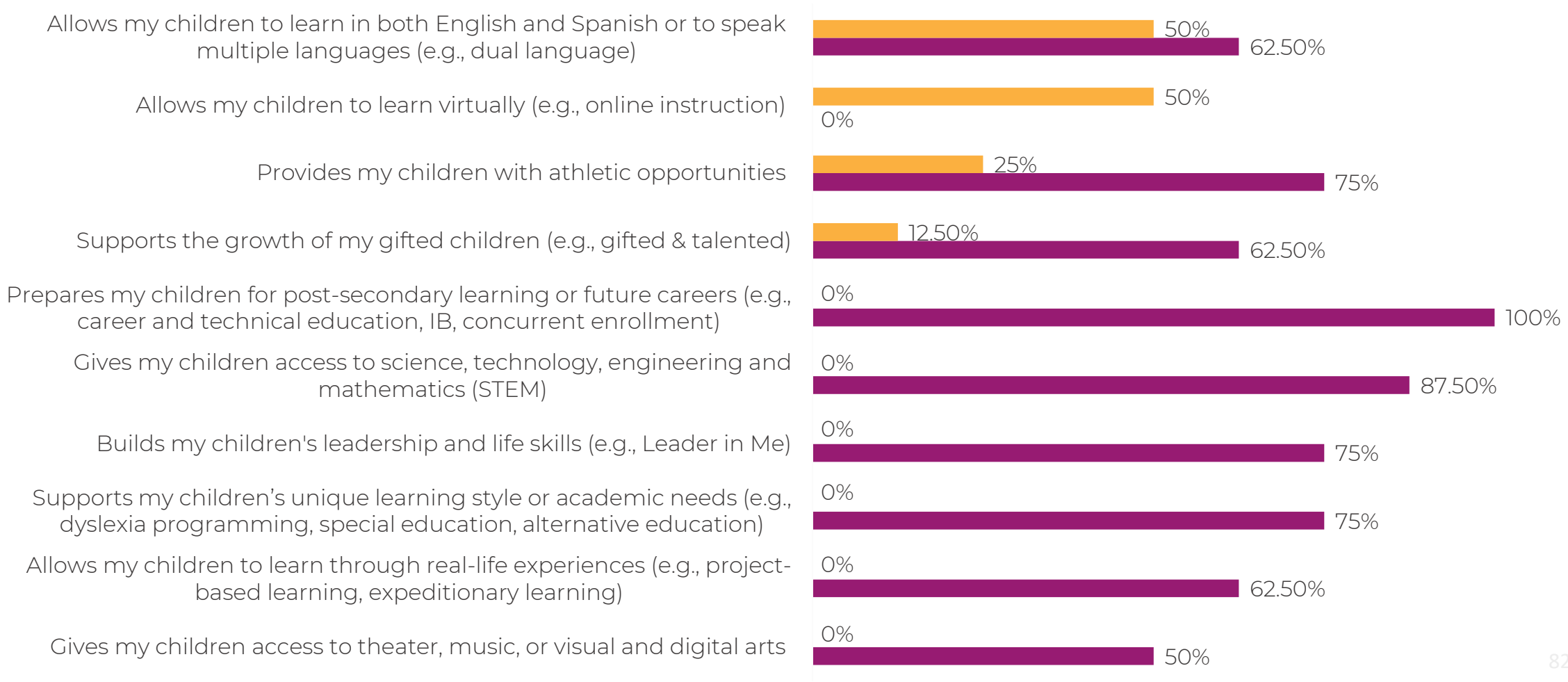


Community that is **accepting** and **inclusive** of **all languages and cultures**

Programming Priorities

I **have selected** a school that provides my children with opportunities to:

I **would switch** to a school that provides my children opportunities to:



Families' School Enrollment Stories

Sense of Belonging

One parent shared that they felt a sense of inclusion and belonging at their school ever since they entered the building. Bilingual and bicultural staff (as well as those striving to learn Spanish) make families feel more comfortable engaging in their child's school and parent groups, particularly when staff invite families to engage.



Cultural Connections

One family chose a dual language school because they wanted their students to feel connected to their roots, culture, and language. They valued the ability of their students to interact and engage in both English and Spanish at school and at home and believed that dual language programming provided more opportunities for their students in the future.



Individual Support

One family shared that their daughter receives ESL support from her school and that her teacher has been particularly instrumental in supporting her unique developmental needs. Seeing their daughter's growth, they have decided to continue to enroll her in the same school and program.



JEFFCO 2025 THRIVES

GBSM appreciates the opportunity to support Jeffco Public Schools to include family perspectives as they better understand the long-term enrollment trends. We are also grateful for the time Jeffco families took to share their insightful and valuable perspectives through the survey and focus groups.



APPENDIX: FOCUS GROUP DISCUSSION GUIDE

JEFFCO PUBLIC SCHOOLS

School Enrollment Focus Group Discussion Guide

Through a series of in person and virtual focus groups in Spring 2024, GBSM was able to delve deeper into the stories behind the Fall 2023 Jeffco School Enrollment Survey data.

Focus groups were 90-minutes. GBSM facilitated conversations and interactive elements that allowed for participants with various engagement preferences to feel comfortable sharing their experiences and perspectives.

The focus groups were organized by:

- **School type:** Four focus groups engaged families with at least one child in their assigned neighborhood school, a charter school, a choice-enrolled school (i.e., a traditional neighborhood school, option or magnet school that is not a child's assigned school), or in a homeschool setting.
- **Grade level transitions:** Three focus groups engaged families with children who were making grade level transitions, including incoming kindergarteners, fifth grade students choosing a middle school, or eighth grade students choosing a high school.
- **Specific programming:** Two focus groups engaged families who chose a school based on specific programming available. One centered on families with children in dual language programming; the other was open to families with children in any of Jeffco's specific programs (e.g., GT, STEM, IB or CTE).
- **Primary language:** One focus group was facilitated in Spanish for families who speak Spanish as their primary language as well as families with children in dual language programming.

While each focus group had questions tailored to the specific participants (e.g., families with fifth grade students or families with children in dual language programming), there were questions and activities that were common across all focus group discussions. Below is an overview of the core set of conversation topics.

Discussion/Activity
Introductions & Visioning Ice Breaker We're going to go around the room to learn more about you, your child, and your vision of what the **ideal school** for your child looks like. To help you with that visioning, we have a series of photographs that can provide you with inspiration. You may choose a photograph that is more literal (i.e., photo of computers) "My ideal school is one that has state-of-the-art technology." Or you may choose one that is more abstract. (i.e., photo of ice climber.) "My ideal school is one that provides my child with a sense of adventure and a feeling that she can accomplish anything she puts her mind to!" • Each participant shares: ○ Your name   ○ Your children's grades and schools   ○ What do you envision when you think about an ideal school for your child(ren)? What three words would describe your ideal school? *Note: Virtual focus groups were asked to describe their ideal school without photographs to simplify the technology use required on Zoom.*
Decision Factors *Priority Question* • Think about when you chose the school your child(ren) attends or will attend this upcoming fall. What was most important to you in selecting the school your child would attend and why? *Potential Follow-up Questions* • *Student perspective:* What would your child say was most important to them about their school and why? • *Logistics*: How do your daily routines impact what schools your children attend? • *For families with older children:* How have your priorities for choosing new schools changed as your child has gotten older? • *Decision-making process*: What steps did you take to learn about or explore your school options? What information did you use to decide what schools to submit applications for?
Programming *Priority Questions* • What (if any) kinds of programming or curriculum do you seek out for your child(ren)? Why those programs? • *Programs that influence choice:* We're going to do a quick exercise to understand what – if any – kinds of programming influences your decision to enroll your children in a school. In a moment you'll see two polls, and we'd like to get a sense of if you *have ever* selected a school or switched schools for any of the program opportunities listed or if you *would* in the future change schools to access any of those programming opportunities.

Poll one: Have you ever selected or switched schools specifically to access any of the following programs? I selected a school that provides my child with opportunities to:

Poll two: Would you consider changing schools so your child could access any of the following programs? I would switch to a school that provides my child with opportunities to:

- Gives my children access to theater, music, or visual and digital arts
- Gives my children access to science, technology, engineering and mathematics (STEM)
- Allows my children to learn in both English and Spanish or to speak multiple languages (e.g., dual language)
- Prepares my children for post-secondary learning or future careers (e.g., career and technical education, IB, concurrent enrollment)
- Supports the growth of my gifted children (e.g., gifted & talented)
- Supports my children's unique learning style or academic needs (e.g., dyslexia programming, special education, alternative education)
- Builds my children's leadership and life skills (e.g., Leader in Me)
- Allows my children to learn virtually (e.g., online instruction)
- Allows my children to learn through real-life experiences (e.g., project-based learning, expeditionary learning)
- Provides my children with athletic opportunities
- None of the above

- *Barriers*: During your most recent school selection process, were there any programs you were seeking that you couldn't find or were unable to enroll in? Which programs? Why could you not access them?

Potential Follow-up Questions

- What is it about [Dual Language, IB, Expeditionary Learning, or other specific programs mentioned] that you value the most?

School Reputation and Climate

Priority Questions

- In the survey, families were given the opportunity to say – in their own words – how they made their school enrollment decisions. Many families say they want their child to attend a "good school." We'd like to know, how do *you* define "a good school?"

Potential Follow-up Questions

- How do you know if a school is "good?" Where did you learn that [the elements of a good school mentioned by participants] were good?
- Families say that belonging and connection with a school are important to them. What has made you feel welcome or connected at your child's school? What would make you feel *more welcome* or *more connected* to your child's school?

Jeffco Public Schools Boundary Study

2023 Enrollment Survey Summary

February 2024





Introduction

Jeffco Public Schools is conducting a boundary study to look at enrollment trends, school choices, and programs to find ways to operate more efficiently and provide equal, high-quality education throughout the district.

As an integral part of this initiative, the Jeffco School Enrollment Survey was designed to gather valuable insights from families regarding **what influenced their school enrollment decisions** and **the programming that is important to them** and their children.

The survey was comprised of four key sections:

- About your school
- About your enrollment decisions
- About school programming
- About your family

Survey overview

The Jeffco team collected **8,807 surveys** in digital and print formats from **October 10 to November 17, 2023**.

Outreach and promotion was conducted through:

- Districtwide and school emails, newsletters and social media
- Promotional flyers/QR codes
- Family Engagement Liaisons

The survey was available online and in print in four languages: **English**, **Russian, Spanish,** and **Vietnamese.** It was also available in print in Dari, French, and Simplified Chinese.





A note on statistical validity

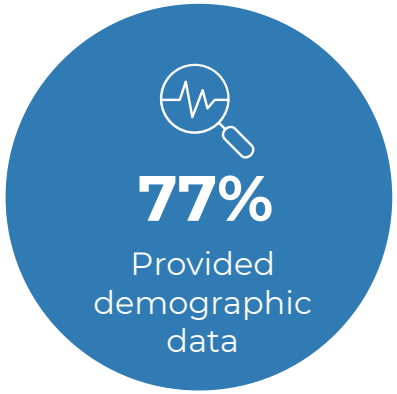
In surveying, the **Confidence Level** refers to the probability that your sample size accurately reflects the attitudes of your population. *The industry standard confidence level in surveying is 95%.*

The **Margin of Error** is the range in percentage that your population's responses may deviate from your sample. *The industry standard margin of error is 5%.*

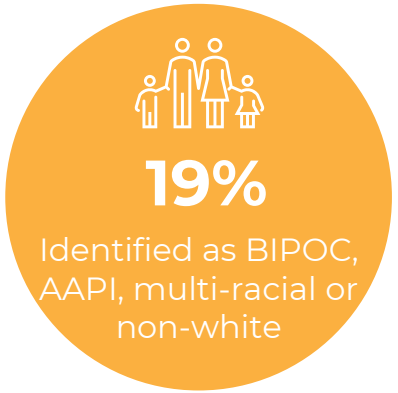
To achieve the industry standard 95% confidence level and 5% margin of error, the Jeffco team needed to collect 383 surveys based on the Jeffco Public Schools student population of 74,783.

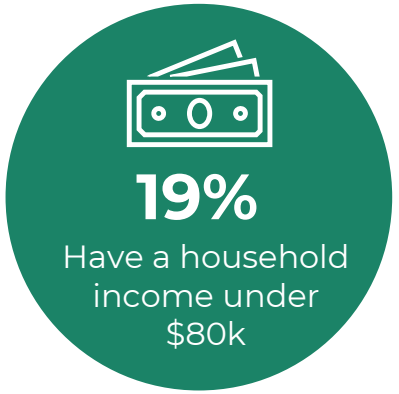
With a total of 8,807 surveys in this report, **these results exceed industry standard for statistical validity with a 99% Confidence Level and a 1.29% Margin of Error**.

Survey respondents at-a-glance





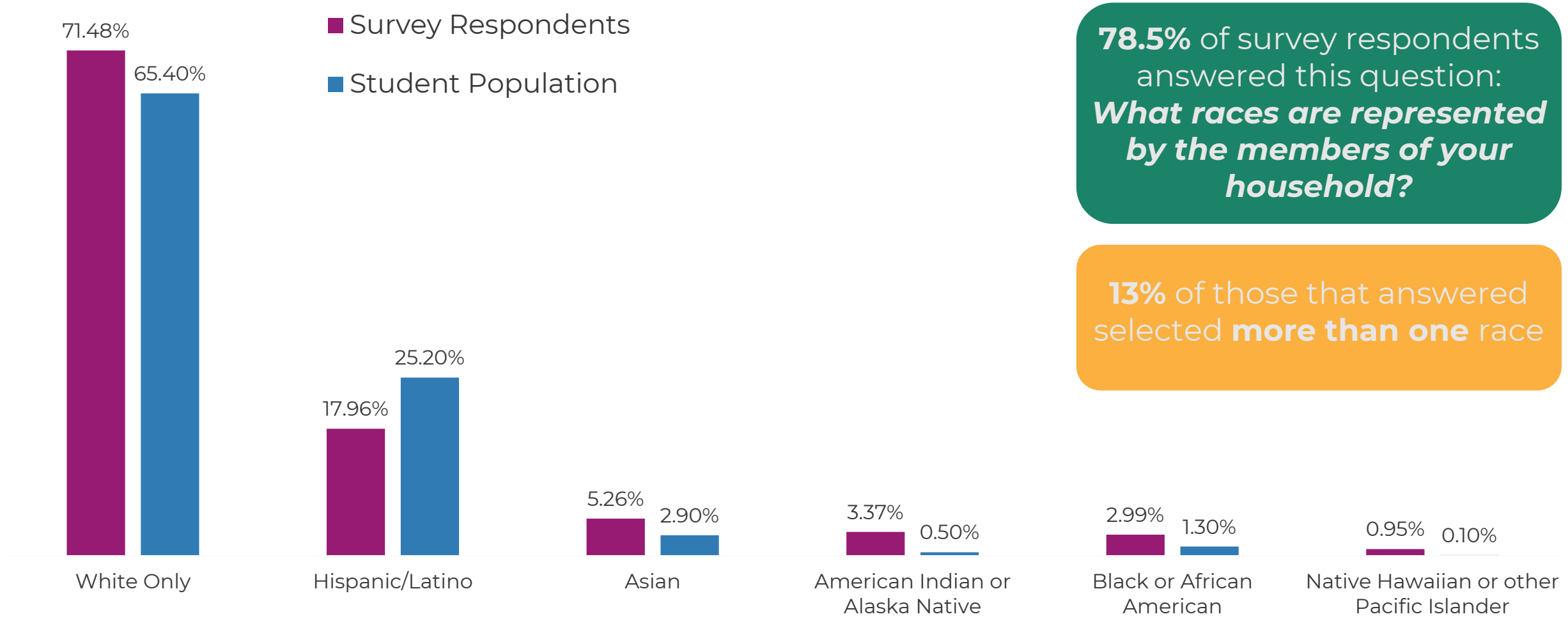




15,302
Jeffco students represented

20.5%
Of the student population

Household race/ethnicity

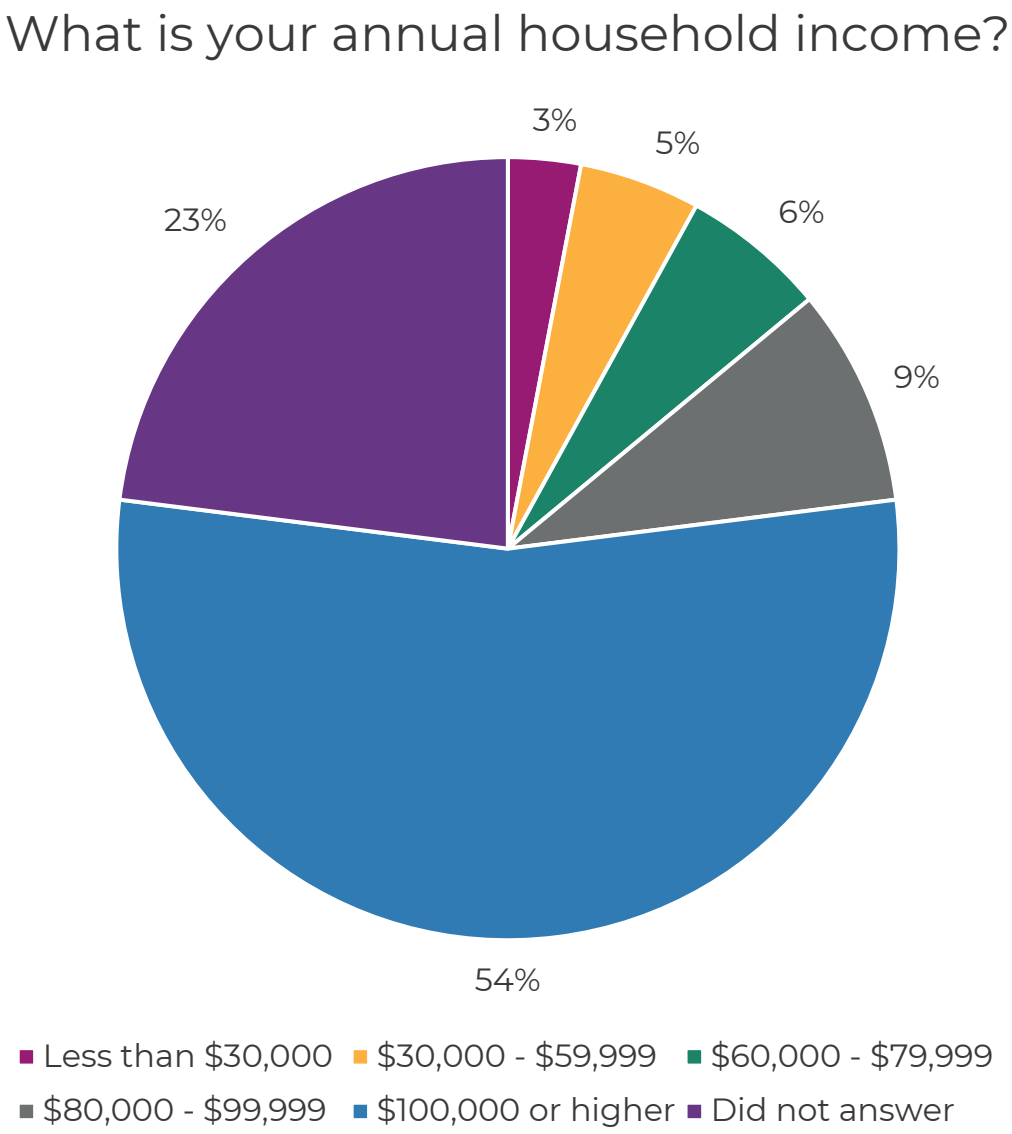


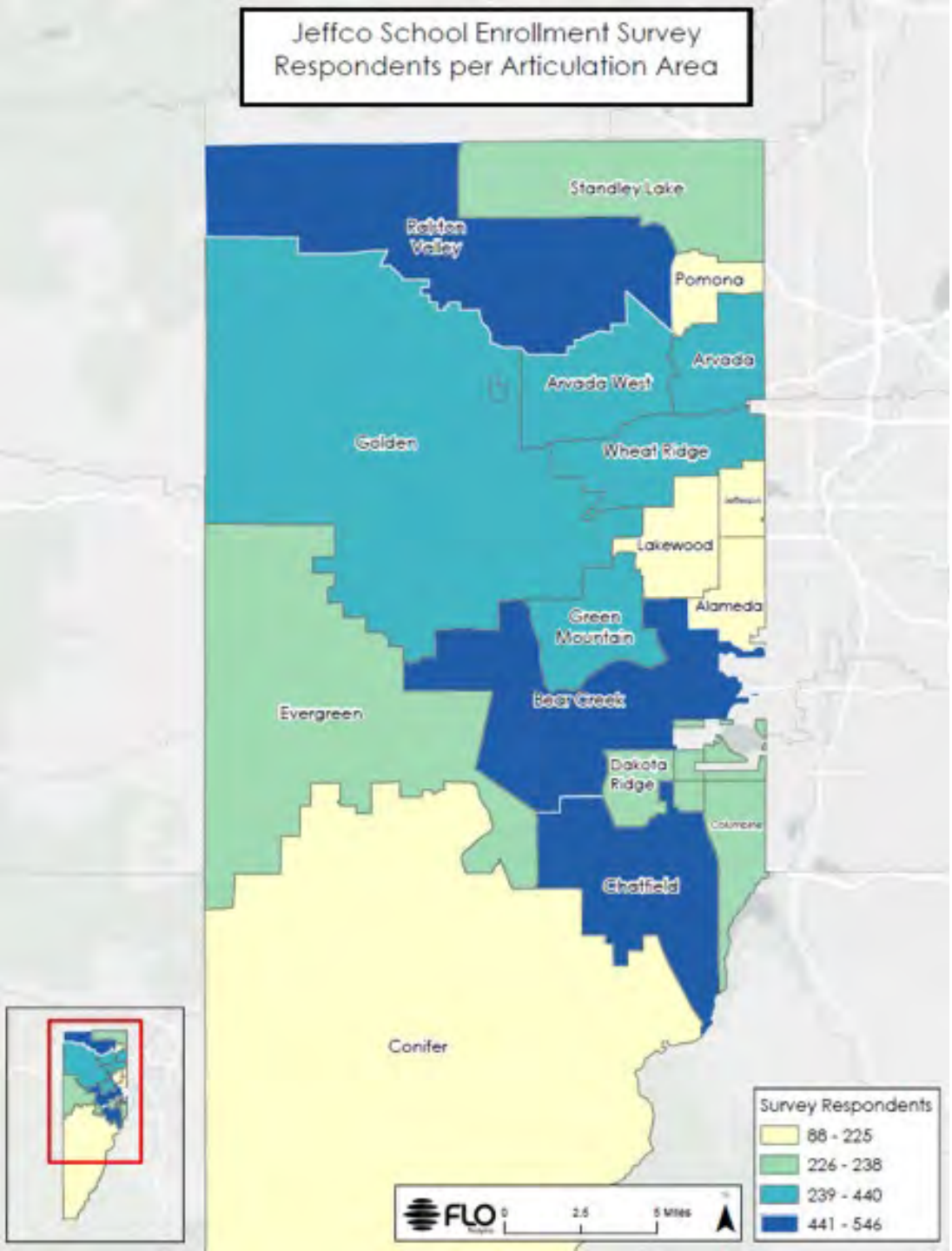
78.5% of survey respondents answered this question: ***What races are represented by the members of your household?***

13% of those that answered selected **more than one** race

Household income data

Jefferson County median household income (in 2022 dollars), 2018-2022: $103,167





Geographic Distribution

This heat map was created based on the 72.8% of respondents that provided their zip code, city, and/or street address



SURVEY RESULTS DRAFT SUMMARY

JEFFCO PUBLIC SCHOOLS

ABOUT YOUR SCHOOLS

KEY INSIGHTS

01. Students were evenly represented across grade levels

02. Just over **58%** of respondents have students that attend their assigned Jeffco school. This aligns with students across the District (approximately **60%**)

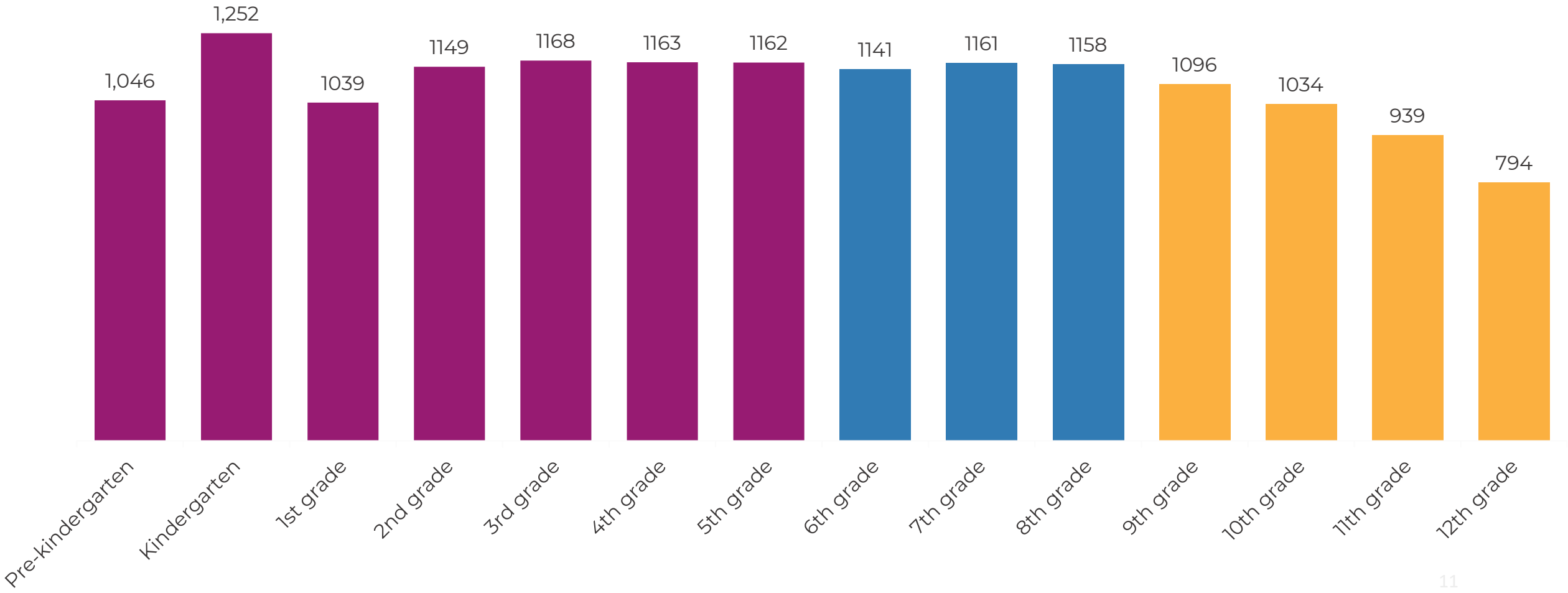
03. An additional **50%** of respondents have students in other Jeffco schools

04. Only **9%** of respondents have students in private, online, out-of-district, or alternative school options

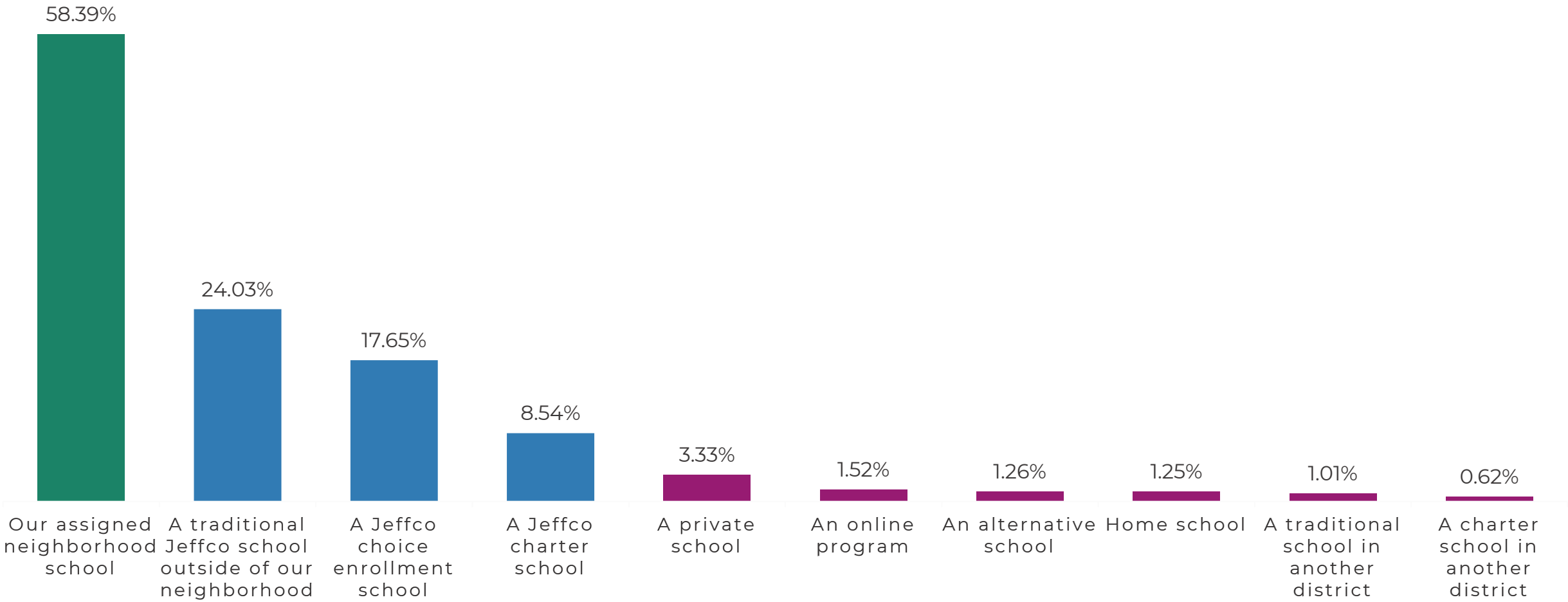
05. It is important to **59%** of parents/guardians that their children attend schools in their neighborhood

06. Just fewer than **40%** strongly identify with their neighborhood high school

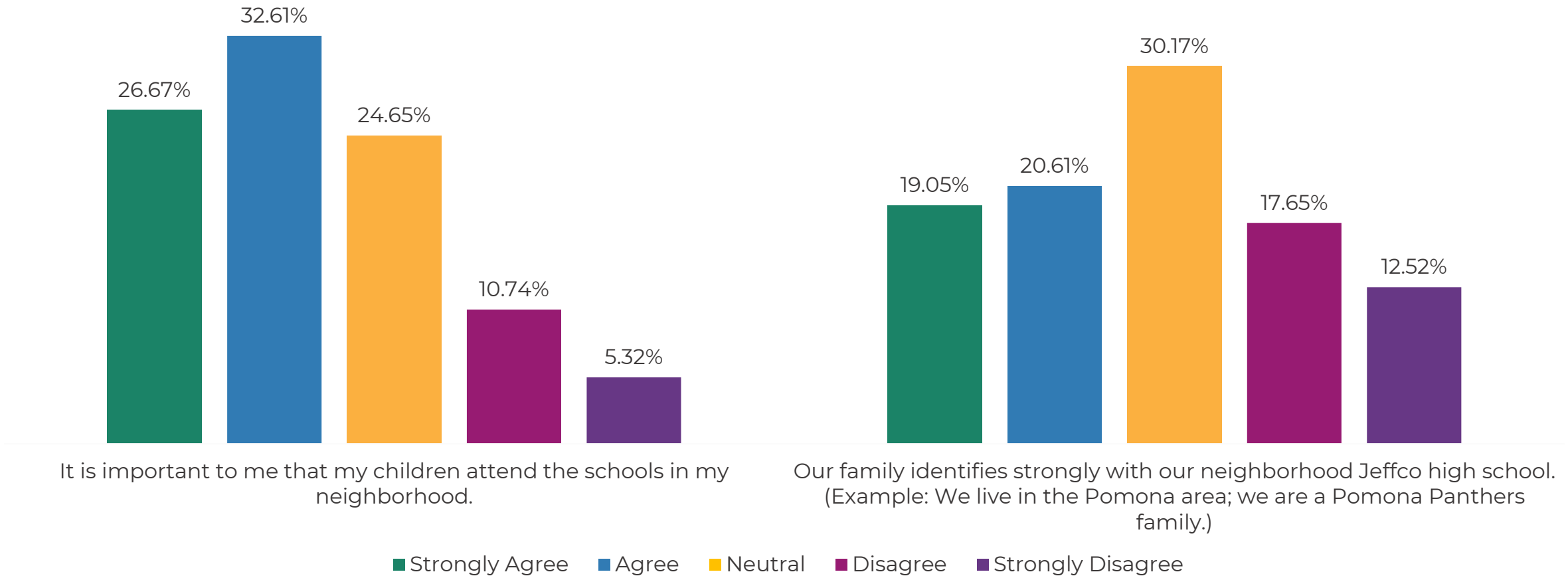
For the 2023-2024 school year, how many children in your household are in the following grades:



What type of schools do your children attend?



When you think about the schools your children would attend based on where you live, how much do you agree with the following statements:



ABOUT YOUR ENROLLMENT DECISIONS

KEY INSIGHTS

01. Most parents consider 1 - 2 school options for their children. More than **75%** consider their assigned school and **33%** consider charter school options

02. Respondents identified **School Design and Programming** as most important when choosing schools and **Logistics** least important

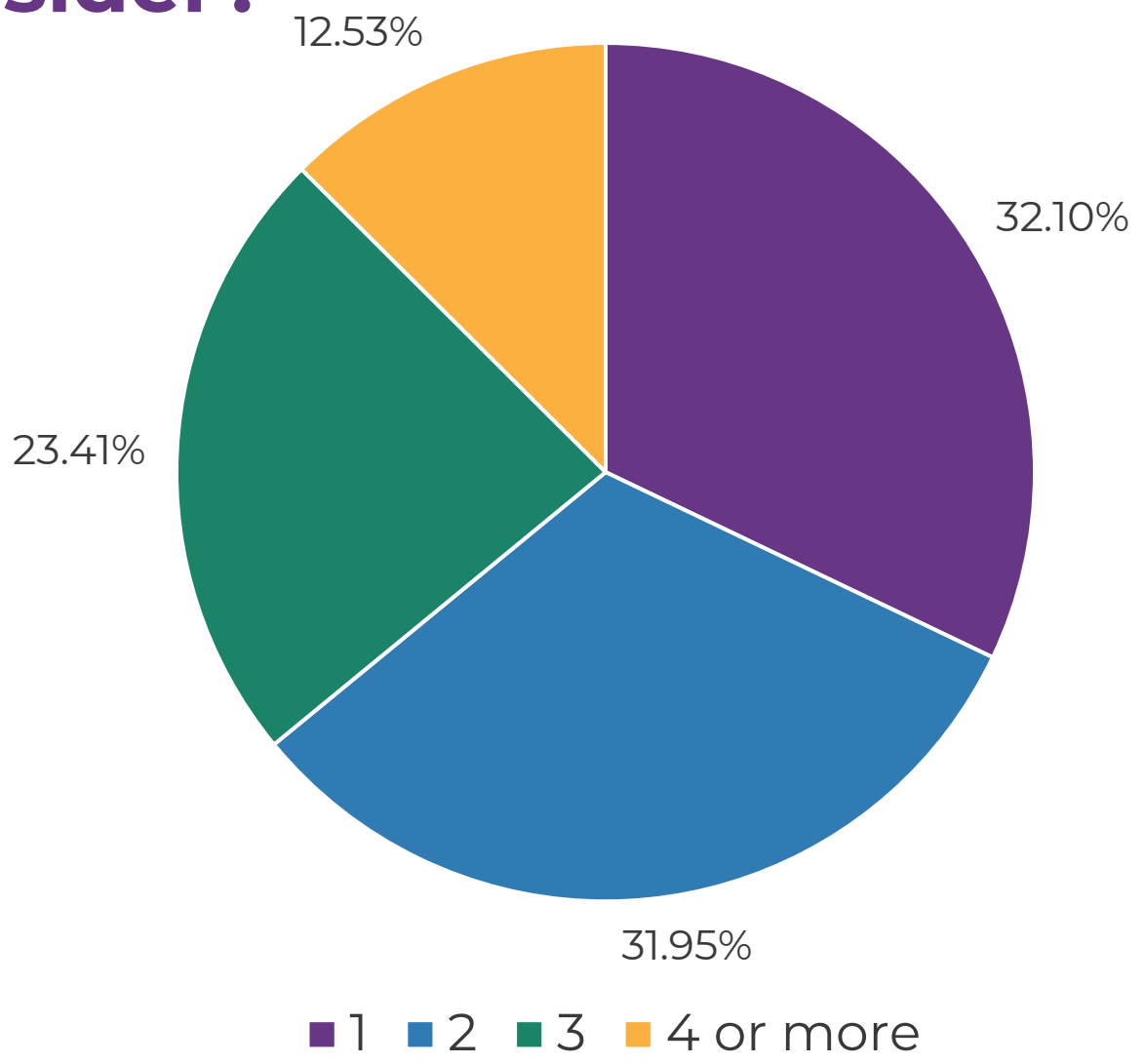
03. In **School Design and Programming**, programming that supports children's academic needs is one of the most important factors for **53.2%**

04. In **Logistics**, the distance of the school from home or work was one of the most important factors for **67.2%** of respondents. Transportation provided by the District was important for **20%**

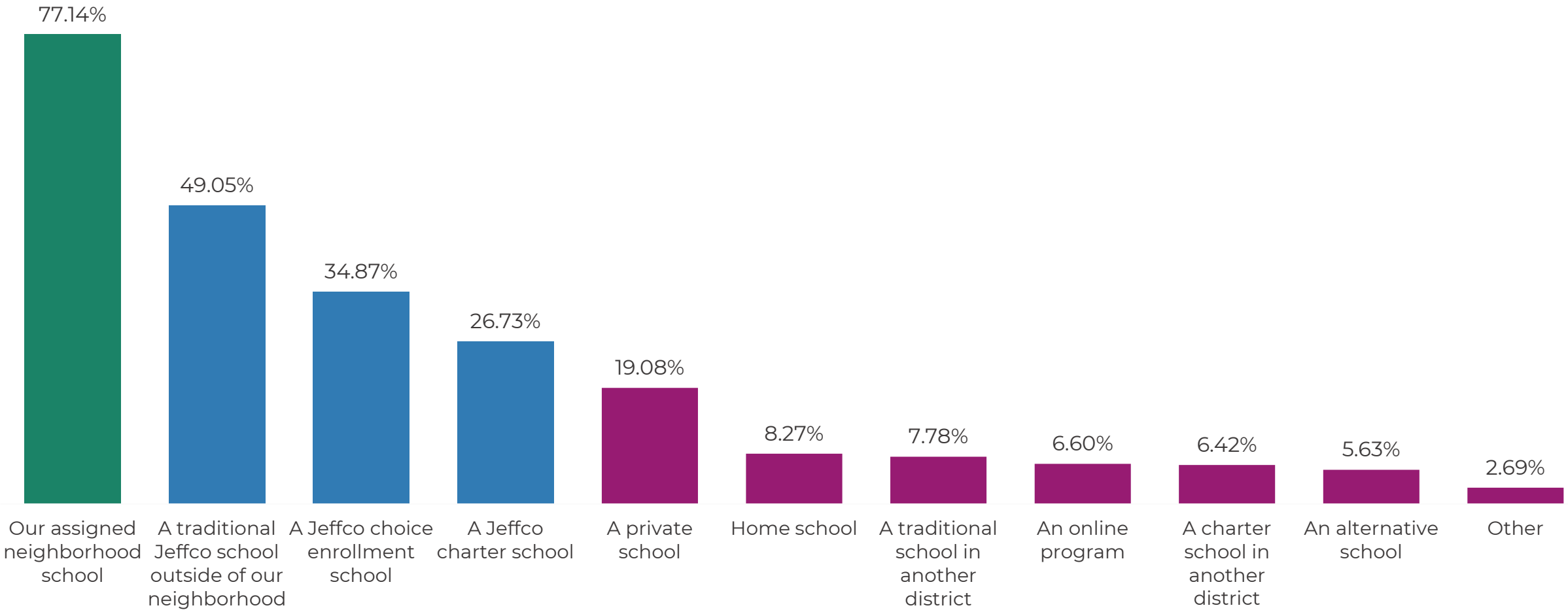
05. For **School Climate**, **56.4%** of respondents felt a feeling of connection or belonging within the school community was one of the most important factors to them

06. Quality instruction was important to **66.2%** of families when thinking about **School Reputation**

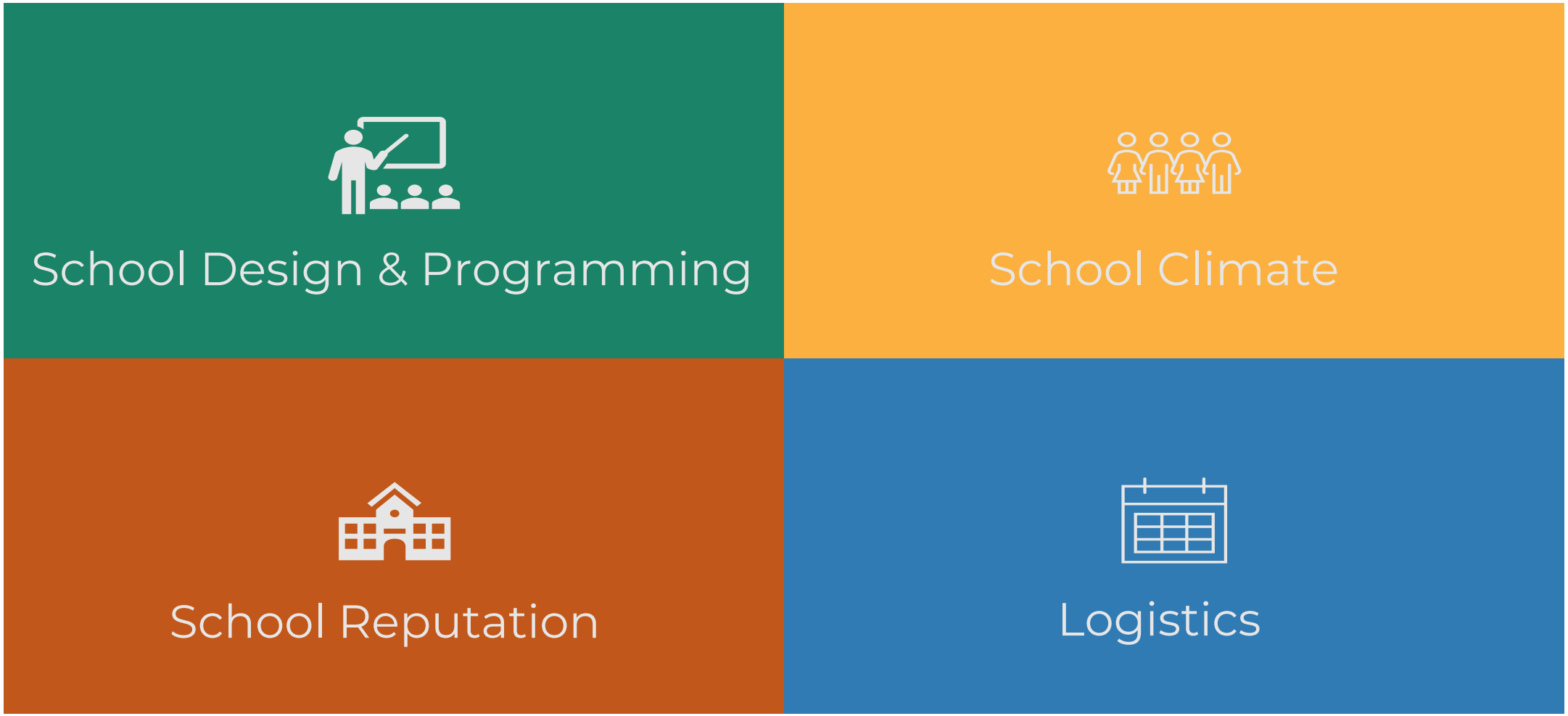
The last time you selected a new school for your children, approximately how many school options did you consider?



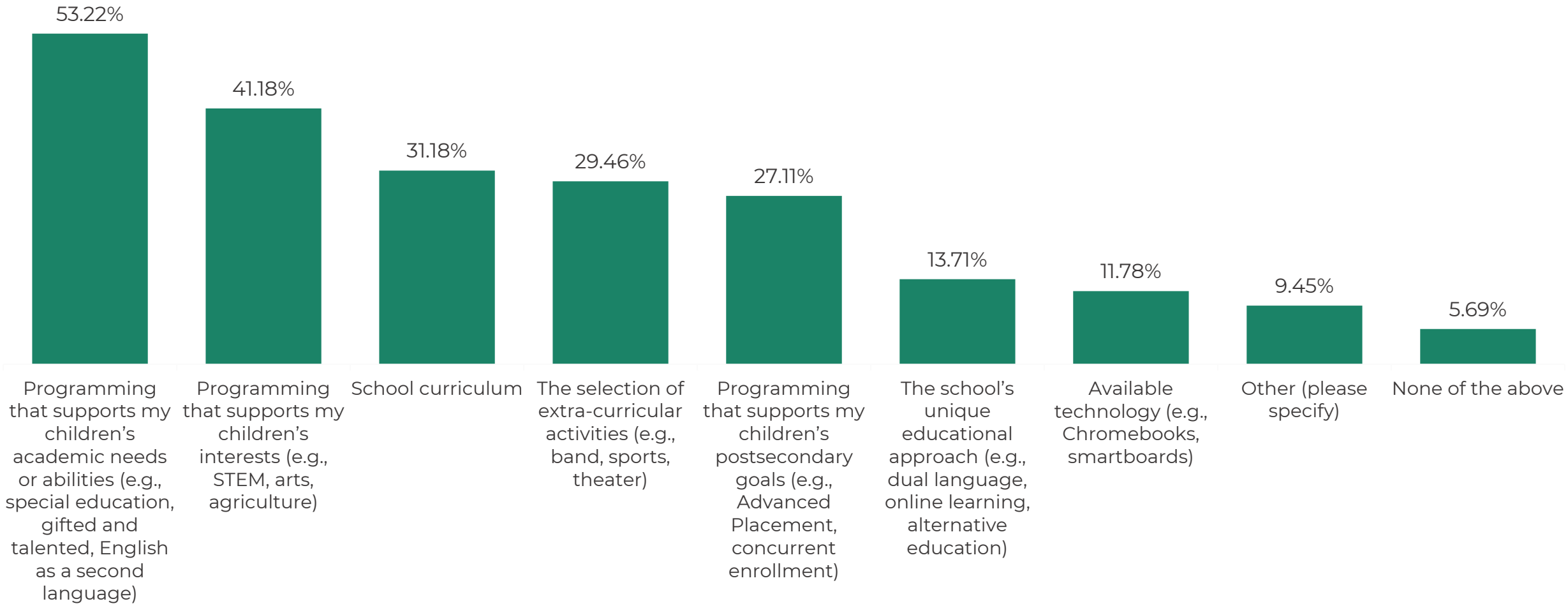
What types of schools have you considered for your children?



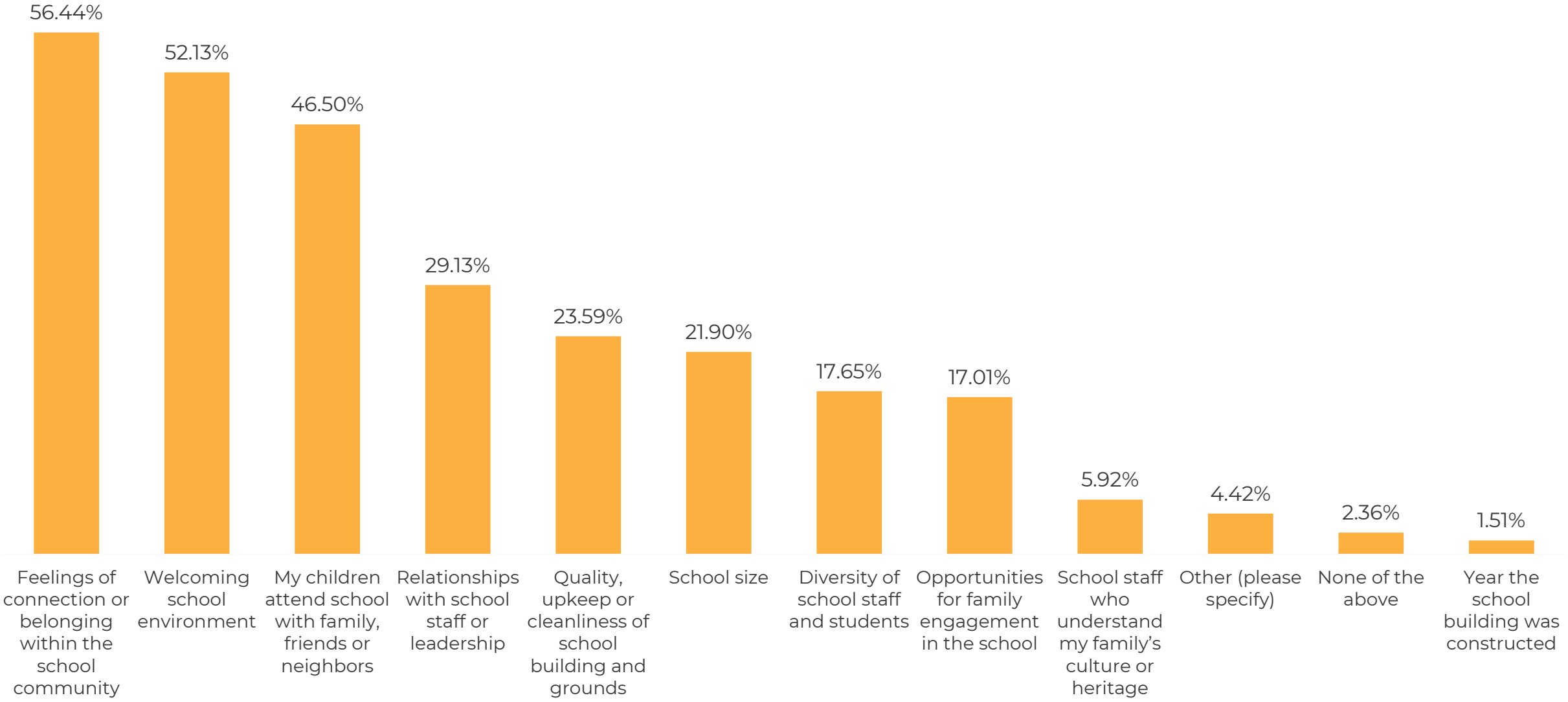
Families shared insights on four key elements that often influence enrollment choices



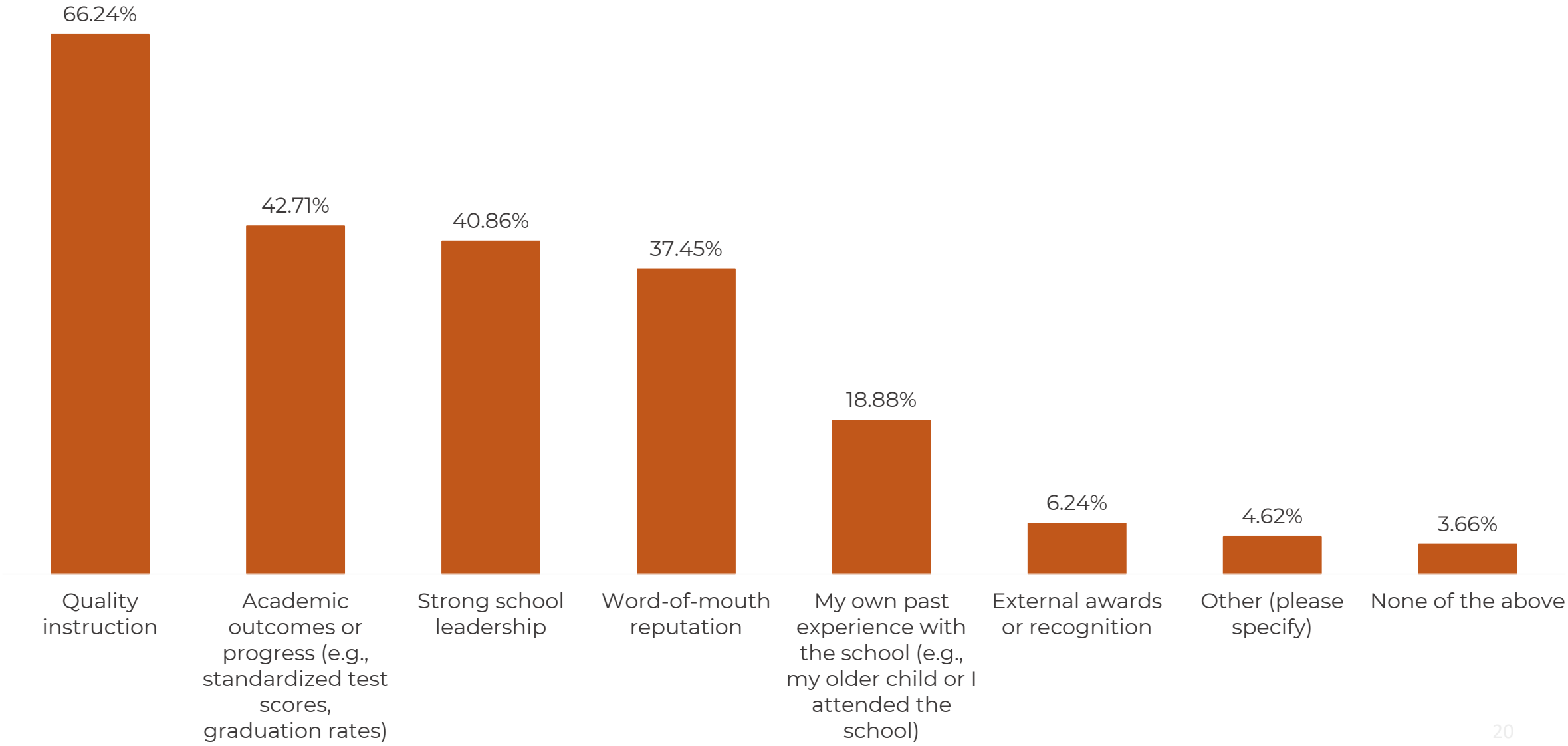
When thinking about School Design and Programming, which factors were most important when deciding what schools your children would attend?



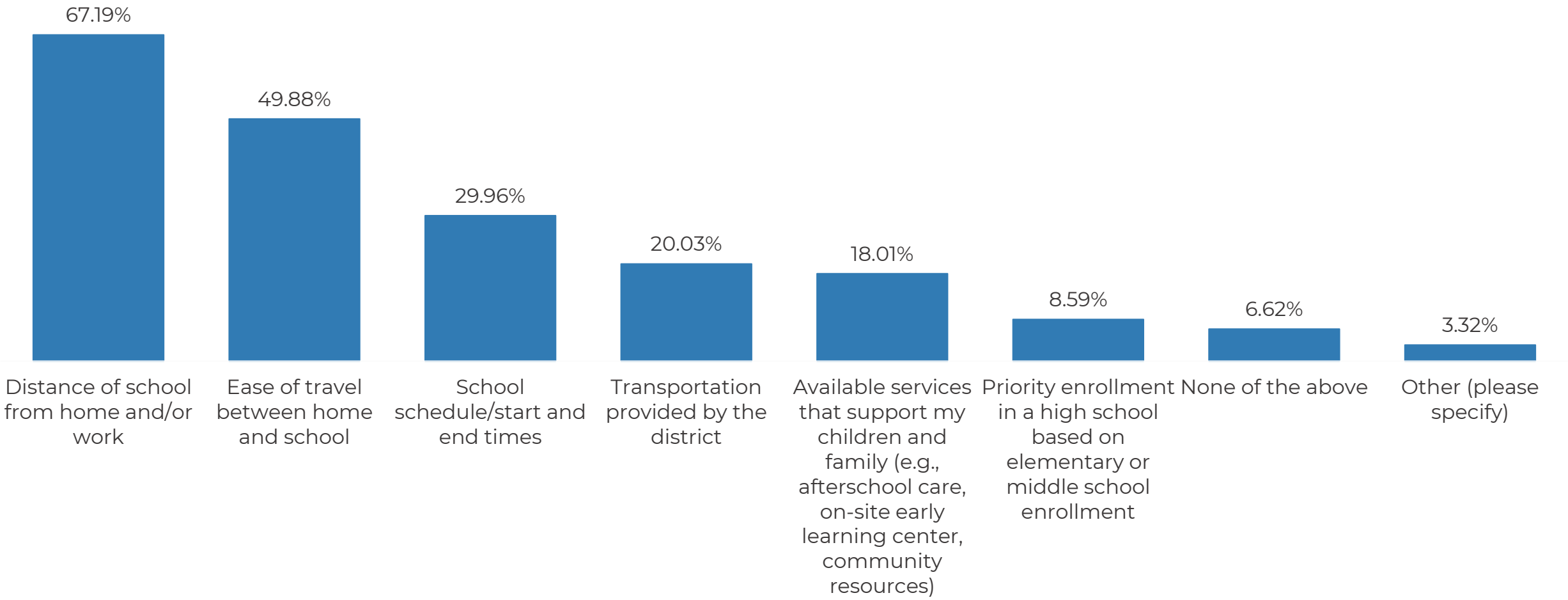
When thinking about School Climate, which factors were the most important when deciding what schools your children would attend?



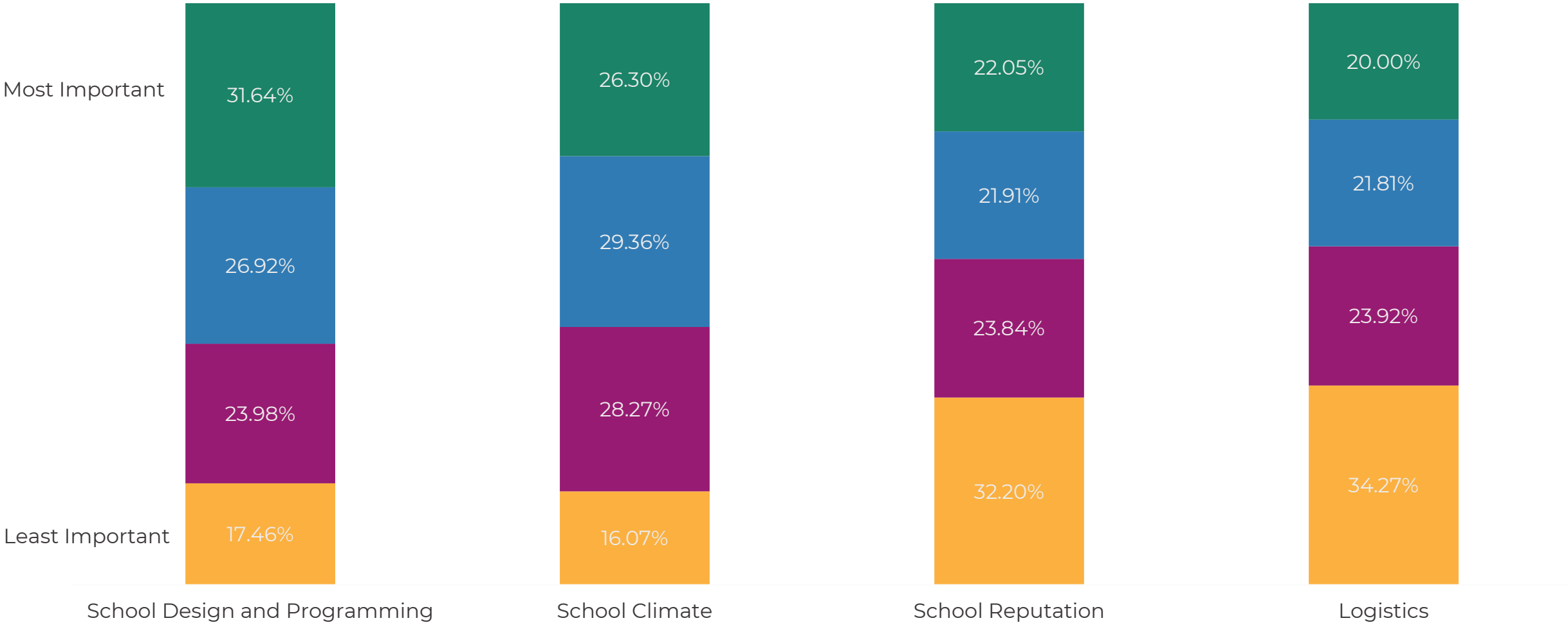
When thinking about School Reputation, which factors were the most important when deciding what schools your children would attend?



When thinking about Logistics, which factors were the most important when deciding what schools your children would attend?



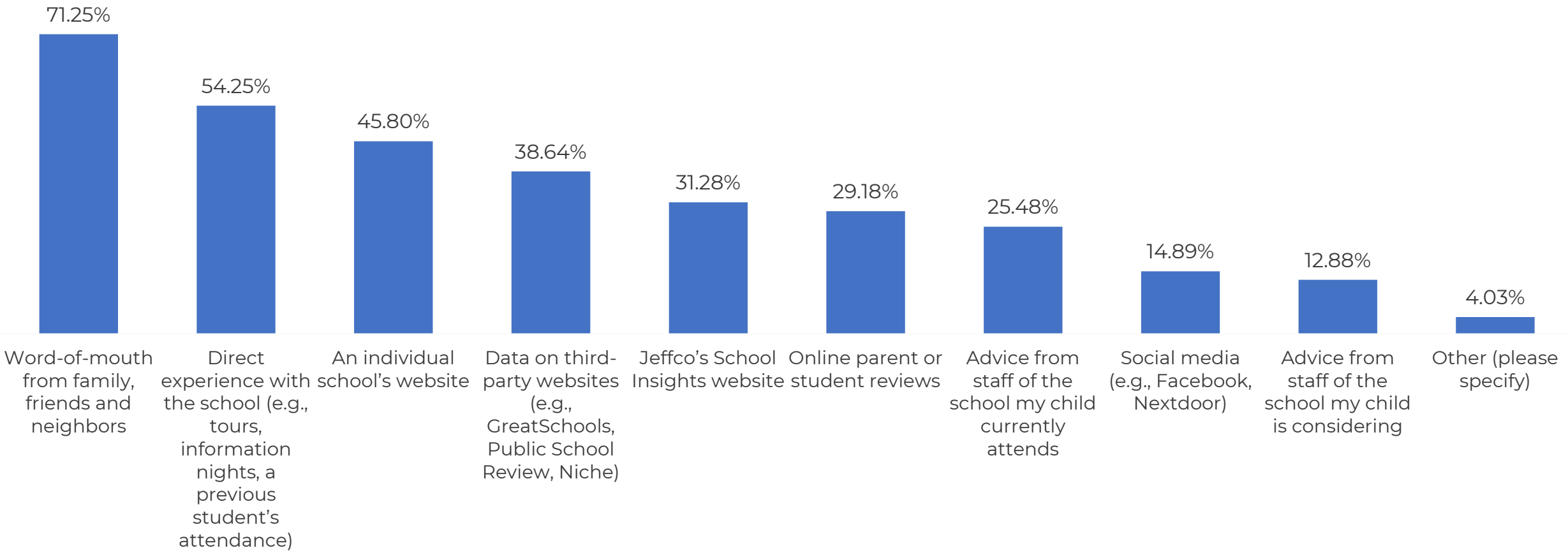
How important were each of these categories when deciding what schools your children should attend?



Ranked from 1 (most important) to 4 (least important)

1 2 3 4

Where do you get information to help you make decisions about school enrollment?



ABOUT SCHOOL PROGRAMMING

KEY INSIGHTS

01. **72.5%** of families agree that Jeffco offers the educational programs and experiences they are looking for

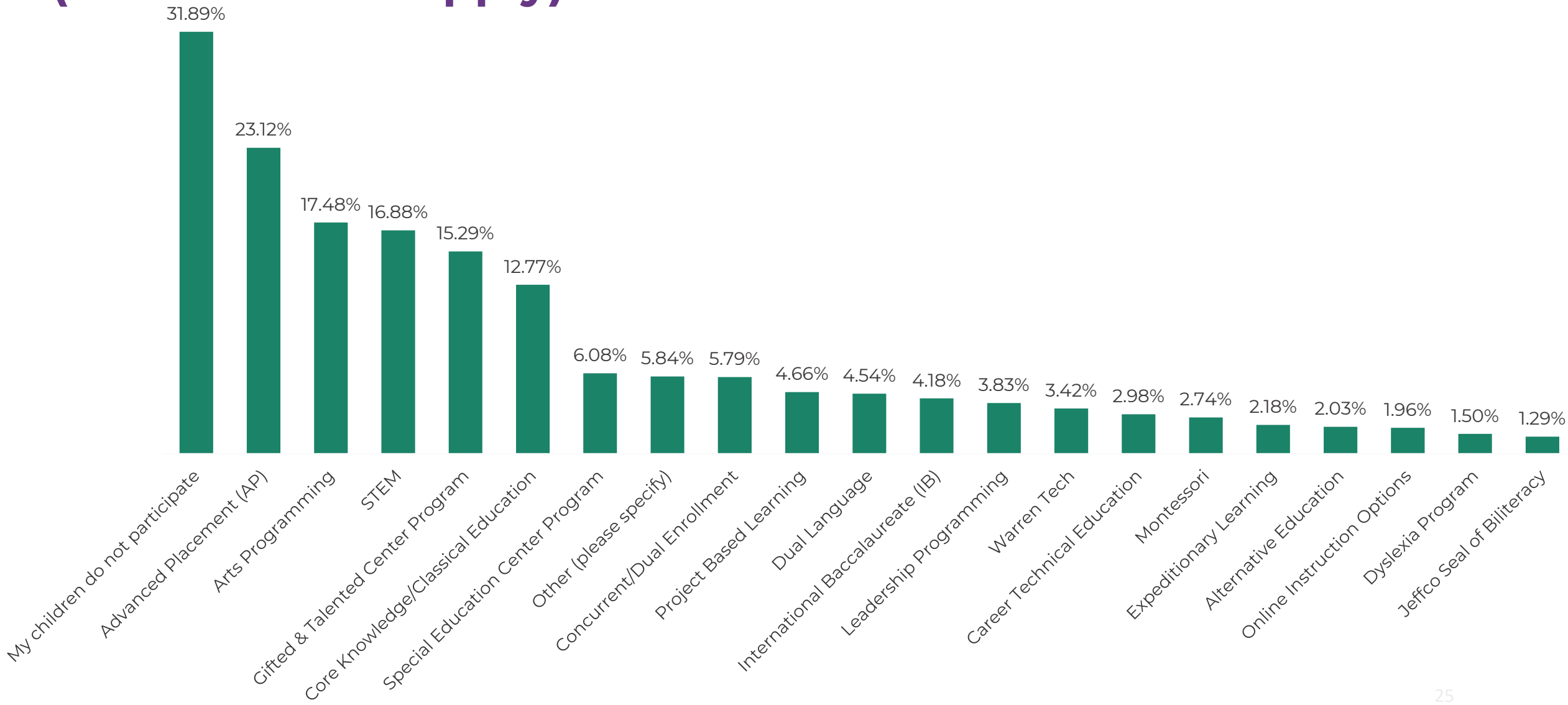
02. Almost **one-third** of students do not currently participate in any of the identified programs

03. Among families who expressed desire for more program options, **STEM (19%)** and **Dual Language (16%)** programming are the two most sought-after programs

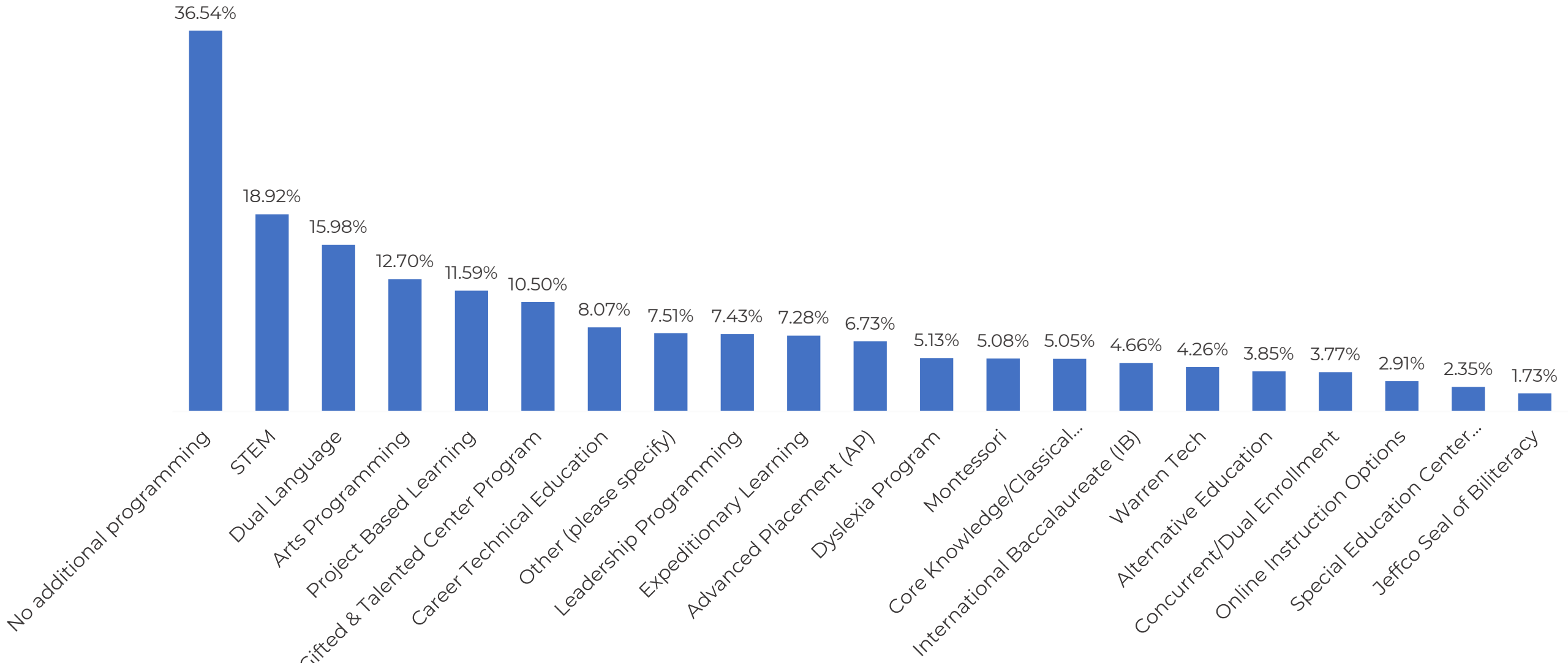
04. More than **53%** of respondents said there were no barriers in accessing desired programming

05. Among families who identified programming barriers, **17.5%** of families believe there are not enough available spots and about **13%** believe program locations are inconvenient for them

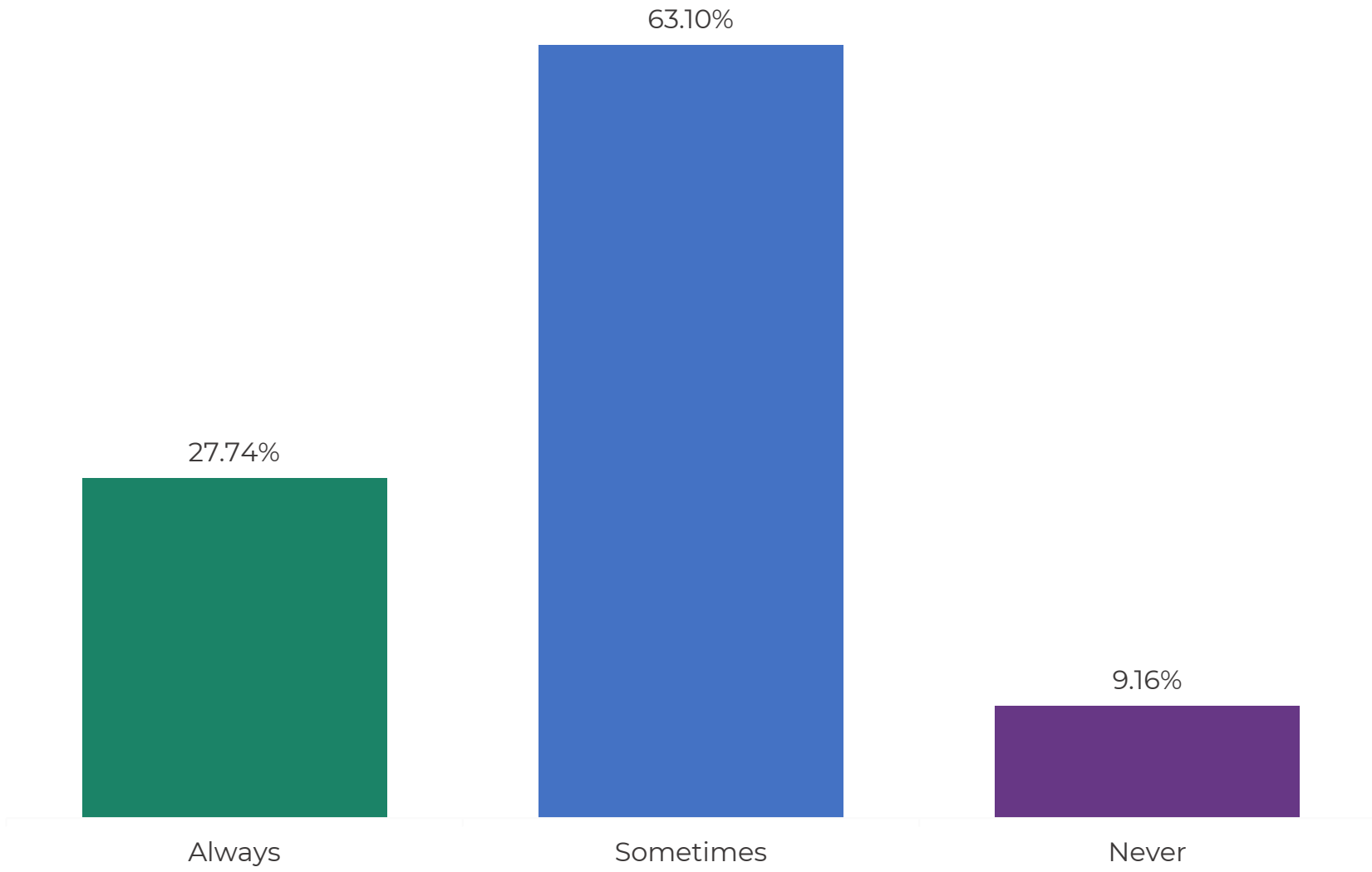
What programs do your children currently participate in? (Select all that apply)



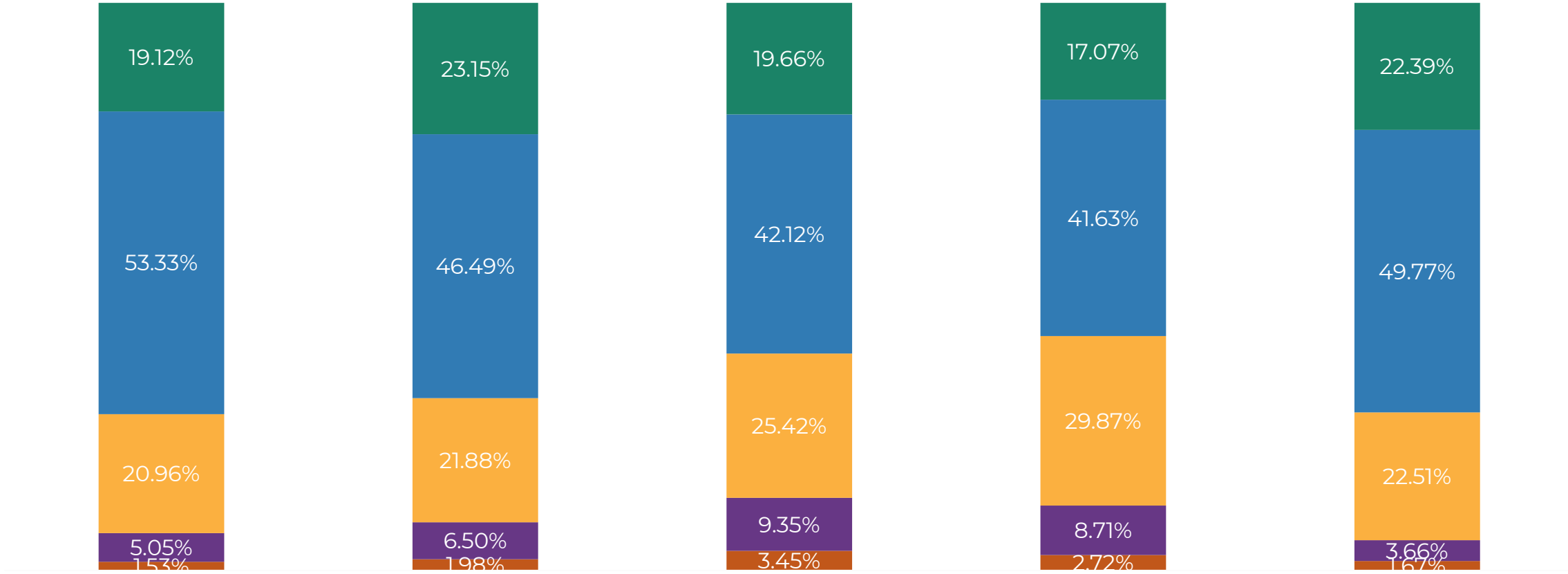
What additional programs do you wish were available in the schools your children attend? (Select all that apply)



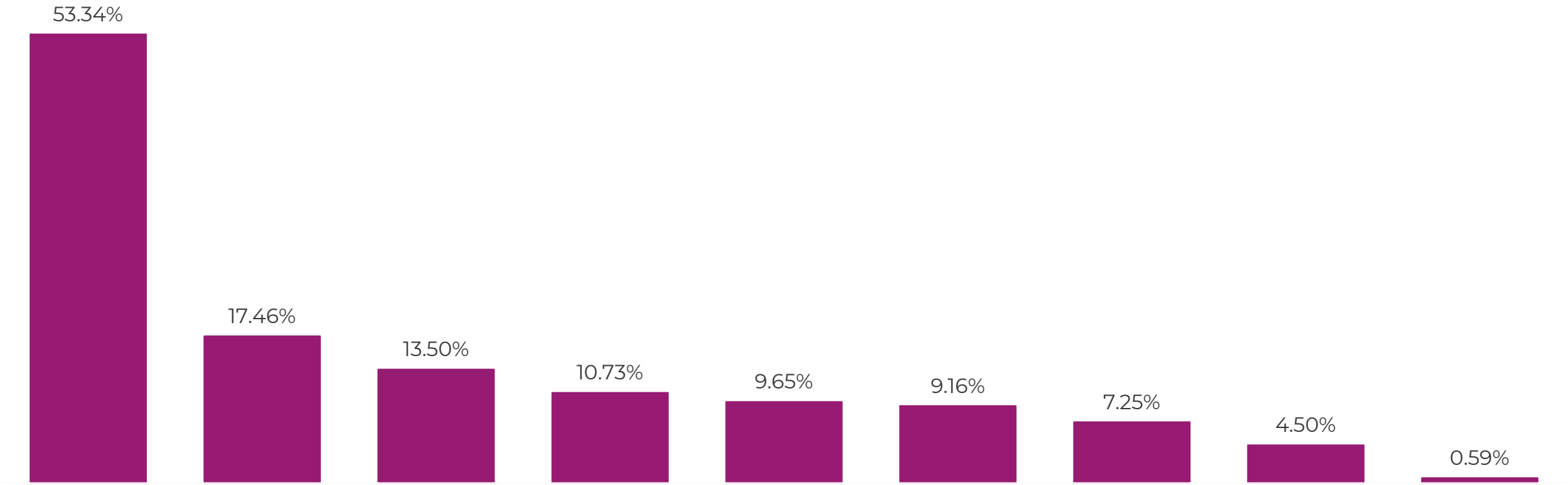
As you think about your most recent K-12 enrollment choices or enrollment choices you will make in the near future, how often is specialty programming offered by the schools a factor in your decision?



Thinking about the programming available to your children in Jeffco, how much do you agree with the following statements:



What barriers have you and your children experienced in accessing your desired programming?





SURVEY RESULTS BY DEMOGRAPHIC GROUPS

Overall survey results were compared to the responses of families representing the following demographic groups:

- Hispanic or Latino
- BIPOC/Multi-Racial
- Primary Languages Other Than English
- Income Below $80,000
- Students who Attend Charter Schools
- Students in Elementary, Middle, or High School



KEY INSIGHTS

HISPANIC OR LATINO

Data in this section is reflective of the 1,248 respondents who self-reported that they identify as Hispanic or Latino.

- Feelings of **connection** to a school community were less important **(-6.5%)** but **diversity** of school staff and students was far more important **(+9.7%)**

- Available **technology** was important to almost **7%** more Hispanic/Latino families than the respondents as a whole

- School **start and end times** were more important **(+5.7%)** and transportation provided by the District was less important **(-3.4%)**

- These respondents' children were more likely to be enrolled in **Dual Language** programming **(+6.2%)** and less likely to be enrolled in **Gifted and Talented** programming **(-5.9%)**





KEY INSIGHTS

BIPOC/MULTI-RACIAL

Data in this section is reflective of the 1,211 respondents who self-reported that they identify as one or more of the following: American Indian or Alaska Native, Asian, Black, Native Hawaiian or Pacific Islander, two or more races, or some other race as specified.

- BIPOC families were less likely to attend their assigned neighborhood school and were more likely to attend schools in other districts
- A **unique educational approach (+5.5%)** and available **technology (+4.3%)** were important to more BIPOC families than the respondents as a whole
- BIPOC families identified a **welcoming school environment** as the most important school climate factor
- **Diversity** of school staff and students **(+11.17%)** and **staff who understands** a family's culture **(+8%)** were far more important for these respondents
- These respondents are more likely to get decisions to help inform enrollment from **online sources (+9.3%)**
- While most respondents agree that **no additional programming** is needed, an additional **6.8%** of BIPOC families want to see more, compared to respondents overall



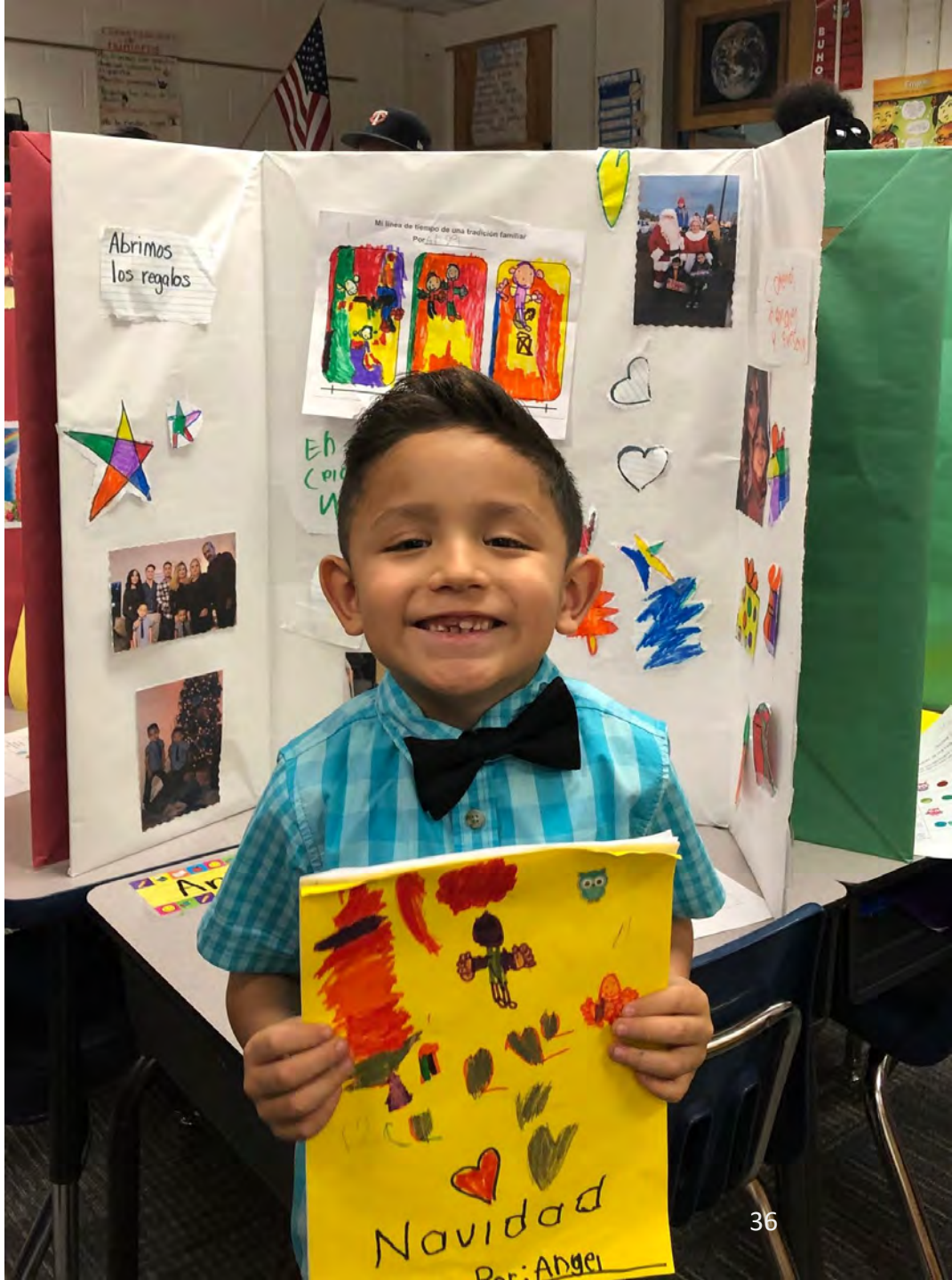


KEY INSIGHTS

LANGUAGES OTHER THAN ENGLISH

Data in this section is reflective of the 104 respondents who completed the survey in languages other than English.

- More than **80%** of respondents that took the survey in a language other than English have students that attend their **assigned school**
- Attending their **neighborhood school** is important to **82.7%** of these respondents **(+23.4%)**
- These families considered fewer school options than other demographic groups
- Curriculum is less important **(-23.65%)**, while programming that supports **academic needs (+21%)** and **unique educational approach (+14.3%)** are more important
- **Ease of travel, distance** and **transportation (+26.5%)** provided by the District were the most important logistical factors for these respondents
- **School staff who understands** a family's culture is very important to these respondents **(+32.8%)**





KEY INSIGHTS

INCOME BELOW $80,000

Data in this section is reflective of the 1,273 respondents who indicated they have an annual household income under $80,000.

- Over **34%** of families in this demographic identify as **Hispanic or Latino** and **31.5%** identify as **BIPOC** or multi-racial
- These families were more likely to consider **home school (+2.9%)** or **online** options **(+4.4%)**
- **Staff who understands** a family's culture **(+7%)** and **school start and end times (+7.4%)** were more important for these families. They ranked quality instruction lower than the group as a whole **(-14%)**
- These respondents ranked **logistics** as more important than **school reputation**
- These families' children were **less likely to participate in programming** except for Special Education, Dual Language, CTE, online learning and Jeffco Seal of Biliteracy
- Families making under $80,000 annually felt that **program fees** were a barrier more often than other families **(+10.8%)**





KEY INSIGHTS

CHARTER SCHOOL FAMILIES

Data in this section is reflective of the 798 respondents who have students that attend charter schools inside or outside of Jeffco Public Schools.

- Only **15%** of charter school families **identify** with their neighborhood high school
- **Curriculum** and a **unique educational approach** were most important, approximately **15%** more than for other families
- Transportation **(-14.7%)** and attending a school with friends, family, or neighbors **(-24.8%)** were less important to these families, but **school size (+14.9%)** is a top priority
- The **gap of importance** between school programming and design (most important) and logistics (least important) was the greatest out of any group we analyzed
- Charter school families **participate** in programming **more** than other children **(+15.8%)**, but desire similar types of additional programming





KEY INSIGHTS

ELEMENTARY-ONLY FAMILIES

Data in this section is reflective of the 153 respondents who only have students in grades PK-5.

- **Availability of services** was more important **(+14.6%)** to elementary-only families
- These families were more likely than most to get information from **Jeffco's School Insights website (+12%)**
- These families want **additional programming** in **STEM (+11%), Dual Language, Arts** and **GT** more than the group as a whole
- **Transportation** was less important to elementary-only families **(-7.3%)**
- Elementary-only families are less likely to strongly **identify** with their neighborhood high school **(-11.6%)**
- The selection of **extra-curriculars (-11.7%)** and programming that supports **post-secondary goals (-15%)** were less important to these families
- **Logistics** were more important to elementary families than school **reputation**





KEY INSIGHTS

MIDDLE SCHOOL-ONLY FAMILIES

Data in this section is reflective of the 49 respondents who only have students in grades 6-8.

- Middle school students are more likely to attend a Jeffco **choice enrollment** school **(+10.9%)**
- **10%** more middle school families say **no additional programming** is needed. Those who do desire more want **CTE** most
- Relationships with **staff/leadership** are less important to these families **(-12.9%)**
- **Word-of-mouth reputation** is less important to middle school families **(-9.5%)**, however **reputation** overall was seen as the most important factor in enrollment decisions.
- Over **75%** of families get information to help make **enrollment decisions** by **word-of-mouth** with data on **third party websites** being their second resource
- Middle school students are **more likely to participate in STEM (+8.7%)** and **Arts (+8.1%)** and no families said their students participate in **Dual Language**





KEY INSIGHTS

HIGH SCHOOL-ONLY FAMILIES

Data in this section is reflective of the 124 respondents who only have students in grades 9-12.

- High school students were less likely to attend their **assigned school (-6.8%)** and less likely to identify with their neighborhood high school **(-9.5%)**
- Programming that supports **post-secondary goals** was most important to these families **(+15.6%)**
- High school parents felt **school climate** was a **more important** factor than **programming and design**
- **10%** more high school families say **no additional programming** is needed. Those who do desire more want **CTE** most
- **Availability of services** to support children and families was less important to high school parents **(-11.7%)**
- When thinking about **school reputation**, **their own experiences** with a school was a more important factor **(+11.1%)** than for other families





SURVEY RESULTS BY ARTICULATION AREAS

Overall survey results were compared to the responses of families across the district's articulation areas. This section contains a summary of areas with the largest deviations from overall survey responses.



KEY INSIGHTS

ALAMEDA FAMILIES

Data in this section is reflective of the 500 students across 209 respondents who identified living in the Alameda articulation area.

- Alameda families said they **strongly agree** that **programs** their children are engaged in are **preparing them for the future (+9.2%)**

- **Fewer** Alameda respondents said it is important for them to attend their **neighborhood school (-17.6%)**

- When asked if they **strongly identified** with their **neighborhood high school**, fewer Alameda families agreed **(-20.5%)**

- **Transportation** provided by the District was less important **(-6.6%)** to Alameda families

- More Alameda families **always consider** specialty **programming** when making enrollment decisions **(+4.3%)**

- Alameda families consider the most **school options** when selecting schools. More than 20% considered **4 or more** options





KEY INSIGHTS

ARVADA FAMILIES

Data in this section is reflective of the 873 students across 367 respondents who identified living in the Arvada articulation area.

- **Fewer** Arvada families said it is important for them to attend their **neighborhood school (-11.1%)** and fewer strongly identified with their **neighborhood high school (-18.7%)**

- School **start and end times** were more important **(+4.5%)** and **transportation** provided by the District was less important **(-4.5%)**

- Arvada families want **arts programming** more than other articulation areas **(+3%)**

- More Arvada families **always consider programming** when making enrollment decisions **(+7.1%)**

- A **unique educational approach** is more important to families **(+3.9%)**





KEY INSIGHTS

ARVADA WEST FAMILIES

Data in this section is reflective of the 1,013 students across 440 respondents who identified living in the Arvada West articulation area.

- **Programming** is more of a factor in **enrollment decisions** for Arvada West families than other articulation areas **(+5.4%)**

- Arvada West families indicated **no additional programming** is needed more than respondents overall **(+3.8%)** and **participate** in programs more frequently **(+4.7%)**

- The largest barrier to access is that there is **more demand for programming** than spots available **(+4.6%)**

- **Word-of-mouth reputation** is more important to Arvada West families than other groups **(+3.1%)**

- **Warren Tech** was mentioned as a reason for choosing Arvada West schools more than in any other articulation area





KEY INSIGHTS

BEAR CREEK FAMILIES

Data in this section is reflective of the 1,378 students across 480 respondents who identified living in the Bear Creek articulation area.

- Respondents **agree** that the District offers the **educational programs** and **experiences** they are looking for **(+5.4%)** and indicate that they are able to enroll in desired programs **(+3%)**

- **Fewer** Bear Creek families said it is **important** for them to attend their **neighborhood school (-7.9%)** and fewer identify with their **neighborhood high school (-12.6%)**

- **Fewer** Bear Creek families attend their **assigned neighborhood school (-13.4%)**

- Bear Creek families consider **extra-curricular** activity options more frequently **(+2.6%)**





KEY INSIGHTS

CHATFIELD FAMILIES

Data in this section is reflective of the 1,289 students across 493 respondents who identified living in the Chatfield articulation area.

- More Chatfield families agreed it's important to attend **neighborhood schools (+11.7%)** and more strongly **identify** with their **neighborhood high school (+9.7%)**

- Chatfield families attend their **assigned neighborhood school** more often than respondents as a whole **(+14.9%)**

- More families agree that Jeffco offers the **programs** and **experiences** they are looking for **(+5%)**

- More Chatfield families expressed that there are **no barriers** to accessing programs **(+7.6%)**

- Students participate in **concurrent/dual enrollment** programming at a higher rate **(+4.5%)**





KEY INSIGHTS

COLUMBINE FAMILIES

Data in this section is reflective of the 803 students across 298 respondents who identified living in the Columbine articulation area.

- Columbine families agree it's **important** to attend **neighborhood schools (+12.5%)** and strongly **identify** with their **neighborhood high schools (+18.2%)**

- More survey respondents reported **no barriers** to accessing programs **(+5.9%)**

- When asked about school climate, more Columbine families said it was important to feel **connection and belonging** within their school community **(+3.6%)**

- More Columbine families attend their **assigned neighborhood school (+18.4%)**





KEY INSIGHTS

CONIFER FAMILIES

Data in this section is reflective of the 404 students across 198 respondents who identified living in the Conifer articulation area.

- Conifer families feel it's important to attend **neighborhood schools (+18.5%)** and strongly **identify** with their **neighborhood high schools (+29.6%)**

- When asked about school **reputation**, more families **(+4.9%)** said that **quality instruction** was an important deciding factor for them

- Conifer families said that **programming that supports** their children's **academic needs and abilities** was important **(+3.8%)**

- More Conifer families reported that **programs are too far** away **(+9.6%)** and said **transportation** is not available for programming **(+7%)**. Similarly, they do not feel programs are **convenient** for their families **(-10.5%)**





KEY INSIGHTS

DAKOTA RIDGE FAMILIES

Data in this section is reflective of the 787 students across 328 respondents who identified living in the Dakota Ridge articulation area.

- More Dakota Ridge families agree that it's important to attend **neighborhood schools (+8.6%)**

- Dakota Ridge families agree that there is **continuity of programs** across grade levels **(+6.9%)**

- While over half of families overall indicate there are **no barriers** to desired programming, Dakota Ridge families express this sentiment at the highest rate **(+11.2%)**. Additionally, they expressed **no additional programming** is needed at the highest rate **(+6.8%)**

- Students in Dakota Ridge participate in **International Baccalaureate** programming at a higher rate **(+4.9%)**

- **Academic outcomes** like test scores matter less when thinking about **reputation (-3.1%)**





KEY INSIGHTS

EVERGREEN FAMILIES

Data in this section is reflective of the 558 students across 252 respondents who identified living in the Evergreen articulation area.

- Survey respondents reported that they strongly **identify** with their **neighborhood high school (+13.9%)**
- Evergreen families reported that **feelings of connection** or **belonging to their school community** was important **(+3.5%)**
- When considering **logistics**, Evergreen families stated that **transportation provided by the District** was most important when deciding which schools to attend **(+5.6%)**
- Evergreen students participate in **gifted and talented (+5.5%)** and **Advanced Placement (+4.8%)** programs at high rates
- Evergreen families had the greatest desire for additional **IB Programming (+2.2%)**



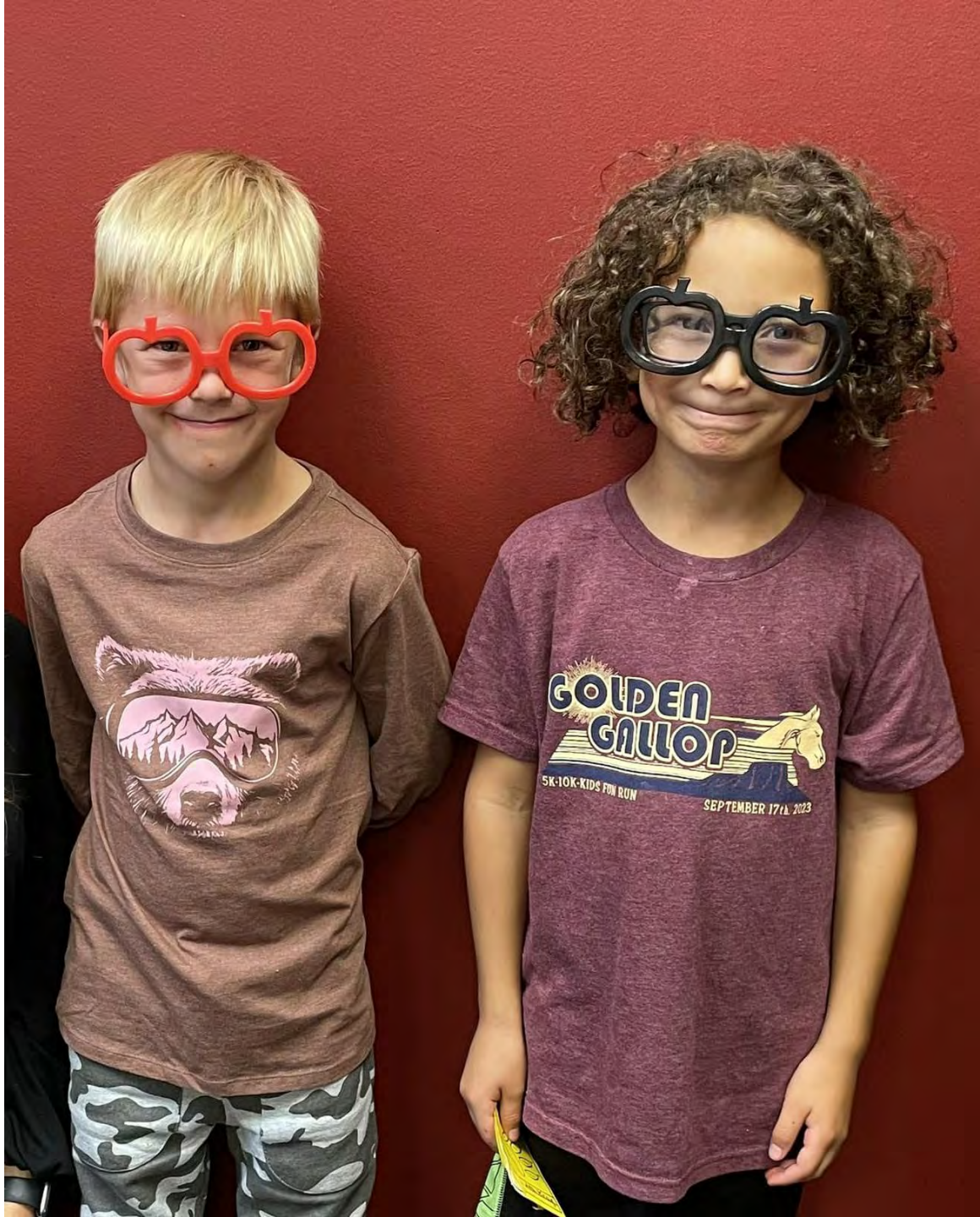


KEY INSIGHTS

GOLDEN FAMILIES

Data in this section is reflective of the 885 students across 427 respondents who identified living in the Golden articulation area.

- Golden families agree it's important to **attend neighborhood schools (+10.8%)** and more strongly **identified** with their **neighborhood high school (+9.3%)**
- Respondents feel that Jeffco offers the **programs** and **experiences** they are looking for **(+6.7%)**
- Golden students participate in **STEM** programs at higher rates than the whole **(+4.2%)**
- Golden families expressed the highest desire for **Dual Language** programs **(+4.6%)**
- Survey respondents said that there is **more demand** for programs **than spots available (+3.5%)**
- **Transportation** provided by the district is more important in Golden **(+8%)**





KEY INSIGHTS

GREEN MOUNTAIN FAMILIES

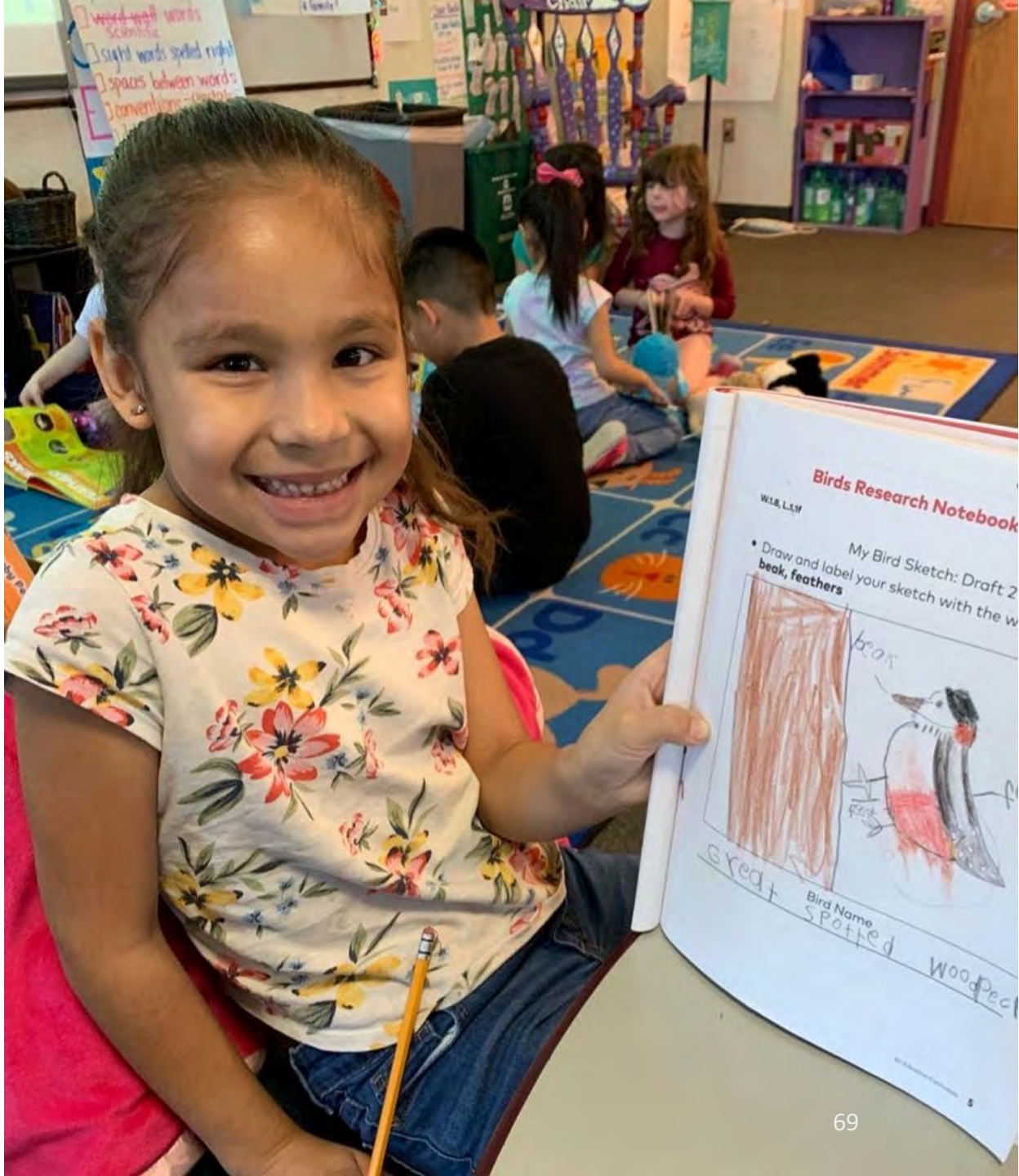
Data in this section is reflective of the 907 students across 371 respondents who identified living in the Green Mountain articulation area.

- Green Mountain families feel that it is more **important to attend neighborhood schools (+4.5%)** and more **strongly identify** with their neighborhood high school **(+4.4%)**

- **School design and programming** was ranked as the most important deciding factor for families, but **reputation** was close behind and was most important for more families than the respondents overall **(+6%)**

- Green Mountain families feel that program **locations are convenient** for them **(+7.4%)** and feel there is **continuity** of programming through grade levels **(+6.9%)**

- The largest barrier to access is that there is **more demand for programming** than spots available **(+5.3%)**





KEY INSIGHTS

JEFFERSON FAMILIES

Data in this section is reflective of the 192 students across 88 respondents who identified living in the Jefferson articulation area.

- Jefferson families feel that a **unique educational approach** (i.e., Dual Language, online learning) is more important than the respondents as a whole **(+8%)**
- Students in the Jefferson articulation area are more likely to participate in **Dual Language programming (+10.5%)** and less likely to take **AP classes (-3.7%)**
- Jefferson families feel **programs** are generally in **close proximity** to their home or workplace **(+6.7%)** and are **convenient (+15.5%)**
- **Transportation** provided by the District was less important **(-3.9%)** but **available support services (+2.1%)** and **diversity** of students and staff **(+4.8%)** were more important
- Their own **past experiences** with a school are more likely to play into their decision-making **(+4.7%)**
- They are **less likely** to strongly **identify with their neighborhood high school (-11.2%)** and are **less likely** to attend their **neighborhood school (-15.4%)**





KEY INSIGHTS

LAKEWOOD FAMILIES

Data in this section is reflective of the 476 students across 225 respondents who identified living in the Lakewood articulation area.

- Lakewood families are less likely to strongly **identify** with their **neighborhood high school (-8.1%)** and it is less important that students attend school with **family, friends or neighbors (-6.3%)**
- When thinking about school **design**, they value a **unique educational approach (+4.3%)**
- Almost a quarter of Lakewood students attend a Jeffco **choice enrollment** school **(+9.7%)**
- Lakewood families always consider **programming** when making enrollment decisions more than other families **(+7.8%)**
- Lakewood students participate in **art programs (+4.3%)** and desire additional art programming options more than families as a whole **(+2.1%)**
- They believe **program locations** are **convenient** for their families **(+6.1%)**





KEY INSIGHTS

POMONA FAMILIES

Data in this section is reflective of the 522 students across 217 respondents who identified living in the Pomona articulation area.

- Pomona families are less likely to attend their **neighborhood school (-9.3%)** and they are less likely to strongly **identify** with their **neighborhood high school (-13.8%)**

- Pomona families are less likely to agree that there is **continuity in programming** from elementary through high school **(-4.6%)** and that the District offers the educational **programs and experiences** that they are looking for **(-4.6%)**

- **Transportation** provided by the district was **less important (-5.6%)** when thinking about logistics

- **Extra-curricular activities** offered were more important to Pomona families **(+3.5%)** when thinking school **design and programming**





KEY INSIGHTS

RALSTON VALLEY FAMILIES

Data in this section is reflective of the 1,348 students across 546 respondents who identified living in the Ralston Valley articulation area.

- Ralston Valley families feel that it is **important to attend neighborhood schools (+14%)** and **strongly identify** with their neighborhood high school **(+16.8%)**
- Families in Ralston Valley typically attend their **assigned neighborhood school (+16.6%)**. Similarly, they feel it is more important that children **attend school with family, friends or neighbors (+3.4%)**
- **Transportation** provided by the District is important when deciding schools **(+6.2%)**
- Ralston Valley families were the most affluent of survey respondents with **87.7%** with a household **income of $100,000 or more**
- Ralston Valley families felt positively about **programming options, opportunities and convenience** more than families as a whole





KEY INSIGHTS

STANDLEY LAKE FAMILIES

Data in this section is reflective of the 789 students across 281 respondents who identified living in the Standley Lake articulation area.

- **Logistics** are more important than **reputation** when choosing schools. **Distance** from home and school, **ease of travel** and **school start/end times** are all more important for these families

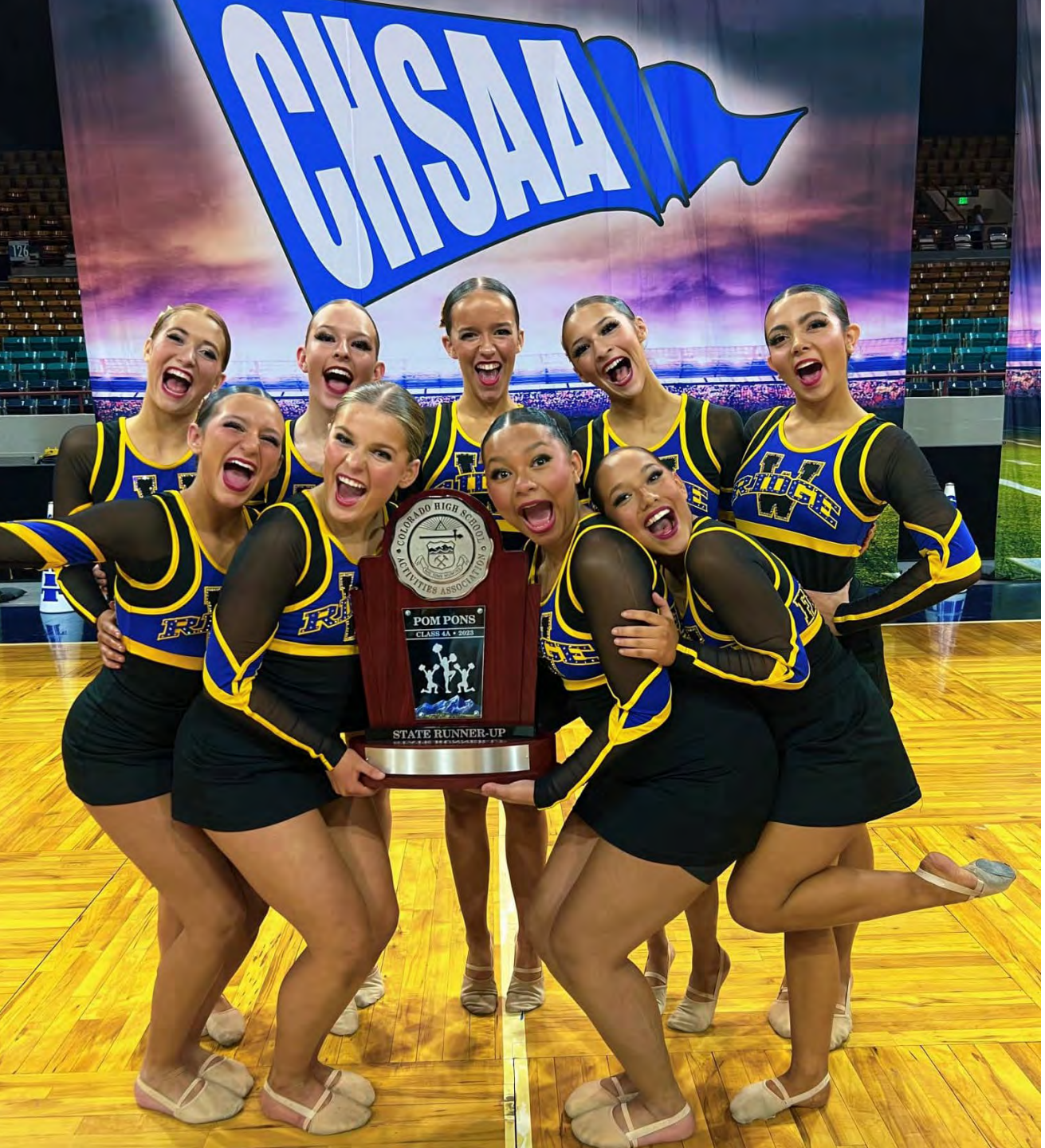
- Programming that supports **postsecondary goals** is less important **(-2.6%)** but they want to see more **STEM** programming **(+3%)**

- Standley Lake students participate in **International Baccalaureate** programs more than other students **(+7.9%)**

- They are less likely to agree that Jeffco offers the **programs and experiences** they are looking for **(-3.9%)**

- Standley Lake families feel **programs** are **too expensive** more than respondents overall **(+3.5%)**





KEY INSIGHTS

WHEAT RIDGE FAMILIES

Data in this section is reflective of the 916 students across 405 respondents who identified living in the Wheat Ridge articulation area.

- It is important for Wheat Ridge families to attend their **neighborhood schools (+8.1%)**
- School **reputation** is **least important** when making school choice decisions
- Wheat Ridge families believe Jeffco is offering the **programs and experiences** they are looking for more than the group **(+5.5%)**
- Wheat Ridge families desire **expeditionary learning** options more than families as a whole **(+2.7%)**
- Wheat Ridge families feel there is **more** demand for programs **than available spots (+6.1%)**
- **Specialty programming** that supports interests (STEM, art) are **more desirable** for Wheat Ridge families **(+3%)** and they are more likely to participate in **STEM (+5.5%)** and **arts programming (+2.9%)**



QUALITATIVE STORIES

The data in this section looks at the 7,838 responses to the open-ended question "In your own words, why did you select the schools your children are attending this year?"



Top 10 themes among respondents: Why did you select the schools your children are attending this year?

01. Academic Quality & Reputation

02. Proximity, Logistics & Convenience

03. Neighborhood School

04. Special Programs & Curriculum

05. Social Connections or Child's Preference

06. Teacher and Staff Quality

07. Sense of Community & School Facilities

08. Safety & Environment

09. Values & Culture

10. Support Services

ACADEMIC QUALITY & REPUTATION

The most prevalent factor influencing school choice among survey respondents was academic quality and school reputation with less than one-third indicating this as a consideration. Key aspects include:

- Word-of-mouth reputation
- Recommendations from friends and family
- School ratings and reviews
- Educational performance including test scores

"The school has a good reputation, high test scores, the principal is known to be great with kids, and the environment feels good – has lots of windows and is bright and welcoming."

"We initially picked our schools based on its Greatschool.org ratings. We have continued to stay because we are familiar with the school and our kids have made good friends."

PROXIMITY, LOGISTICS & CONVENIENCE

Many families choose schools that are close to their home or work making it easier to manage pick-ups and drop-offs. Relevant themes include:

- Ease of daily commute
- Walkability
- Provided transportation
- Relevant location to family commitments
- Accessibility for families with mobility challenges
- School start and end times relevant to work schedules

"[Our school] is a great school and is physically the closest to our home and accessible by bike path - a safety priority!"

"I selected our neighborhood school based on proximity. We are a two-income household so driving kids more than a few minutes to/from school each day is simply not possible. Evergreen has some other great choices but the location just wasn't convenient for us."

NEIGHBORHOOD SCHOOL

Parents often select schools based on their neighborhood or community for numerous reasons. Relevant trends include:

- Community and peer connection
- Residential decisions (families choosing where to live based on schools)
- Support for local schools
- Convenience
- Continuity of schools

"It is our neighborhood school and they have a great reputation with our neighbors. They have a Pre-K so both of my kids are able to attend the same school."

"Our school-aged child attends his neighborhood school because it has been a warm and welcoming place with supportive academics and we like supporting our neighborhood school. We like that our child can go to school with kids who he can also play with in the neighborhood."

SPECIAL PROGRAMS & CURRICULUM

Less than a quarter of parents prioritize specific programs and curricular offerings in school selection, valuing the quality and diversity of educational opportunities. The top 5 programs mentioned were:

1. Gifted & Talented
2. Arts Programming
3. International Baccalaureate
4. Special Education
5. Montessori

Outside of specified programs, extracurricular activities were mentioned as a significant factor in school choice.

"We chose our school because we loved the curriculum and the emphasis on being an independent person. We also love the mixed ages and that we have the same teacher for three years."

"We selected our child's high school based on academic opportunities (specifically the IB program), extracurricular programs (band and theater), location, and overall school quality."

SOCIAL CONNECTIONS

A child's preference and social connections are key factors in parents' decision-making process when choosing schools. This includes:

- Child's choice or inclination towards a school
- Existing friendships
- Family legacy
- Continuity of education
- Stable social environment

"It is the same school I attended as a kid. [This school] made such an impression on me I had to come back and have never thought about leaving again."

"This is our community school and our children have established relationships with peers. The academic opportunities for both an IEP and ALP student were second. Programming at other high schools was tempting but in the end the relationships for our children was the biggest part of our decision."

TEACHER AND STAFF QUALITY

The quality and characteristics of teachers and staff are pivotal in school choice decisions, as reflected in responses about faculty and school environment:

- Quality of teachers and staff
- Community atmosphere and familiarity with staff
- School leadership impact
- Effective communication from schools
- Student and family relationships with staff

"My son attended [a Jeffco school], and we loved the teachers and staff. When it was time for my daughter to go to middle school, she had formed a relationship with the band teacher (both kids are in band), and she asked to attend this school as well. We are very happy with that choice."

"We love the staff, the way they all know our daughter (even those teachers who don't have her in the classroom know who she is), and we love the sense of community at [our school]. It's important to us that our daughter be in a classroom with diversity that mirrors the community, and we see that in her classes at [the school]. The staff and principal are all exceptionally caring and we never worry about our daughter when she is at school."

SENSE OF COMMUNITY & FACILITIES

Parents value a strong sense of community and excellent resources in school, emphasizing the importance of neighborhood, school involvement by families and staff and small class sizes.
Other themes include:

- Small schools that foster identity and belonging
- Quality of schools and resources including technology
- Neighborhood integration
- Continuity of schools
- Facility access including sport fields

"Great environments, strong and positive communities, awesome values, great teachers, high achieving, standing for something in addition to achievement, kept up facilities, nearby."

"Proximity (closer than our neighborhood school), smaller school and class sizes, STEM lab, and very involved/connected community."

SAFETY & ENVIRONMENT

Families prioritize a safe and nurturing school environment, emphasizing both physical and emotional well-being including:

- Prevention of bullying and violence
- Secure facilities with on-site security measures
- Psychological safety with a focus on mental health
- Social-emotional learning curriculums
- Positive school climate that fosters inclusivity
- Safe transportation and accessibility

"We wanted a school that has consistent and followed safety protocol, especially building safety and background checking volunteers."

"We liked the safety, classes, staff, and layout of the building - in that order of importance."

VALUES & CULTURE

Families who select schools based on their alignment with personal or cultural beliefs emphasize the importance of diversity, social-emotional learning and school climate. Specifics may include:

- Cultural diversity and inclusivity
- Alignment with family values
- Emphasis on teaching empathy, kindness and social awareness
- Innovative educational approach
- Positive school climate

"We selected [this school] because of its inclusive community feel and the differentiation offered to all students not just GT enrolled students. It is a warm and welcoming environment that supports students of all abilities."

"I wanted a "whole child" approach where the social/emotional skills were as emphasized as mush as academic. Lots of extra-curricular activities. Diversity amongst students and inclusivity in the school culture are important."

SUPPORT SERVICES

Some families with children who have special needs or educational requirements often choose schools based on availability and quality of support services including:

- Adaptable and varied learning approaches
- Academic support and staff able to cater to diverse needs
- Specific programs for autism spectrum disorder (ASD) or twice exceptional (2e)/Gifted and Talented education
- Supportive school environment

"Three out of my four children have ASD, so it was crucial for me to choose a school with well-trained staff and a dedicated ASD program in case we needed additional support. I prioritized a smaller school environment with reduced class sizes and a cohesive staff, aiming to create a more personalized and supportive learning experience for my children."

"[Our School] offered a new experience for our son who has struggled with school since middle school. We like the 6-week classes, the curriculum format (on site visits, hikes, etc.) and the grading system. All have reengaged our son academically, emotionally, and developmentally."



APPENDIX: SURVEY QUESTIONS

JEFFCO PUBLIC SCHOOLS

Jeffco School Enrollment Survey

What Matters to You

We invite you to share what matters most to you when selecting schools for your children. Your feedback will help us improve the enrollment process and better serve your family's educational needs and interests. The survey is a component of Jeffco's comprehensive boundary study. To learn more about the study, visit www.jps.click/boundary-study.

The survey has four sections and will take approximately 10 - 15 minutes to take:

- About your school
- About your school enrollment decisions
- About school programming
- About your family (demographics)

Anything you share is confidential and feedback will be reported collectively, not based on individual responses. Please only take the survey once. Your participation is voluntary. You can choose whether to participate in the survey and you can stop taking the survey at any time.

About Your School

In this section, we hope to learn more about your household, the grades your children are in and what kinds of schools they attend.

* 1. For the 2023-2024 school year, how many children in your household are in the following grades:

Pre-kindergarten:		6th Grade	
Kindergarten:		7th Grade	
1st grade:		8th Grade	
2nd grade:		9th Grade	
3rd grade:		10th Grade	
4th grade:		11th Grade	
5th grade:		12th Grade	

* 2. What type of schools do your children attend? (Select all that apply.)

- ☐ Our assigned neighborhood school
- ☐ A traditional Jeffco school outside of our neighborhood
- ☐ A Jeffco choice enrollment school (i.e., option or magnet school)
- ☐ A Jeffco charter school
- ☐ A charter school in another district
- ☐ A traditional school in another district
- ☐ A private school
- ☐ An alternative school
- ☐ An online program
- ☐ Home school

* 3. When you think about the schools your children would attend based on where you live, how much do you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It is important to me that my children attend the schools in my neighborhood.	○	○	○	○	○
Our family identifies strongly with our neighborhood Jeffco high school. (Example: We live in the Pomona area; we are a Pomona Panthers family.)	○	○	○	○	○

About Your School Enrollment Decisions

In this section, we want to understand what factors you considered when choosing a school for your children.

4. In your own words, why did you select the schools your children are attending this year?

* 5. The last time you selected a new school for your children, approximately how many school options did you consider?

◯ 1 ◯ 2 ◯ 3 ◯ 4 or more

* 6. What types of schools have you considered for your children? (Select all that apply.)

- ☐ Our assigned neighborhood school
- ☐ A traditional Jeffco school outside of our neighborhood
- ☐ A Jeffco choice enrollment school (i.e., option or magnet school)
- ☐ A Jeffco charter school
- ☐ A traditional school in another district
- ☐ A charter school in another district
- ☐ A private school
- ☐ An alternative school
- ☐ An online program
- ☐ Home school
- ☐ Other (please specify) _____

Families often say there are four key elements that influence their school enrollment choices: **school design and programming**, **logistics, school climate** and **school reputation**.

* 7. When thinking about **School Design and Programming**, which factors were the most important when deciding what schools your children would attend? (Select up to two.)

- ☐ Programming that supports my children's academic needs or abilities (e.g., special education, gifted and talented, English as a second language)
- ☐ Programming that supports my children's postsecondary goals (e.g., Advanced Placement, concurrent enrollment)
- ☐ Programming that supports my children's interests (e.g., STEM, arts, agriculture)
- ☐ The school's unique educational approach (e.g., dual language, online learning, alternative education)
- ☐ The selection of extra-curricular activities (e.g., band, sports, theater)
- ☐ School curriculum
- ☐ Available technology (e.g., Chromebooks, smartboards)
- ☐ Other (please specify) _____
- ☐ None of the above

* 8. When thinking about **Logistics**, which factors were the most important when deciding what schools your children would attend? (Select up to two.)

- ☐ Transportation provided by the district
- ☐ Distance of school from home and/or work
- ☐ Ease of travel between home and school
- ☐ School schedule/start and end times
- ☐ Available services that support my children and family (e.g., afterschool care, on-site early learning center, community resources)
- ☐ Priority enrollment in a high school based on elementary or middle school enrollment
- ☐ Other (please specify) _____
- ☐ None of the above

* 9. When thinking about **School Climate**, which factors were the most important when deciding what schools your children would attend? (Select up to two.)

- ☐ My children attend school with family, friends or neighbors
- ☐ Feelings of connection or belonging within the school community
- ☐ Diversity of school staff and students
- ☐ School staff who understand my family's culture or heritage
- ☐ Welcoming school environment
- ☐ Relationships with school staff or leadership
- ☐ School size
- ☐ Opportunities for family engagement in the school
- ☐ Quality, upkeep or cleanliness of school building and grounds
- ☐ Year the school building was constructed
- ☐ Other (please specify) _____
- ☐ None of the above

* 10. When thinking about **School Reputation**, which factors were the most important when deciding what schools your children would attend? (Select up to two.)

- ☐ Quality instruction
- ☐ Strong school leadership
- ☐ Academic outcomes or progress (e.g., standardized test scores, graduation rates)
- ☐ External awards or recognition
- ☐ My own past experience with the school (e.g., my older child or I attended the school)
- ☐ Word-of-mouth reputation
- ☐ Other (please specify) _____
- ☐ None of the above

* 11. How important were each of these categories when deciding what schools your children should attend? Rank from 1 (most important) to 4 (least important).

_____ School Design and Programming _____ Logistics

_____ School Climate _____ School Reputation

* 12. Where do you get information to help you make decisions about school enrollment? (Select all that apply.)

- ☐ Jeffco's School Insights website
- ☐ An individual school's website
- ☐ Data on third-party websites (e.g., GreatSchools, Public School Review, Niche)
- ☐ Online parent or student reviews
- ☐ Social media (e.g., Facebook, Nextdoor)
- ☐ Word-of-mouth from family, friends and neighbors
- ☐ Advice from staff of the school my child currently attends
- ☐ Advice from staff of the school my child is considering
- ☐ Direct experience with the school (e.g., tours, information nights, a previous student's attendance)
- ☐ Other (please specify) _____

About School Programming

In this section, we want to understand what programming your children participate in and if you have been able to access your children's desired programs.

* 13. What programs do your children currently participate in? (Select all that apply.)	* 14. What additional programs do you wish were available in the schools your children attend? (Select all that apply.)
☐ Advanced Placement (AP)	☐ Advanced Placement (AP)
☐ Alternative Education	☐ Alternative Education
☐ Arts Programming	☐ Arts Programming
☐ Career Technical Education	☐ Career Technical Education
☐ Concurrent/Dual Enrollment	☐ Concurrent/Dual Enrollment
☐ Core Knowledge/Classical Education	☐ Core Knowledge/Classical Education
☐ Dual Language	☐ Dual Language
☐ Dyslexia Program	☐ Dyslexia Program
☐ Expeditionary Learning	☐ Expeditionary Learning
☐ Gifted & Talented Center Program	☐ Gifted & Talented Center Program
☐ International Baccalaureate (IB)	☐ International Baccalaureate (IB)
☐ Jeffco Seal of Biliteracy	☐ Jeffco Seal of Biliteracy
☐ Leadership Programming	☐ Leadership Programming
☐ Montessori	☐ Montessori
☐ Online Instruction Options	☐ Online Instruction Options
☐ Project Based Learning	☐ Project Based Learning
☐ Special Education Center Program	☐ Special Education Center Program
☐ Science, Technology, Engineering and Math (STEM)	☐ Science, Technology, Engineering and Math (STEM)
☐ Warren Tech	☐ Warren Tech
☐ My children do not participate in any of these programs.	☐ No additional programming is needed to meet my children's needs and interests.
☐ Other (please specify): _____	☐ Other (please specify): _____

* 15. As you think about your most recent K-12 enrollment choices or enrollment choices you will make in the near future, how often is specialty programming offered by the schools a factor in your decision?

◯ Always ◯ Sometimes ◯ Never

* 16. Thinking about the programming available to your children in Jeffco, how much do you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Jeffco offers the educational programs and experiences I am looking for.	◯	◯	◯	◯	◯
I have been able to enroll my children in schools with our desired programs.	◯	◯	◯	◯	◯
The locations of the programs I am seeking for my children are convenient for our family.	◯	◯	◯	◯	◯
There are opportunities for my children to continue in their programs of interest from elementary through high school.	◯	◯	◯	◯	◯
Programs my children engage in are preparing them for their future.	◯	◯	◯	◯	◯

* 17. What barriers have you and your children experienced in accessing your desired programming? (Select all that apply.)

- ☐ My children do not meet eligibility requirements.
- ☐ My children did not feel welcomed or a sense of belonging in the school or program.
- ☐ There was no one in the school who spoke our language and could communicate effectively with us.
- ☐ There is more demand for the program than available spots for students.
- ☐ The program is too far from my home or workplace.
- ☐ Transportation is not offered to access the program.
- ☐ There are fees for the program; it is too expensive.
- ☐ Other (please specify) _____
- ☐ None of the above

Demographics

In this section you will be asked to share demographic information so we ensure our survey includes a diverse range of perspectives. Note: Providing your home address will allow us to look for geographic trends across the district. Your individual address **will not** be connected to the feedback you share.

18. Home address

Street address _____

City _____

Zip code _____

19. What races are represented by the members of your household? (Select all that are applicable.)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ Other (please specify) _____

20. Do any members of your household identify as Hispanic or Latino? (Select one.)

◯ Yes ◯ No

21. What is your annual household income? (Select one.)

◯ Less than $30,000 ◯ $30,000 - $59,999 ◯ $60,000 - $79,000

◯ $80,000 - $99,999 ◯ $100,000 or higher

22. If you are willing to provide additional information about your school enrollment decisions or school programming, please include your name and email address so that we may invite you to a future focus group.

Name _____

Email Address _____

Boundaries and Articulation Area Analysis Project Update



JEFFCO PUBLIC SCHOOLS #BetterTogether

FLO Analytics

About FLO Analytics

- **Experienced**—We have assisted public school districts of all sizes across the nation with school boundary analysis initiatives and other long-range planning projects.
- **Innovative**—We use custom tools and procedures that promote transparency and public buy-in.
- **Equity Focused**—As a company, we strongly believe that all students should have access to educational opportunities that best meet their individual needs.
- **Committed to Community**—Our mission, no matter the geography or size of the project, is to improve communities. This means our primary goal is a long-term positive outcome, not only for the District but also for all students, their parents, and the broader community.

OUR AREAS OF SPECIALIZATION

- Student Enrollment Forecasting
- Boundary Adjustments
- Special Program Analysis
- School Capacity and Utilization Analysis
- School Choice Analysis
- Communications and Community Engagement
- Electoral Redistricting

FLO Analytics

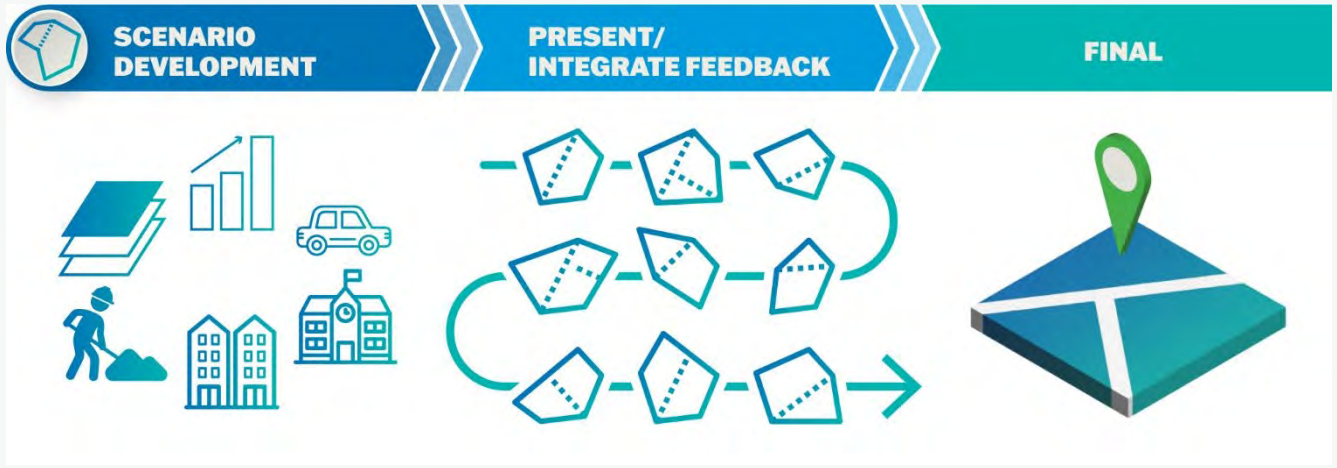
Purpose of the Project

Why we are doing this work

- Since 2001, Jeffco has experienced a shift in demographics, which has led to declining enrollment.
- Birth rates have slowed, and the affordability and availability of housing has resulted in fewer families with school-age children in Jeffco.
- As the school-age population has shrunk, some District schools have become significantly under-enrolled, and buildings underutilized.

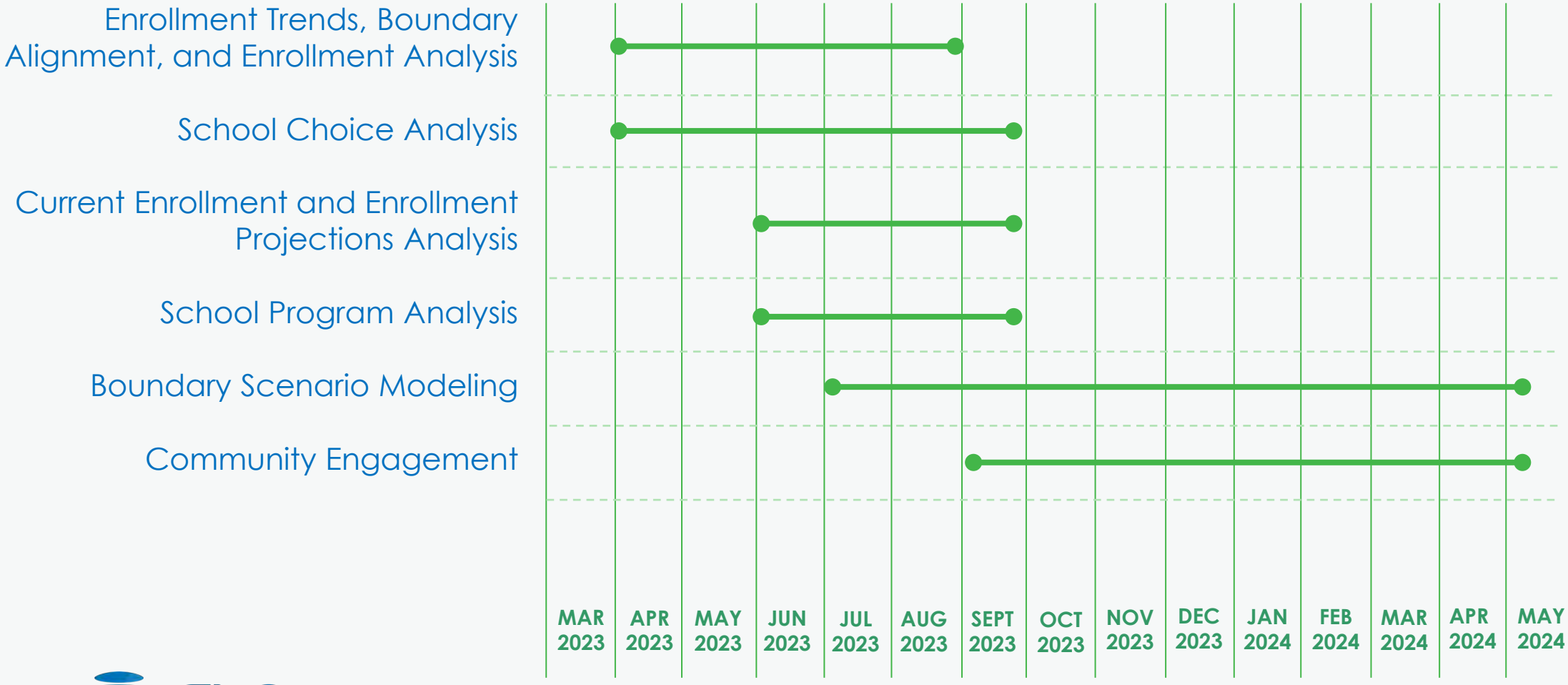
Project objectives

FLO is conducting a comprehensive study of the district's current school boundaries, articulation patterns, and enrollment patterns.



FLO Analytics

Project Overview



FLO Analytics

Enrollment Trends, Boundary Alignment, and Enrollment Analysis

Enrollment Analysis

FLO Analytics has completed the Enrollment Trends and Boundary Alignment assessment, to analyze historical student enrollment, demographic characteristics, residential development, and prior changes to school boundaries and articulation areas.

The results of this analysis provide a historical understanding of enrollment trends.

This analysis will serve as a foundation for future analyses to understand current enrollment across the district (including special program access and school choice) and identification of potential boundary changes.

FLO Analytics

Enrollment has Declined Since 2013-14

Jeffco enrollment declined by 10.4 percent since 2013–14, with enrollment peaking between 2015–16 and 2019–20.

Enrollment declines have occurred throughout the district in nearly all 17 articulation areas, with a decline in student density across the district since 2017–18.

Articulation Area	Year									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Alameda	3,616	3,382	3,254	3,222	3,105	2,982	2,962	2,850	2,569	2,541
Arvada	4,292	4,256	4,326	4,107	4,037	3,856	3,700	3,448	3,184	3,036
Arvada West	4,491	4,519	4,471	4,400	4,452	4,407	4,425	4,302	4,305	4,472
Bear Creek	5,922	5,838	5,734	5,578	5,457	5,250	5,139	4,971	4,792	4,619
Chatfield	6,232	6,319	6,163	6,029	6,164	6,143	6,121	5,759	5,579	5,455
Columbine	4,388	4,366	4,331	4,348	4,272	4,142	4,180	3,961	3,912	3,841
Conifer	2,277	2,260	2,262	2,277	2,377	2,342	2,342	2,205	2,162	2,190
Dakota Ridge	4,578	4,602	4,502	4,509	4,419	4,339	4,370	4,196	4,058	3,936
Evergreen	2,794	2,868	2,901	3,028	3,030	2,967	2,934	2,672	2,514	2,479
Golden	4,161	4,112	4,108	4,164	4,363	4,302	4,303	4,134	3,985	3,997
Green Mountain	3,876	3,924	3,896	3,881	3,829	3,749	3,776	3,664	3,499	3,512
Jefferson	1,986	1,958	2,127	2,026	1,916	1,805	1,658	1,520	1,393	1,357
Lakewood	4,546	4,624	4,573	4,580	4,490	4,458	4,303	4,210	3,942	3,794
Pomona	3,417	3,471	3,416	3,336	3,236	3,154	3,080	2,874	2,689	2,464
Ralston Valley	4,728	4,870	5,003	5,100	5,283	5,390	5,616	5,454	5,390	5,463
Standley Lake	4,671	4,675	4,655	4,525	4,521	4,433	4,319	4,116	3,799	3,690
Wheat Ridge	4,148	4,016	4,425	4,076	4,005	3,886	3,829	3,690	3,581	3,527

FLO Analytics

Enrollment Declines Mainly Due to Population Loss

The decline in school-age population in the last ten years (4.1 percent) was even greater than the decline in enrollment in the district, suggesting that membership decline was attributable to population loss, not to enrollment in private schools or net transfers.

A high percentage of Jefferson County children enrolled in K-12 schools attended public schools (90.6 percent) according to the most recent American Community Survey data.

Jeffco Membership and School-Age Population	2009-10	2019-20	Percent Change
Membership[a]	83,421	81,266	-2.6%
School-Age Population[b]	89,371	85,751	-4.1%
Ratio of Membership to Population	0.933	0.948	

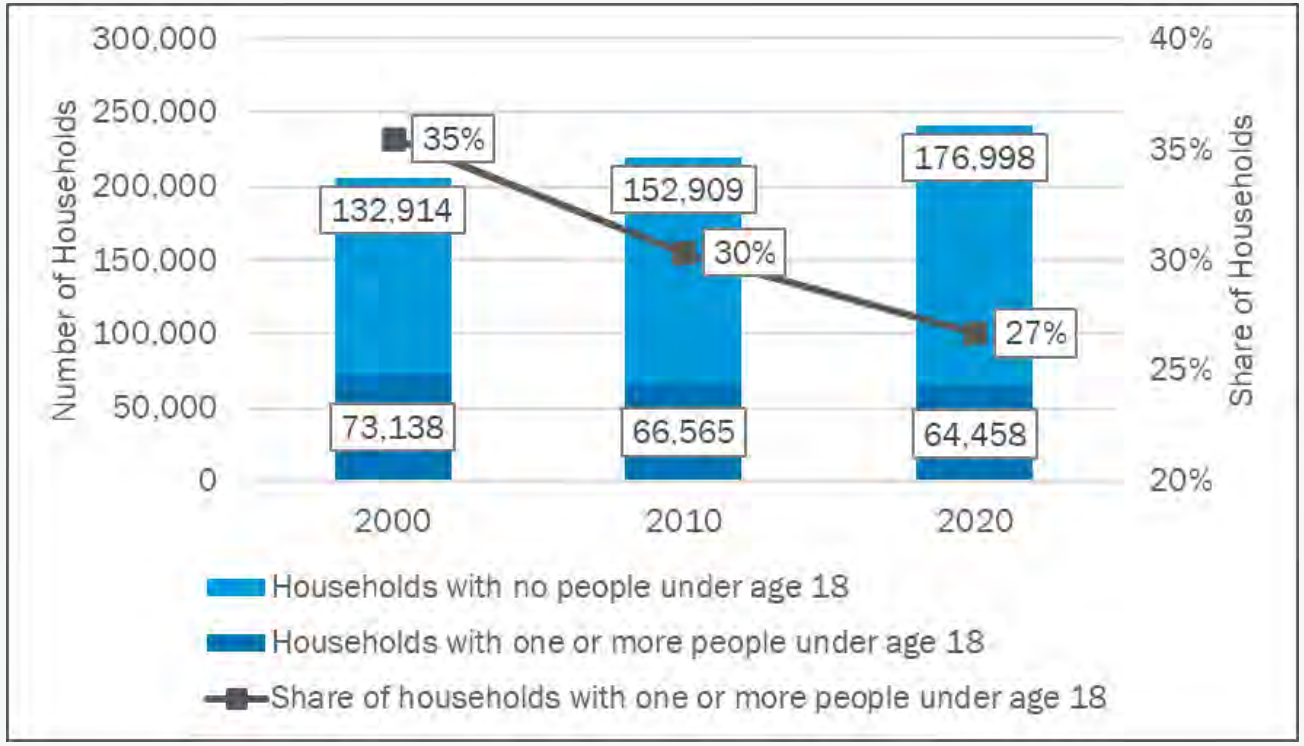
[a]Membership includes district residents and incoming transfer students.
[b]Approximate population age 5 to 17 at the beginning of the school year, based on single year of age counts from the U.S. Census conducted on April 1 of the school year.

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Smaller Families, Less Development

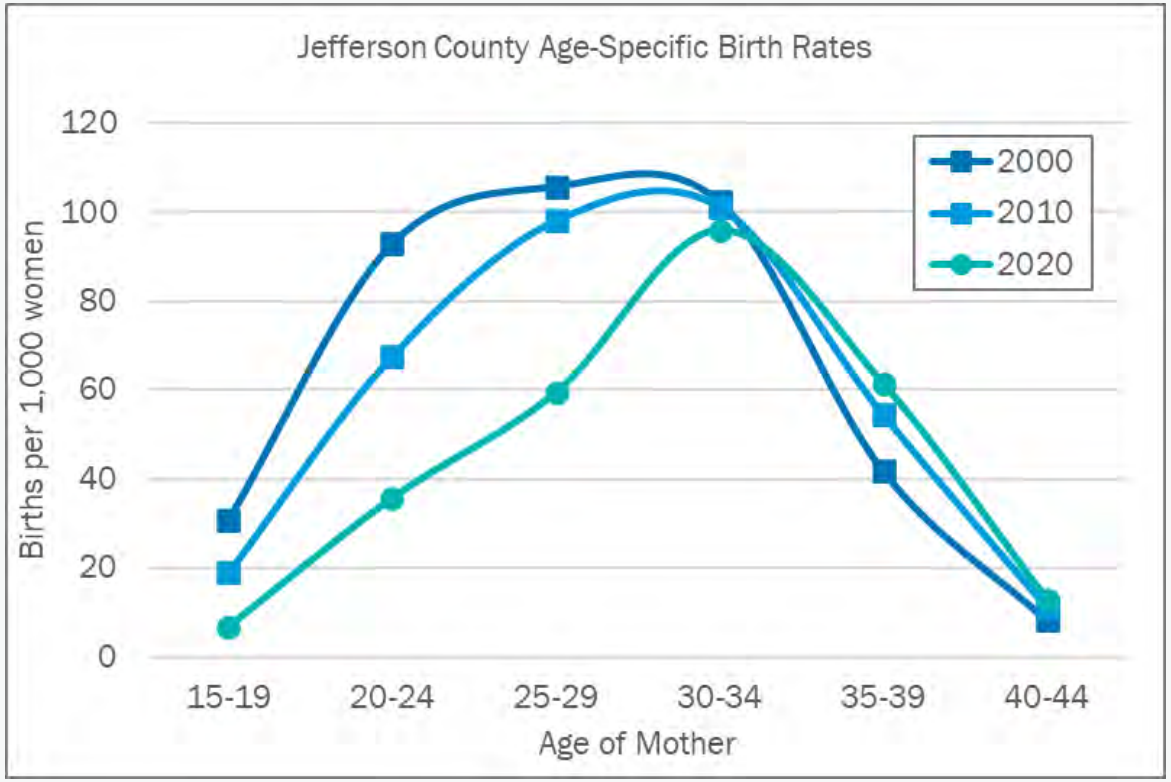
Jeffco had a 33 percent increase in the number of households without children in 2020 compared to 2000, indicating a significant change in household composition.

Development is generally decreasing throughout the district, but some larger planned developments could affect enrollment in those areas in the future.



Lower Birth Rates

From 2000 to 2020, total fertility rates (the number of children that would be expected to be born to a woman over her childbearing years) in Jefferson County declined from 1.91 to 1.36 and were lower than the national average for the same



Impact of Boundary Changes

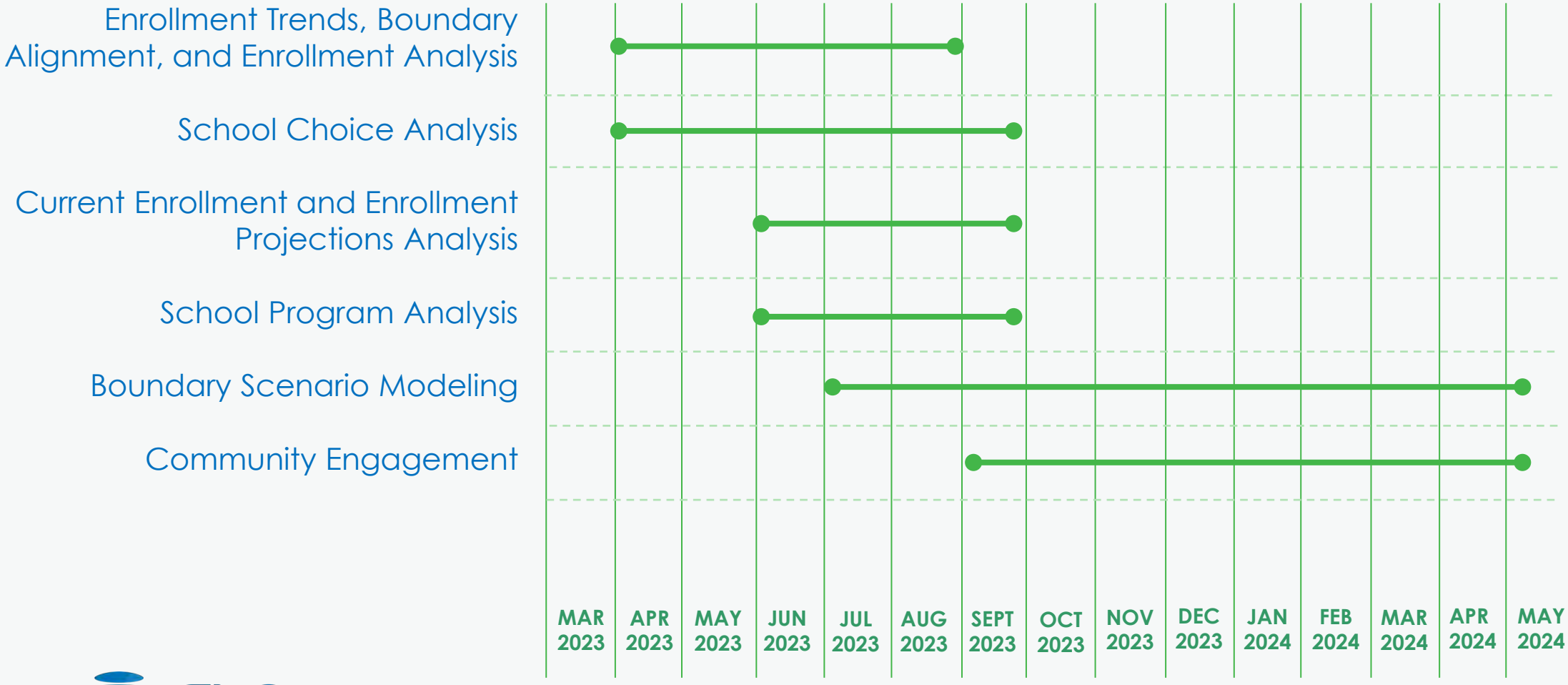
Grade Group	Total Boundary Changes 2013-14 to 2022-23	Was Enrollment Balanced?		
		Yes	No	Unclear
Elementary	22	11	7	4
Middle	13	5	4	4
High	9	7	2	0

Only one half of the boundary changes implemented in the last ten years resulted in an enrollment balancing effect within two years, indicating there are factors other than a boundary change that may have a larger impact on where students attend school.

The high number of boundary changes that took effect in 2017–18 appear to have had a subsequent, although delayed, effect on balanced enrollment at the district level, with middle school changes having the largest effect.

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Project Overview



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Community Engagement

Phase 1 (September– November)

Survey on how and why families and students make school choice decisions

About Your School Enrollment Decisions

Understanding what factors contribute to family and students' school preferences.

About School Programming

Understanding how school programming influenced school choice decisions and what additional programming families and students are seeking in their communities.



Community Engagement

Boundaries and Articulation Area Analysis Project Update



JEFFCO 2025 THRIVES

FLO Analytics

GBSM

Agenda

1. Purpose of the Project

2. Project Reports and Deliverables

3. FLO Reports and Findings:
   A. Enrollment Trends, Boundary Alignment, and Enrollment Analysis
   B. School Choice Analysis
   C. Current Enrollment and Enrollment Projections Analysis

4. GBSM Fall School Enrollment Survey Process and Results



FLO Analytics

GBSM

Purpose of the Project

Why we are doing this work

- Since 2001, Jeffco has experienced a shift in demographics, which has led to declining enrollment.
- Birth rates have slowed, and the affordability and availability of housing has resulted in fewer families with school-age children in Jeffco.
- As the school-age population has shrunk, some District schools have become significantly under-enrolled, and buildings underutilized.

Project objectives

FLO is conducting a comprehensive study to increase Jeffco's understanding of its current school boundaries, articulation patterns, and enrollment patterns.

GBSM is engaging the community to understand what matters most to families when choosing a school.

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Analysis and Deliverables

FLO Analytics

- September 14, 2023: Enrollment Trends, Boundary Alignment, and Enrollment Analysis
- February 15, 2024: School Choice Analysis
- February 15, 2024: Current Enrollment and Enrollment Projections Analysis
- In Progress: School Program Analysis

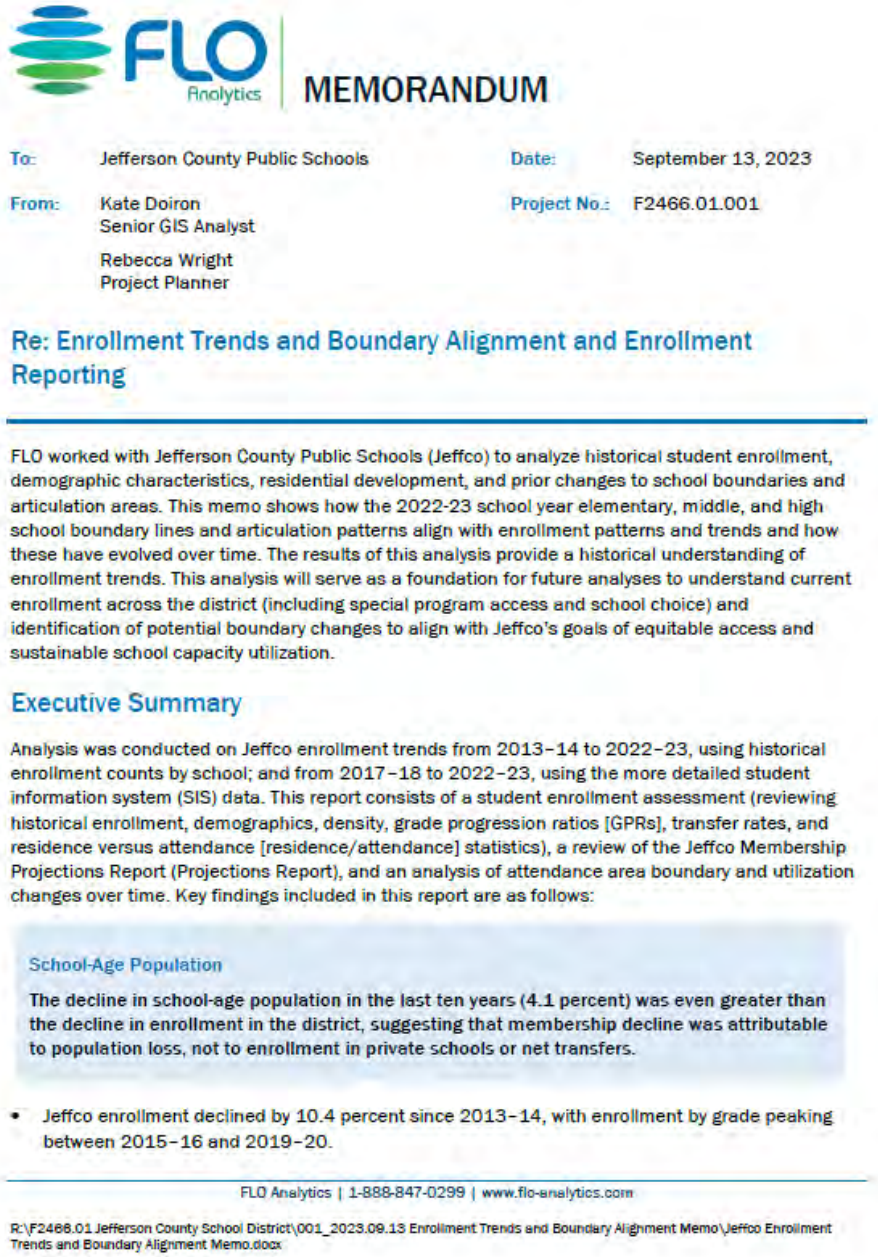
GBSM

- Fall 2023 School Enrollment Survey
- Upcoming: Spring 2024 Focus Groups

Enrollment Trends and Boundary Alignment and Enrollment Reporting Memo

Published September 14, 2023





FLO Analytics

MEMORANDUM

To: Jefferson County Public Schools

Date: September 13, 2023

From: Kate Doiron
Senior GIS Analyst

Rebecca Wright
Project Planner

Project No.: F2466.01.001

Re: Enrollment Trends and Boundary Alignment and Enrollment Reporting

FLO worked with Jefferson County Public Schools (Jeffco) to analyze historical student enrollment, demographic characteristics, residential development, and prior changes to school boundaries and articulation areas. This memo shows how the 2022-23 school year elementary, middle, and high school boundary lines and articulation patterns align with enrollment patterns and trends and how these have evolved over time. The results of this analysis provide a historical understanding of enrollment trends. This analysis will serve as a foundation for future analyses to understand current enrollment across the district (including special program access and school choice) and identification of potential boundary changes to align with Jeffco's goals of equitable access and sustainable school capacity utilization.

Executive Summary

Analysis was conducted on Jeffco enrollment trends from 2013–14 to 2022–23, using historical enrollment counts by school; and from 2017–18 to 2022–23, using the more detailed student information system (SIS) data. This report consists of a student enrollment assessment (reviewing historical enrollment, demographics, density, grade progression ratios [GPRs], transfer rates, and residence versus attendance [residence/attendance] statistics), a review of the Jeffco Membership Projections Report (Projections Report), and an analysis of attendance area boundary and utilization changes over time. Key findings included in this report are as follows:

School-Age Population

The decline in school-age population in the last ten years (4.1 percent) was even greater than the decline in enrollment in the district, suggesting that membership decline was attributable to population loss, not to enrollment in private schools or net transfers.

- Jeffco enrollment declined by 10.4 percent since 2013–14, with enrollment by grade peaking between 2015–16 and 2019–20.

R:\F2466.01 Jefferson County School District\001_2023.09.13 Enrollment Trends and Boundary Alignment Memo\Jeffco Enrollment Trends and Boundary Alignment Memo.docx

Major Findings to Date

Articulation Area	Enrollment					
	2018	2019	2020	2021	2022	2023
Alameda	2,982	2,962	2,850	2,569	2,541	2,587
Arvada	3,856	3,700	3,448	3,184	3,036	3,052
Arvada West	4,407	4,425	4,302	4,305	4,472	4,516
Bear Creek	5,250	5,139	4,971	4,792	4,619	4,651
Chatfield	6,143	6,121	5,759	5,579	5,455	5,612
Columbine	4,142	4,180	3,961	3,912	3,841	4,015
Conifer	2,342	2,342	2,205	2,162	2,190	2,275
Dakota Ridge	4,339	4,370	4,196	4,058	3,936	3,868
Evergreen	2,967	2,934	2,672	2,514	2,479	2,498
Golden	4,302	4,303	4,134	3,985	3,997	4,173
Green Mountain	3,749	3,776	3,664	3,499	3,512	3,564
Jefferson	1,805	1,658	1,520	1,393	1,357	1,496
Lakewood	4,458	4,303	4,210	3,942	3,794	3,837
Pomona	3,154	3,080	2,874	2,689	2,464	2,386
Ralston Valley	5,390	5,616	5,454	5,390	5,463	5,734
Standley Lake	4,433	4,319	4,116	3,799	3,690	3,648
Wheat Ridge	3,886	3,829	3,690	3,581	3,527	3,473

- Jeffco enrollment declined by 10.4 percent since 2013–14, with enrollment peaking between 2015–16 and 2019–20.
- Enrollment declines have occurred throughout the district in nearly all 17 articulation areas, with a decline in student density across the district since 2017–18.
- **90.6% of Jefferson County children enrolled in K-12 schools attended Jeffco.**

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School Choice Analysis (2022-23)

FLO worked with Jeffco to analyze student enrollment patterns in each school and articulation area with a specific focus on how many students attend their zoned school (designated neighborhood school) or choose another school.

This memo describes intradistrict school choice patterns in Jeffco and details numbers and rates of students attending or not attending their residing school, choice rates into nonattendance area schools, and capture rates for each attendance area.

Key Findings

- There are **74,783** K–12 students enrolled in Jeffco in 2022–23 (including out–of–district students).
- There are **68,045** students in grades K–12 residing in the District.
- There are **40,986** students who attend their public school of residence.
- The **overall capture rate** district-wide for students attending their resident school is **60.23%**, which per grade band is: 56.04% ES, 64.73% K-8, 61.03% MS, 65.2% HS
- There are 29 charter schools with a combined enrollment of **8,624** students, 11.53% of Jeffco.

FLO Analytics

Survey overview

The Jeffco team collected **8,807 surveys** in digital and print formats from **October 10 to November 17, 2023**.

Outreach and promotion was conducted through:

- Districtwide and school emails, newsletters and social media
- Promotional flyers/QR codes
- Family Engagement Liaisons

The survey was available online and in print in four languages: **English**, **Russian, Spanish,** and **Vietnamese.** It was also available in print in Dari, French, and Simplified Chinese.

GBSM

Survey respondents at-a-glance

77%
Provided demographic data

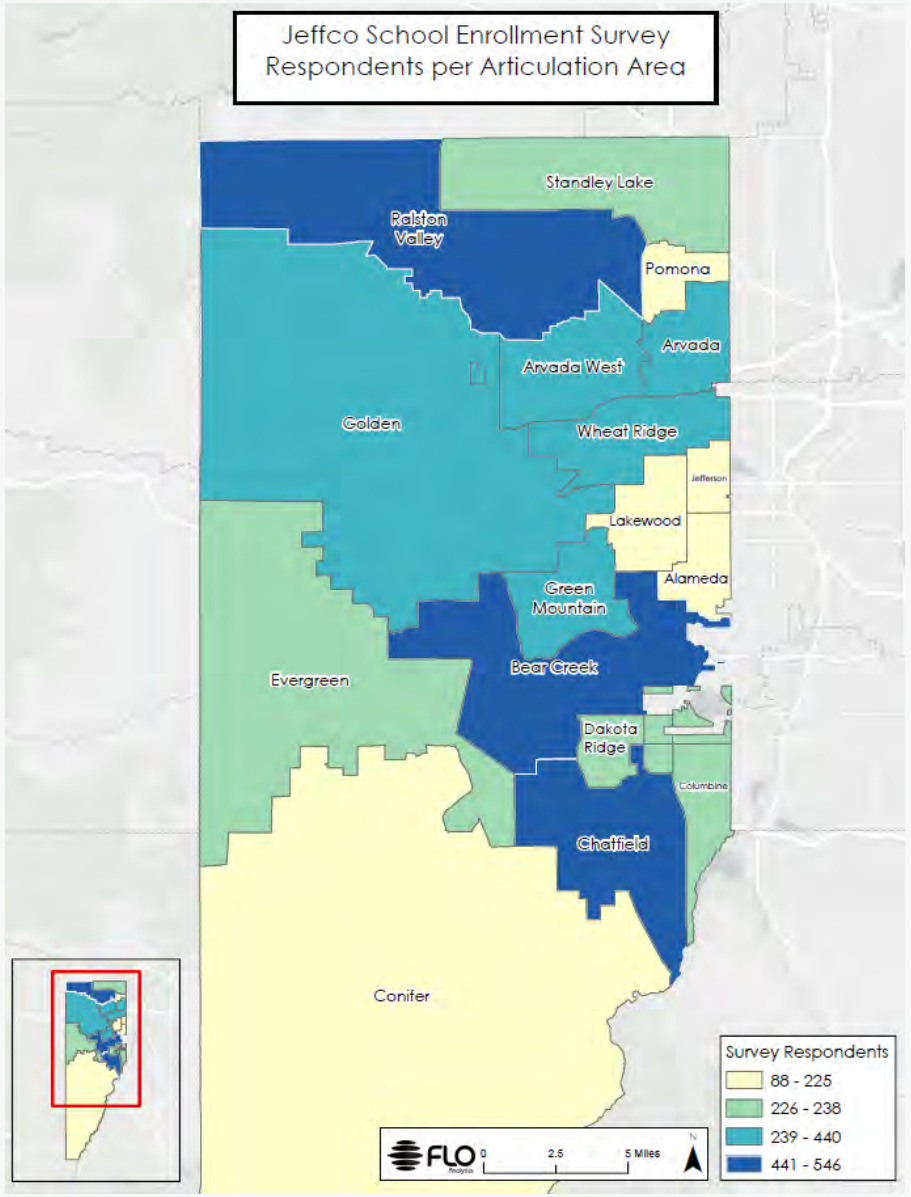
18%
Identified as Hispanic or Latino

19%
Identified as BIPOC, AAPI, multi-racial or non-white

19%
Have a household income under $80k

15,302
Jeffco students represented

20.5%
Of the student population



Families shared insights on four key elements that often influence school enrollment choices:



School Design & Programming



School Climate

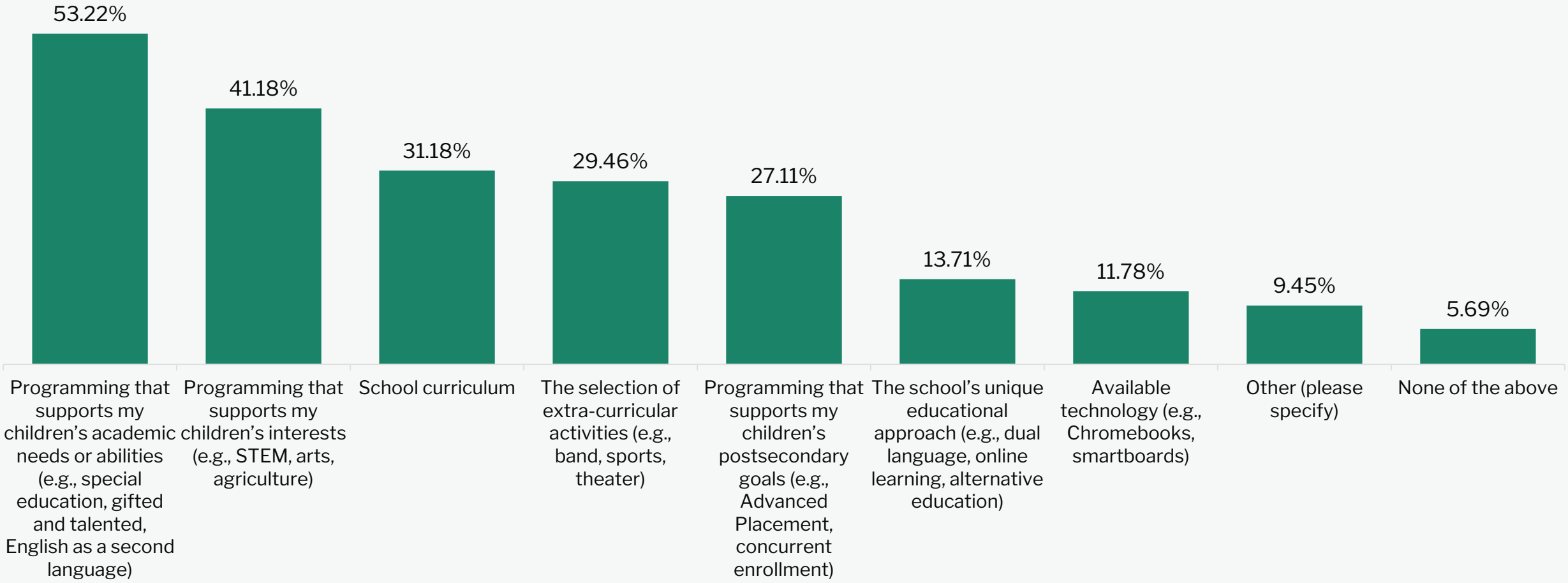


School Reputation

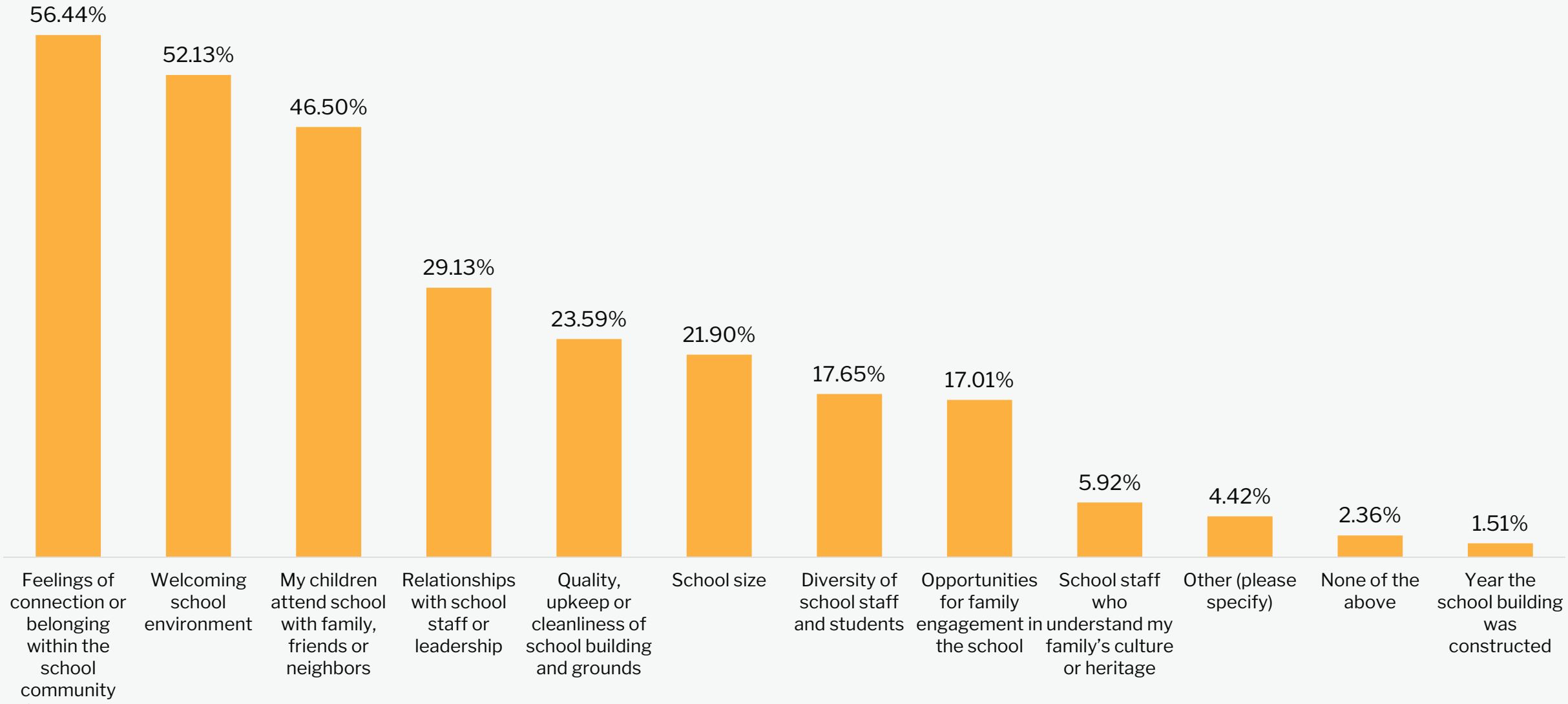


Logistics

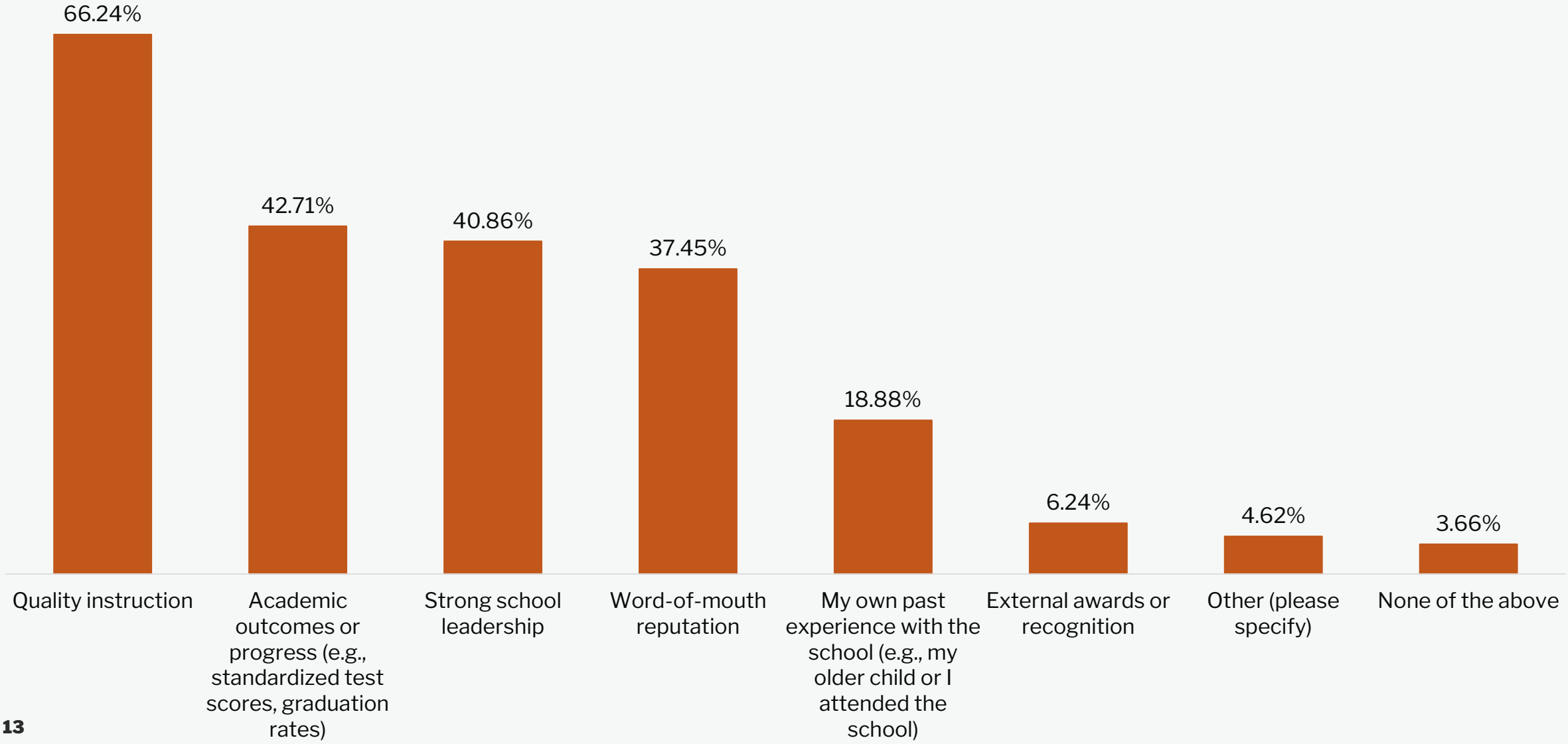
When thinking about School Design and Programming, which factors were most important when deciding what schools your children would attend?



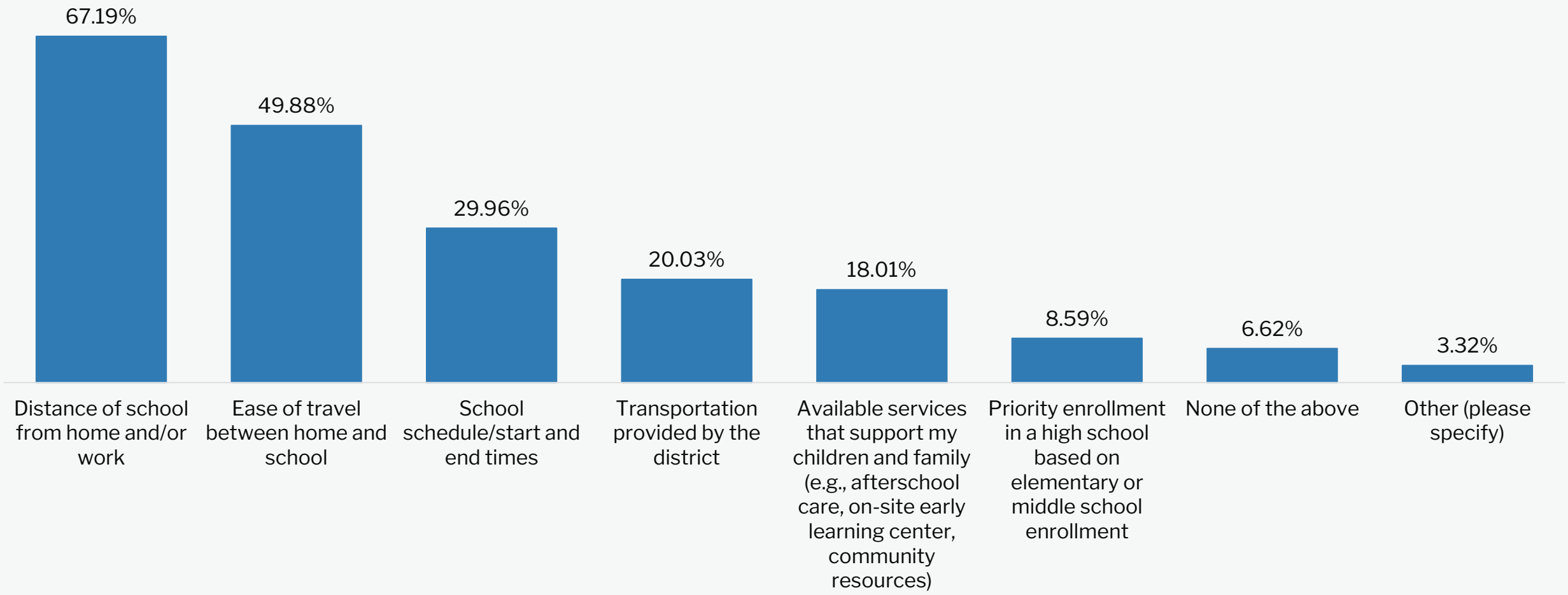
When thinking about School Climate, which factors were the most important when deciding what schools your children would attend?



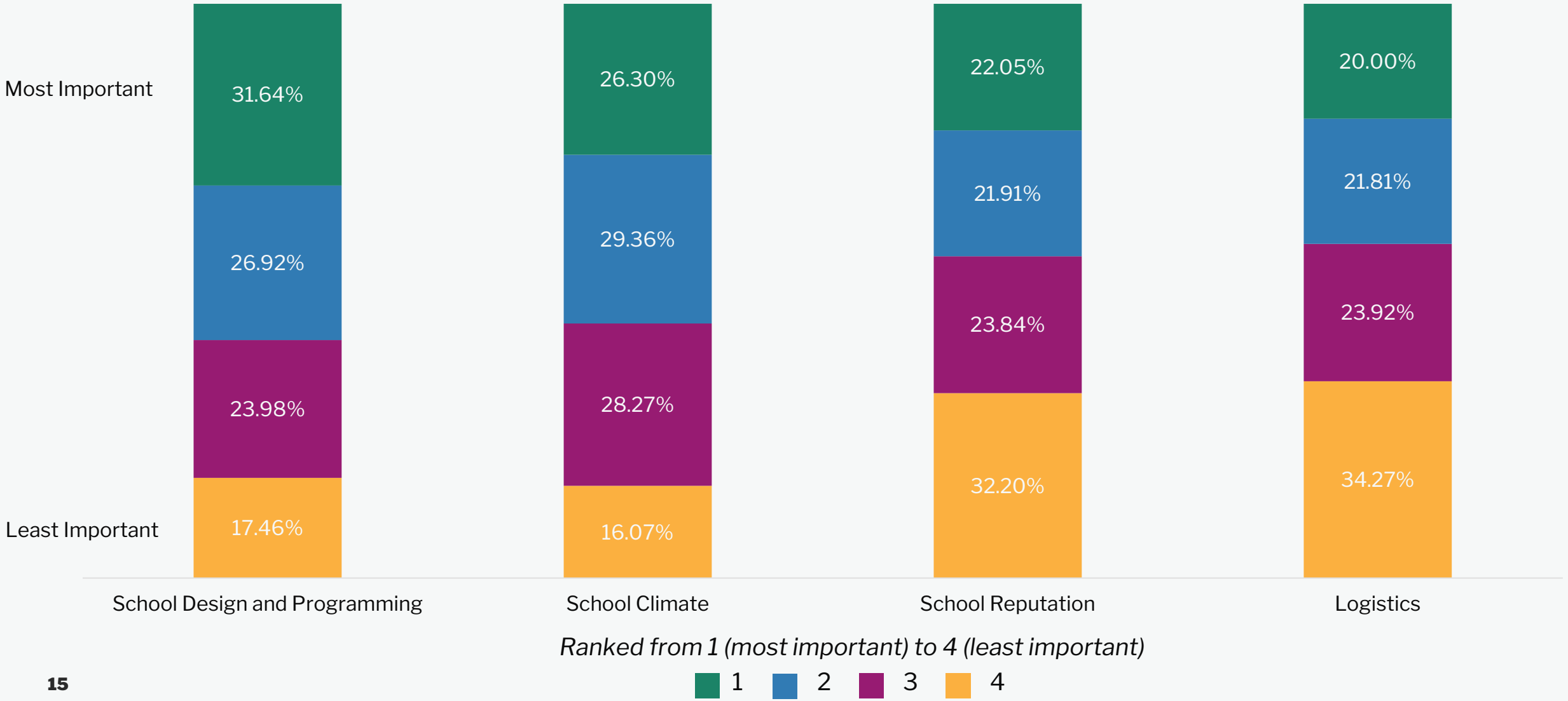
When thinking about School Reputation, which factors were the most important when deciding what schools your children would attend?



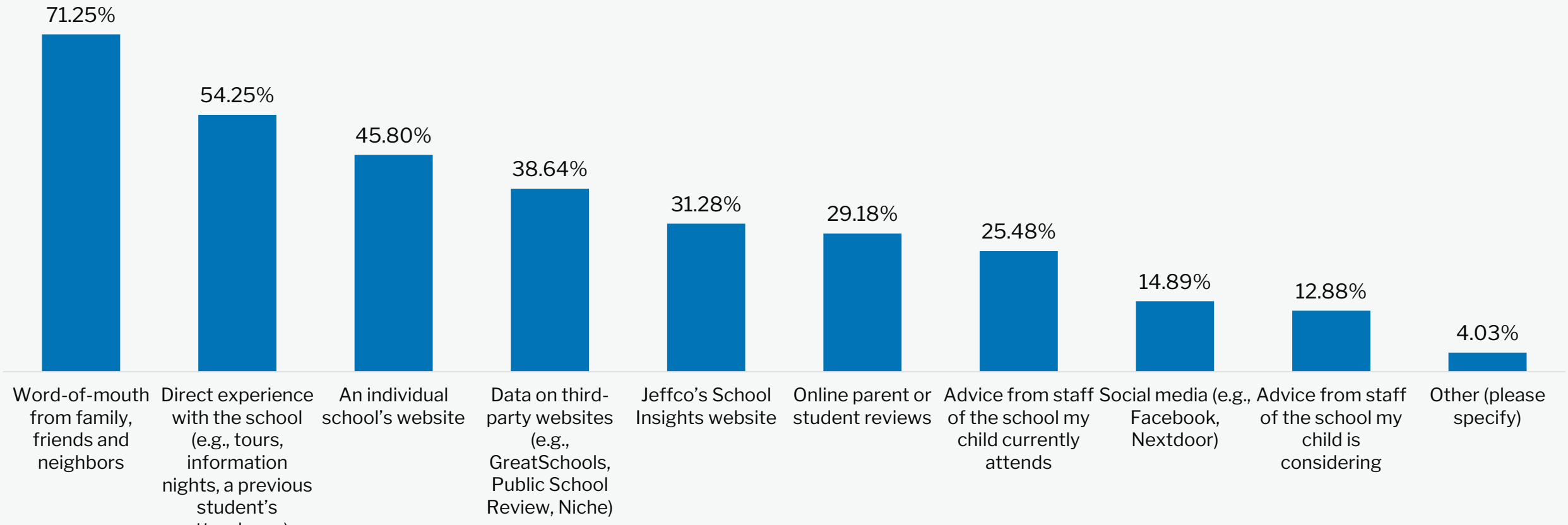
When thinking about Logistics, which factors were the most important when deciding what schools your children would attend?



How important were each of these categories when deciding what schools your children should attend?



Where do you get information to help you make decisions about school enrollment?



QUALITATIVE STORIES

We received 7,838 responses to the open-ended question “In your own words, why did you select the schools your children are attending this year?” A few key themes emerged.



Top 10 themes among respondents: Why did you select the schools your children are attending this year?

01. Academic Quality & Reputation

02. Proximity, Logistics & Convenience

03. Neighborhood School

04. Special Programs & Curriculum

05. Social Connections or Child's Preference

06. Teacher and Staff Quality

07. School Community & Facilities

08. Safety & Environment

09. Values & Culture

10. Support Services

ACADEMIC QUALITY & REPUTATION

The most prevalent factor influencing school choice among survey respondents was academic quality and school reputation with less than one-third indicating this as a consideration. Key aspects include:

- Word-of-mouth reputation
- Recommendations from friends and family
- School ratings and reviews
- Educational performance including test scores

"The school has a good reputation, high test scores, the principal is known to be great with kids, and the environment feels good – has lots of windows and is bright and welcoming."

"We initially picked our schools based on its Greatschool.org ratings. We have continued to stay because we are familiar with the school and our kids have made good friends."

PROXIMITY, LOGISTICS & CONVENIENCE

Many families choose schools that are close to their home or work making it easier to manage pick-ups and drop-offs. Relevant themes include:

- Ease of daily commute
- Walkability
- Provided transportation
- Relevant location to family commitments
- Accessibility for families with mobility challenges
- School start and end times relevant to work schedules

"[Our school] is a great school and is physically the closest to our home and accessible by bike path - a safety priority!"

"I selected our neighborhood school based on proximity. We are a two-income household so driving kids more than a few minutes to/from school each day is simply not possible. Evergreen has some other great choices but the location just wasn't convenient for us."

NEIGHBORHOOD SCHOOL

Parents often select schools based on their neighborhood or community for numerous reasons. Relevant trends include:

- Community and peer connection
- Residential decisions (families choosing where to live based on schools)
- Support for local schools
- Convenience
- Continuity of schools

"It is our neighborhood school and they have a great reputation with our neighbors. They have a Pre-K so both of my kids are able to attend the same school."

"Our school-aged child attends his neighborhood school because it has been a warm and welcoming place with supportive academics and we like supporting our neighborhood school. We like that our child can go to school with kids who he can also play with in the neighborhood."

SPECIAL PROGRAMS & CURRICULUM

Less than a quarter of parents prioritize specific programs and curricular offerings in school selection, valuing the quality and diversity of educational opportunities. The top 5 programs mentioned were:

1. Gifted & Talented
2. Arts Programming
3. International Baccalaureate
4. Special Education
5. Montessori

Outside of specified programs, extracurricular activities were mentioned as a significant factor in school choice.

"We chose our school because we loved the curriculum and the emphasis on being an independent person. We also love the mixed ages and that we have the same teacher for three years."

"We selected our child's high school based on academic opportunities (specifically the IB program), extracurricular programs (band and theater), location, and overall school quality."

SOCIAL CONNECTIONS

A child's preference and social connections are key factors in parents' decision-making process when choosing schools. This includes:

- Child's choice or inclination towards a school
- Existing friendships
- Family legacy
- Continuity of education
- Stable social environment

"It is the same school I attended as a kid. [This school] made such an impression on me I had to come back and have never thought about leaving again."

"This is our community school and our children have established relationships with peers. The academic opportunities for both an IEP and ALP student were second. Programming at other high schools was tempting but in the end the relationships for our children was the biggest part of our decision."

TEACHER AND STAFF QUALITY

The quality and characteristics of teachers and staff are pivotal in school choice decisions, as reflected in responses about faculty and school environment:

- Quality of teachers and staff
- Community atmosphere and familiarity with staff
- School leadership impact
- Effective communication from schools
- Student and family relationships with staff

"My son attended [a Jeffco school], and we loved the teachers and staff. When it was time for my daughter to go to middle school, she had formed a relationship with the band teacher (both kids are in band), and she asked to attend this school as well. We are very happy with that choice."

"We love the staff, the way they all know our daughter (even those teachers who don't have her in the classroom know who she is), and we love the sense of community at [our school]. It's important to us that our daughter be in a classroom with diversity that mirrors the community, and we see that in her classes at [the school]. The staff and principal are all exceptionally caring and we never worry about our daughter when she is at school."

Parents value a strong sense of community and excellent resources in school, emphasizing the importance of neighborhood, school involvement by families and staff and small class sizes.
Other themes include:

- Small schools that foster identity and belonging
- Quality of schools and resources including technology
- Neighborhood integration
- Continuity of schools
- Facility access including sport fields

"Great environments, strong and positive communities, awesome values, great teachers, high achieving, standing for something in addition to achievement, kept up facilities, nearby.."

"Proximity (closer than our neighborhood school), smaller school and class sizes, STEM lab, and very involved/connected community."

SCHOOL COMMUNITY & FACILITIES

SAFETY & ENVIRONMENT

Families prioritize a safe and nurturing school environment, emphasizing both physical and emotional well-being including:

- Prevention of bullying and violence
- Secure facilities with on-site security measures
- Psychological safety with a focus on mental health
- Social-emotional learning curriculums
- Positive school climate that fosters inclusivity
- Safe transportation and accessibility

"We wanted a school that has consistent and followed safety protocol. Especially building safety and background checking volunteers."

"We liked the safety, classes, staff, and layout of the building - in that order of importance."

VALUES & CULTURE

Families who select schools based on their alignment with personal or cultural beliefs emphasize the importance of diversity, social-emotional learning and school climate.
Specifics may include:

- Cultural diversity and inclusivity
- Alignment with family values
- Emphasis on teaching empathy, kindness and social awareness
- Innovative educational approach
- Positive school climate

"We selected [this school] because of its inclusive community feel and the differentiation offered to all students not just GT enrolled students. It is a warm and welcoming environment that supports students of all abilities."

"I wanted a "whole child" approach where the social/emotional skills were as emphasized as mush as academic. Lots of extra-curricular activities. Diversity amongst students and inclusivity in the school culture are important."

SUPPORT SERVICES

Some families with children who have special needs or educational requirements often choose schools based on availability and quality of support services including:

- Adaptable and varied learning approaches
- Academic support and staff able to cater to diverse needs
- Specific programs for autism spectrum disorder (ASD) or twice exceptional (2e)/Gifted and Talented education
- Supportive school environment

"Three out of my four children have ASD, so it was crucial for me to choose a school with well-trained staff and a dedicated ASD program in case we needed additional support. I prioritized a smaller school environment with reduced class sizes and a cohesive staff, aiming to create a more personalized and supportive learning experience for my children."

"[Our school] offered a new experience for our son who has struggled with school since middle school. We like the 6-week classes, the curriculum format (on site visits, hikes, etc.) and the grading system. All have reengaged our son academically, emotionally, and developmentally."

Discussion



Boundaries and Articulation Area Analysis Project Update



JEFFCO PUBLIC SCHOOLS #BetterTogether

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Agenda

1. Purpose of the Project
2. Project Reports and Deliverables
3. Key Takeaways
4. Analysis of Membership Projections
5. School Choice Analysis
6. School Program Analysis



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Purpose of the Project

Why we are doing this work

- Since 2001, Jeffco has experienced a shift in demographics, which has led to declining enrollment.
- Birth rates have slowed, and the affordability and availability of housing has resulted in fewer families with school-age children in Jeffco.
- As the school-age population has shrunk, some District schools have become significantly under-enrolled, and buildings underutilized.

Project objectives

FLO is conducting a comprehensive study to increase Jeffco's understanding of its current school boundaries, articulation patterns, and enrollment patterns.

GBSM is engaging the community to understand what matters most to families when choosing a school.

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Analysis and Deliverables

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- September 14, 2023: Enrollment Trends, Boundary Alignment, and Enrollment Analysis
- **February 15, 2024: Analysis of Membership Projections**
- **February 15, 2024: School Choice Analysis**
- **April 11, 2024: School Program Analysis - DRAFT**

GBSM

- Fall 2023 School Enrollment Survey
- Ongoing: Spring 2024 Focus Groups

Key Takeaways

1. **High Capture Rate:** 91% of families who live in Jefferson County choose Jeffco schools, but enrollment is continuing to decline.

2. **Limitations of Boundary Changes:** 4 out of 10 Jeffco families exercise school choice. Boundary changes are most likely to be impactful in areas where there are high levels of growth.

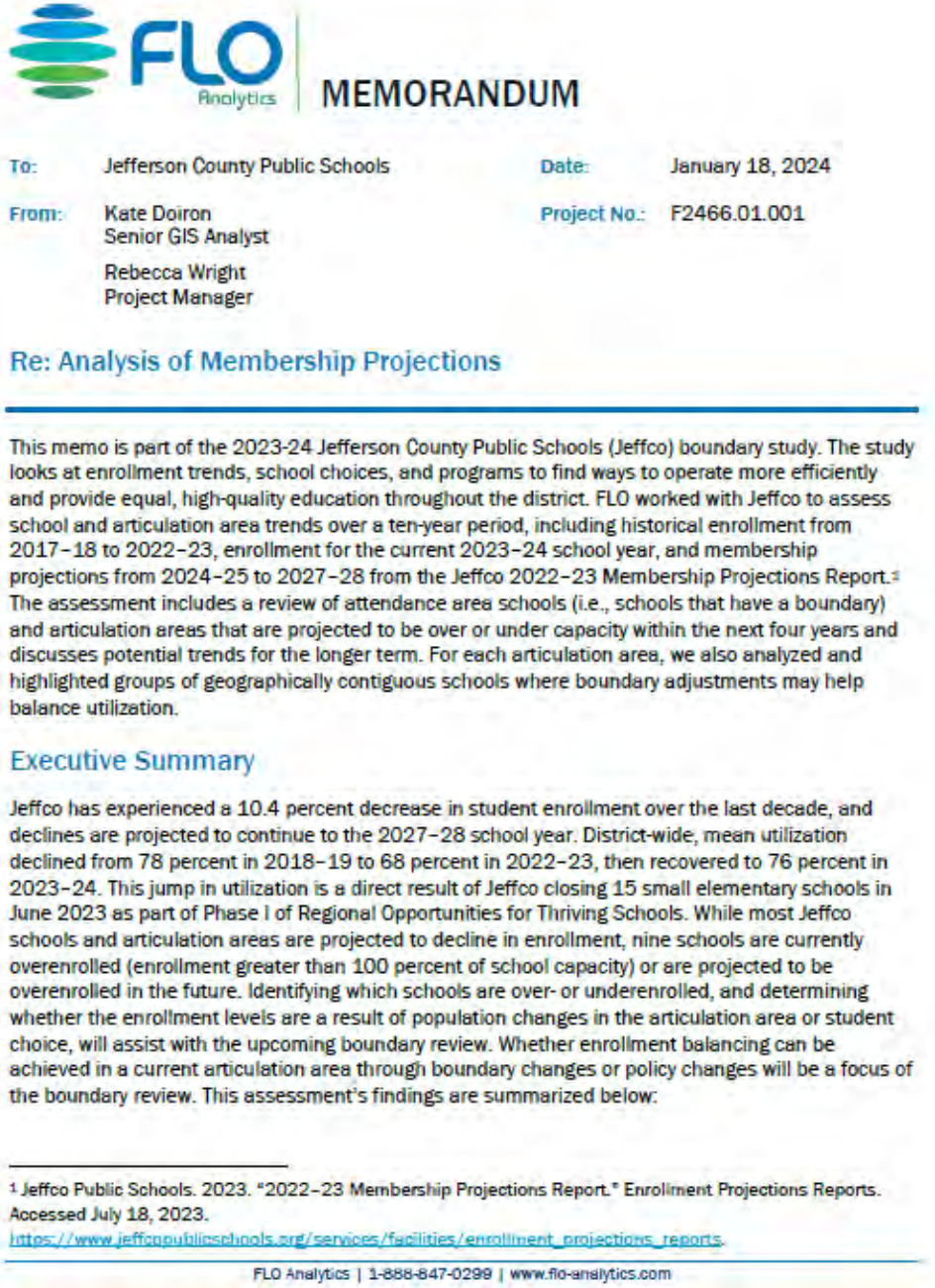
3. **No Single Driver of Choice Enrollment:** Families make choices about which schools to attend for a wide variety of reasons. Program offerings sometimes influence choice, but not always.

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Analysis of Membership Projections

Published February 15, 2024





FLO Analytics

MEMORANDUM

To: Jefferson County Public Schools

Date: January 18, 2024

From: Kate Doiron
Senior GIS Analyst

Rebecca Wright
Project Manager

Project No.: F2466.01.001

Re: Analysis of Membership Projections

This memo is part of the 2023-24 Jefferson County Public Schools (Jeffco) boundary study. The study looks at enrollment trends, school choices, and programs to find ways to operate more efficiently and provide equal, high-quality education throughout the district. FLO worked with Jeffco to assess school and articulation area trends over a ten-year period, including historical enrollment from 2017–18 to 2022–23, enrollment for the current 2023–24 school year, and membership projections from 2024–25 to 2027–28 from the Jeffco 2022–23 Membership Projections Report.[1] The assessment includes a review of attendance area schools (i.e., schools that have a boundary) and articulation areas that are projected to be over or under capacity within the next four years and discusses potential trends for the longer term. For each articulation area, we also analyzed and highlighted groups of geographically contiguous schools where boundary adjustments may help balance utilization.

Executive Summary

Jeffco has experienced a 10.4 percent decrease in student enrollment over the last decade, and declines are projected to continue to the 2027–28 school year. District-wide, mean utilization declined from 78 percent in 2018–19 to 68 percent in 2022–23, then recovered to 76 percent in 2023–24. This jump in utilization is a direct result of Jeffco closing 15 small elementary schools in June 2023 as part of Phase I of Regional Opportunities for Thriving Schools. While most Jeffco schools and articulation areas are projected to decline in enrollment, nine schools are currently overenrolled (enrollment greater than 100 percent of school capacity) or are projected to be overenrolled in the future. Identifying which schools are over- or underenrolled, and determining whether the enrollment levels are a result of population changes in the articulation area or student choice, will assist with the upcoming boundary review. Whether enrollment balancing can be achieved in a current articulation area through boundary changes or policy changes will be a focus of the boundary review. This assessment's findings are summarized below:

[1] Jeffco Public Schools. 2023. "2022–23 Membership Projections Report." Enrollment Projections Reports. Accessed July 18, 2023. https://www.jeffcopublicschools.org/services/facilities/enrollment_projections_reports.

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Major Findings to Date

Articulation Area	Enrollment					
	2018	2019	2020	2021	2022	2023
Alameda	2,982	2,962	2,850	2,569	2,541	2,587
Arvada	3,856	3,700	3,448	3,184	3,036	3,052
Arvada West	4,407	4,425	4,302	4,305	4,472	4,516
Bear Creek	5,250	5,139	4,971	4,792	4,619	4,651
Chatfield	6,143	6,121	5,759	5,579	5,455	5,612
Columbine	4,142	4,180	3,961	3,912	3,841	4,015
Conifer	2,342	2,342	2,205	2,162	2,190	2,275
Dakota Ridge	4,339	4,370	4,196	4,058	3,936	3,868
Evergreen	2,967	2,934	2,672	2,514	2,479	2,498
Golden	4,302	4,303	4,134	3,985	3,997	4,173
Green Mountain	3,749	3,776	3,664	3,499	3,512	3,564
Jefferson	1,805	1,658	1,520	1,393	1,357	1,496
Lakewood	4,458	4,303	4,210	3,942	3,794	3,837
Pomona	3,154	3,080	2,874	2,689	2,464	2,386
Ralston Valley	5,390	5,616	5,454	5,390	5,463	5,734
Standley Lake	4,433	4,319	4,116	3,799	3,690	3,648
Wheat Ridge	3,886	3,829	3,690	3,581	3,527	3,473

- Jeffco enrollment declined by 10.4 percent since 2013–14, with enrollment peaking between 2015–16 and 2019–20.
- Enrollment declines have occurred throughout the district in nearly all 17 articulation areas, with a decline in student density across the district since 2017–18.
- **90.6% of Jefferson County children enrolled in K-12 schools attended Jeffco.**

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School Capacity & Utilization*

District-wide, **mean utilization declined from 78 percent in 2018–19 to 68 percent in 2022–23**, then recovered to 76 percent in 2023–24 (a direct result of Jeffco closing 15 small elementary schools in June 2023 as part of Phase I of Regional Opportunities for Thriving Schools.

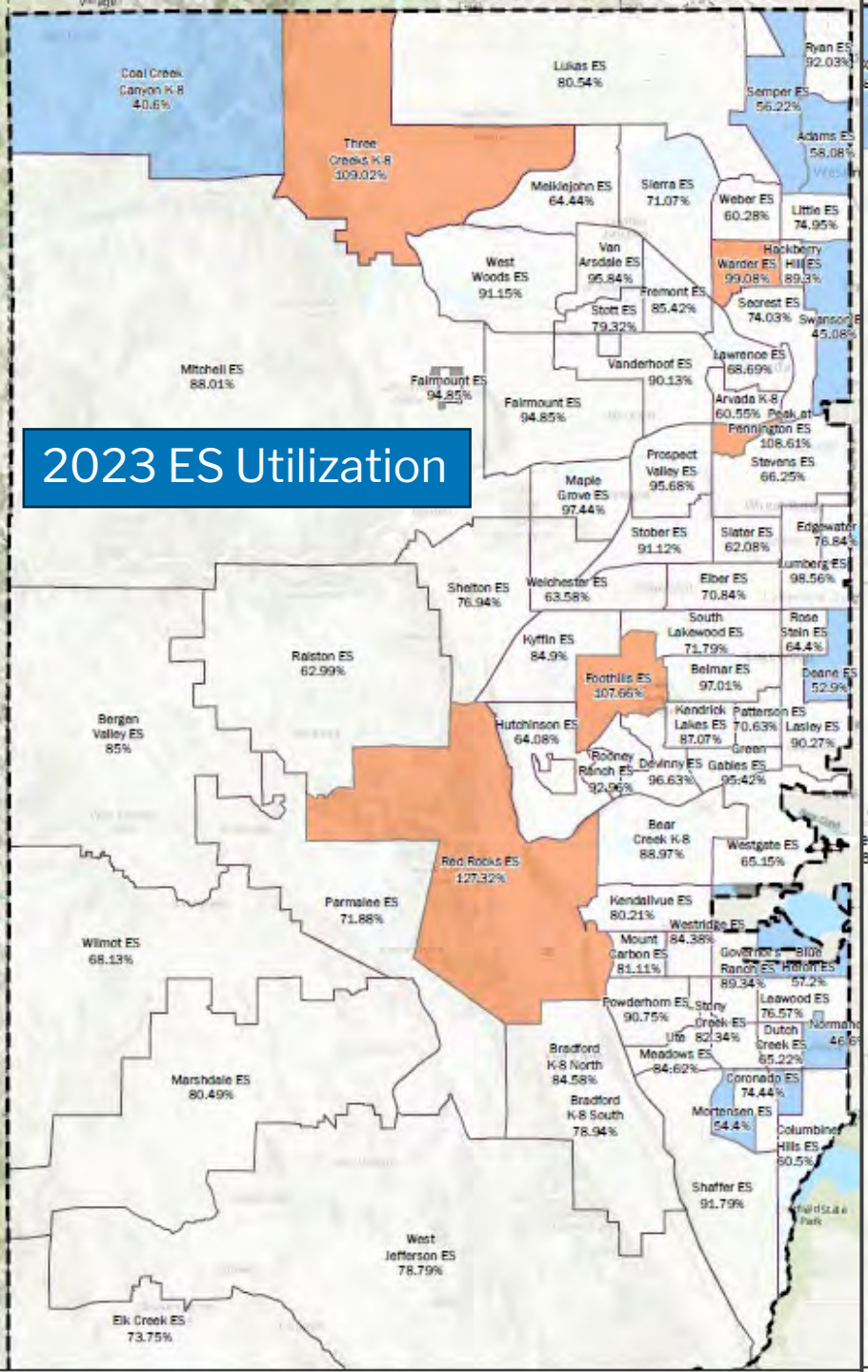
While most Jeffco schools and articulation areas are projected to decline in enrollment, **nine schools are currently overenrolled** (enrollment greater than 100 percent of school capacity) or are projected to be overenrolled in the future.

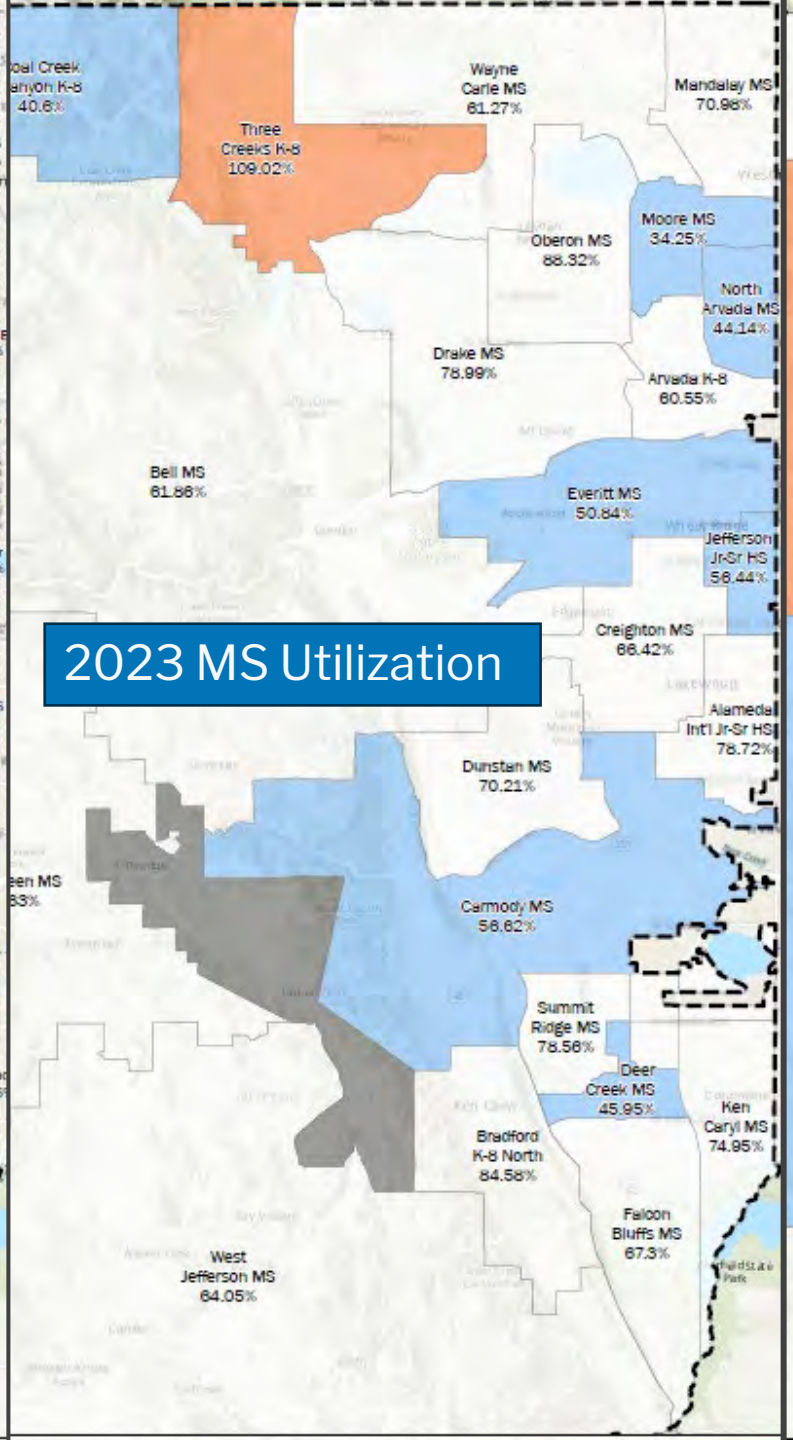
- Seven schools over 100 percent of capacity in 2023–24
- Six schools projected to be over 100 percent of capacity by 2027–28
- Eighteen schools under 60 percent of capacity in 2023–24
- Twenty-eight schools projected to be under 60 percent of capacity in 2027–28

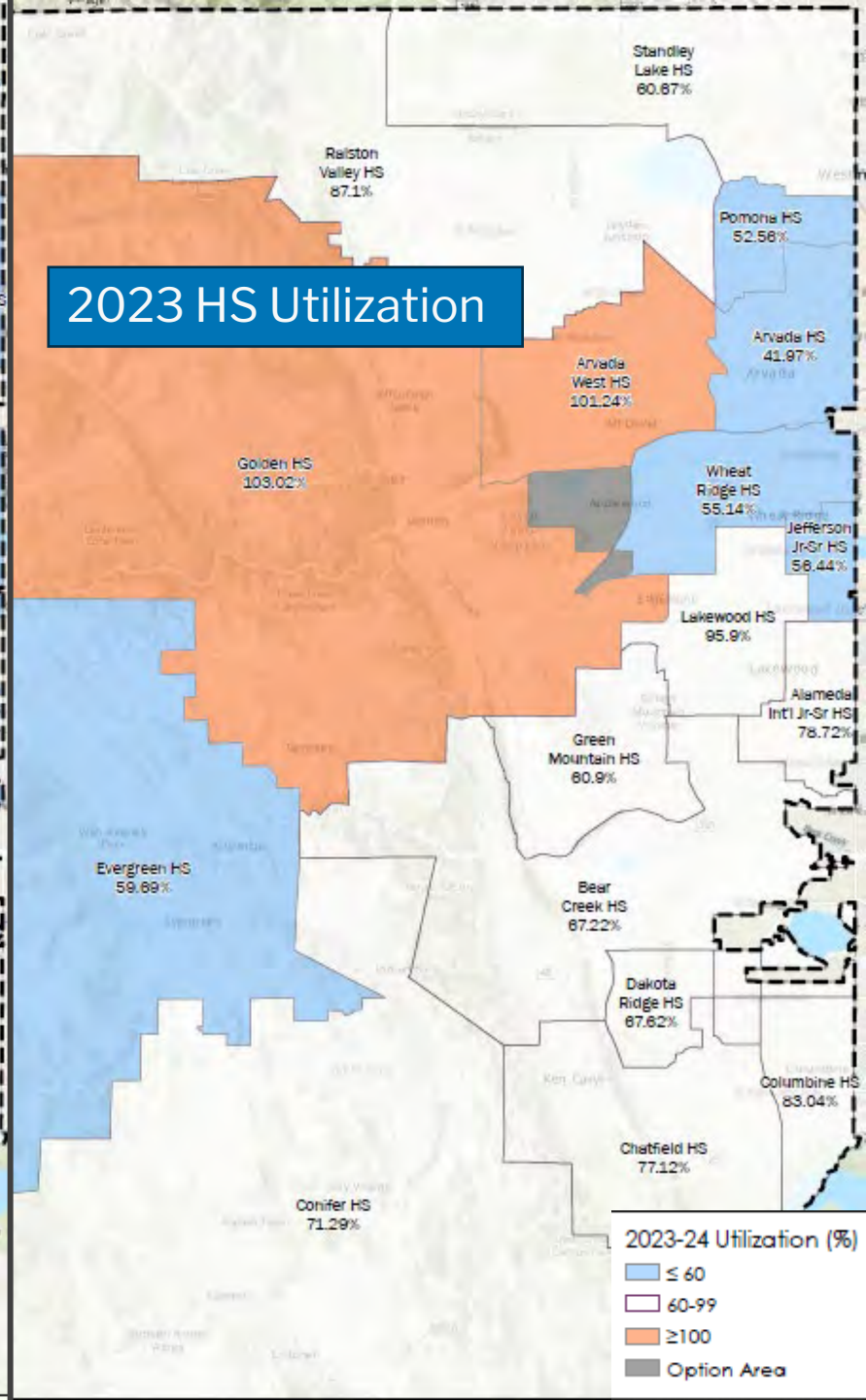
***This is based on current and historical rates of choice acceptance.**

Utilization is the enrollment of a school (not including pre-K) divided by the capacity of the school. Current and projected enrollment includes center program students and assumes historical levels of choice are held constant.

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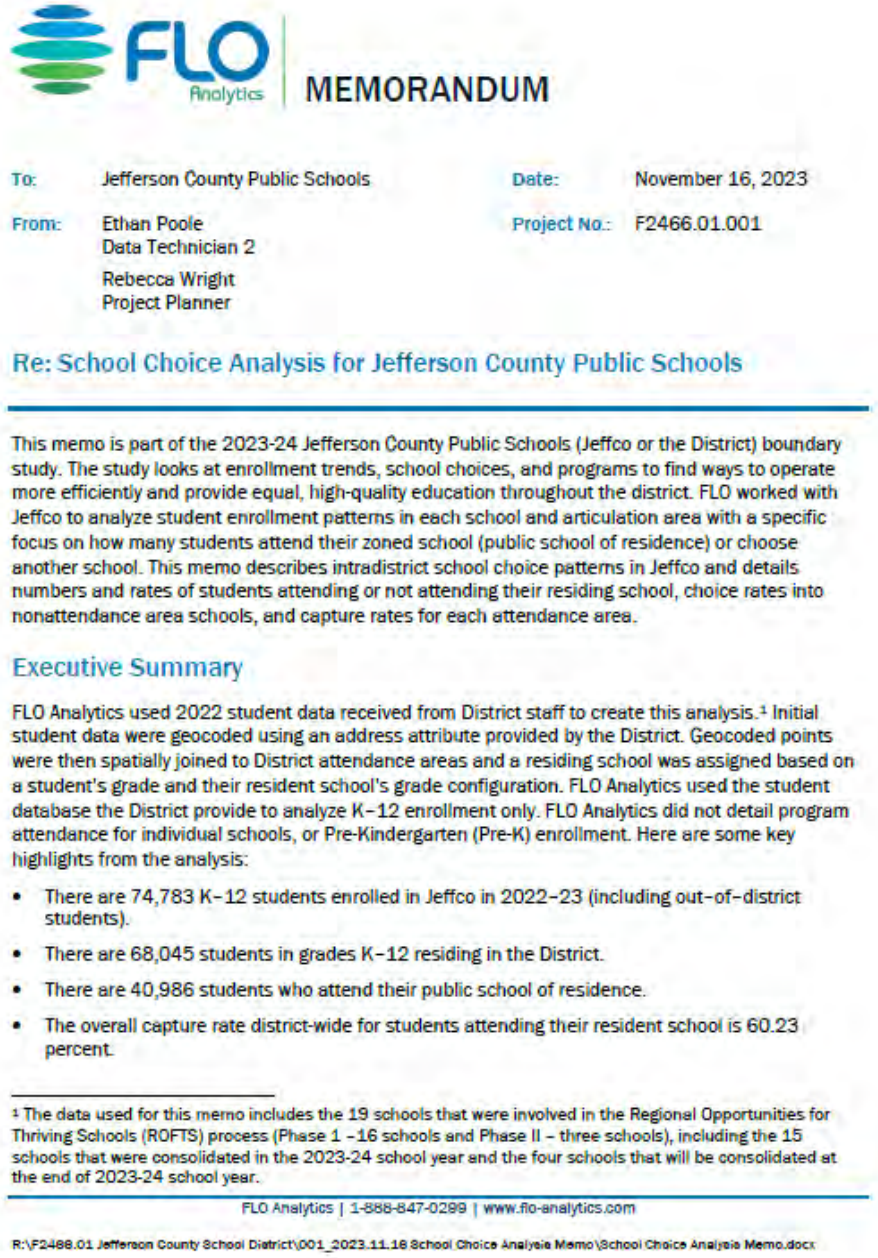

2023 ES Utilization
Coal Creek Canyon K-8 40.6%
Lukas ES 80.54%
Ryan ES 92.03%
Semper ES 56.22%
Adams ES 58.08%
Three Creeks K-8 109.02%
Meiklejohn ES 64.44%
Sierra ES 71.07%
Weber ES 60.28%
Little ES 74.95%
West Woods ES 91.15%
Van Arsdale ES 96.84%
Hackberry Hill ES 89.3%
Wander ES 99.08%
Fremont ES 85.42%
Secrest ES 74.03%
Stott ES 79.32%
Swanson ES 45.08%
Mitchell ES 88.01%
Fairmount ES 94.85%
Vanderhoof ES 90.13%
Lawrence ES 68.69%
Arvada K-8 60.55%
Peak at Pennington ES 108.61%
Stevens ES 66.25%
Prospect Valley ES 95.68%
Maple Grove ES 97.44%
Stober ES 91.12%
Slater ES 62.08%
Edgewater 76.84%
Lumberg ES 98.56%
Shelton ES 76.94%
Welchester ES 63.58%
Elber ES 70.84%
South Lakewood ES 71.79%
Rose Stein ES 64.4%
Kyffin ES 84.9%
Ralston ES 62.99%
Foothills ES 107.66%
Belmar ES 97.01%
Deane ES 52.9%
Bergen Valley ES 85%
Hutchinson ES 64.08%
Kendrick Lakes ES 87.07%
Patterson ES 70.63%
Lasley ES 90.27%
Rodney Ranch ES 92.96%
Devinny ES 96.63%
Green Gables ES 95.42%
Bear Creek K-8 88.97%
Westgate ES 65.15%
Red Rocks ES 127.32%
Parmalee ES 71.88%
Kendallvue ES 80.21%
Westridge ES 84.38%
Wilmot ES 68.13%
Mount Carbon ES 81.11%
Governor's Ranch ES 89.34%
Powderhorn ES 90.75%
Leawood ES 76.57%
Stony Creek ES 82.34%
Dutch Creek ES 65.22%
Meadows ES 84.62%
Bradford K-8 North 84.58%
Marshdale ES 80.49%
Coronado ES 74.44%
Bradford K-8 South 78.94%
Mortensen ES 54.4%
Columbine Hills ES 60.5%
Shaffer ES 91.79%
West Jefferson ES 78.79%
Elk Creek ES 73.75%


2023 MS Utilization
Wayne Carle MS 61.27%
Mandalay MS 70.96%
Three Creeks K-8 109.02%
Moore MS 34.25%
Oberon MS 88.32%
North Arvada MS 44.14%
Drake MS 78.99%
Arvada K-8 60.55%
Bell MS 61.86%
Everitt MS 50.84%
Jefferson Jr-Sr HS 58.44%
Creighton MS 66.42%
Alameda Int'l Jr-Sr HS 78.72%
Dunstan MS 70.21%
Carmody MS 56.62%
Summit Ridge MS 78.56%
Deer Creek MS 45.95%
Ken Caryl MS 74.95%
Bradford K-8 North 84.58%
Falcon Bluffs MS 67.3%
West Jefferson MS 64.05%


2023 HS Utilization
Standley Lake HS 60.67%
Ralston Valley HS 87.1%
Pomona HS 52.58%
Arvada West HS 101.24%
Arvada HS 41.97%
Golden HS 103.02%
Wheat Ridge HS 55.14%
Jefferson Jr-Sr HS 58.44%
Lakewood HS 95.9%
Alameda Int'l Jr-Sr HS 78.72%
Green Mountain HS 60.9%
Evergreen HS 59.69%
Bear Creek HS 67.22%
Dakota Ridge HS 67.62%
Columbine HS 83.04%
Chatfield HS 77.12%
Conifer HS 71.29%
2023-24 Utilization (%)
≤ 60
60-99
≥100
Option Area

School Choice Report

Published February 15, 2024



FLO Analytics

MEMORANDUM

To: Jefferson County Public Schools

Date: November 16, 2023

From: Ethan Poole
Data Technician 2

Rebecca Wright
Project Planner

Project No.: F2466.01.001

Re: School Choice Analysis for Jefferson County Public Schools

This memo is part of the 2023-24 Jefferson County Public Schools (Jeffco or the District) boundary study. The study looks at enrollment trends, school choices, and programs to find ways to operate more efficiently and provide equal, high-quality education throughout the district. FLO worked with Jeffco to analyze student enrollment patterns in each school and articulation area with a specific focus on how many students attend their zoned school (public school of residence) or choose another school. This memo describes intradistrict school choice patterns in Jeffco and details numbers and rates of students attending or not attending their residing school, choice rates into nonattendance area schools, and capture rates for each attendance area.

Executive Summary

FLO Analytics used 2022 student data received from District staff to create this analysis.[1] Initial student data were geocoded using an address attribute provided by the District. Geocoded points were then spatially joined to District attendance areas and a residing school was assigned based on a student's grade and their resident school's grade configuration. FLO Analytics used the student database the District provide to analyze K–12 enrollment only. FLO Analytics did not detail program attendance for individual schools, or Pre-Kindergarten (Pre-K) enrollment. Here are some key highlights from the analysis:

- There are 74,783 K–12 students enrolled in Jeffco in 2022–23 (including out–of–district students).
- There are 68,045 students in grades K–12 residing in the District.
- There are 40,986 students who attend their public school of residence.
- The overall capture rate district-wide for students attending their resident school is 60.23 percent.

[1] The data used for this memo includes the 19 schools that were involved in the Regional Opportunities for Thriving Schools (ROFTS) process (Phase 1 –16 schools and Phase II – three schools), including the 15 schools that were consolidated in the 2023-24 school year and the four schools that will be consolidated at the end of 2023-24 school year.

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School Choice Analysis (2022-23)

FLO worked with Jeffco to analyze student enrollment patterns in each school and articulation area with a specific focus on how many students attend their zoned school (designated neighborhood school) or choose another school.

This memo describes intradistrict school choice patterns in Jeffco and details numbers and rates of students attending or not attending their residing school, choice rates into nonattendance area schools, and capture rates for each attendance area.

Key Findings

- There are **74,783** K–12 students enrolled in Jeffco in 2022–23 (including out–of–district students).
- There are **68,045** students in grades K–12 residing in the District.
- There are **40,986** students who attend their public school of residence.
- The **overall capture rate** district-wide for students attending their resident school is **60.23%**, which per grade band is: 56.04% ES, 64.73% K-8, 61.03% MS, 65.2% HS

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Charter Schools

- Out of a total of 67,940 students who reside in the District, 6,431 attend one of the 19 charter schools (9.47 percent).

Articulation Area	Charter School Enrollment Total per Articulation Area	Articulation Area Student Count	Percentage of Students Enrolled in Charter Schools
Alameda	240	3,892	6.17%
Arvada	704	4,764	14.78%
Arvada West	510	4,525	11.27%
Bear Creek	429	5,795	7.40%
Chatfield	298	5,686	5.24%
Columbine	238	3,354	7.10%
Conifer	172	2,297	7.49%
Dakota Ridge	223	3,623	6.16%
Evergreen	315	2,630	11.98%
Golden	209	4,664	4.48%
Green Mountain	164	3,827	4.29%
Jefferson	82	1,734	4.73%
Lakewood	170	3,449	4.93%
Pomona	639	2,926	21.84%
Ralston Valley	527	5,760	9.15%
Standley Lake	1,133	4,590	24.68%
Wheat Ridge	319	3,862	8.26%
Option Areas	59	562	10.50%
Total/Average	6,431	67,940	9.47%
ES	3,586	28,080	12.77%
K-8	270	3,294	8.20%
MS	1,589	13,124	12.11%
MS-HS	114	2,687	4.24%
HS	872	20,755	4.20%

Note. This data is based on the October 2022 Student Information System.

School Program Analysis

Draft Published April 11, 2024

FLO Analytics

FLO

MEMORANDUM

To: Jeffco Public Schools

Date: April 3, 2024

From: Kate Doiron
Senior GIS Analyst

Rebecca Wright
Project Manager

Project No.: F2466.01.001

Re: Jeffco School Program Analysis - DRAFT

Introduction to School Program Analysis

FLO Analytics (FLO) worked with Jefferson County Public Schools (Jeffco) to review and analyze selected Jeffco programs for accessibility, oversaturation, and whether programs drive enrollment. While FLO conducted the geographic analysis, GBSM conducted a survey aimed at understanding what influenced families' school enrollment decisions and what programming they value most (GBSM, 2023).[1] This memo assesses programs geographically at the district level, the transportation terminal[2] region level, and in each articulation area, and provides a summary of program-related survey responses for key articulation areas. This analysis will be considered as part of school enrollment balancing and boundary scenario modeling and can best be understood when reviewed in tandem with the choice patterns and trends analysis survey where families provided insight into their school choice decisions. This analysis should not be viewed as a judgement on the quantity of the programs in Jeffco – whether it has too few or too many.

Executive Summary

FLO performed three analyses to evaluate 53 Jeffco programs in 16 program categories, and GBSM conducted a district-wide survey and evaluated families' school enrollment decisions with respect to programs. Key findings are stated below.

- Overall, FLO's evaluation did not find a strong correlation (positive or negative) between the number of programs offered at a school and utilization, choice in, or choice out.
- While the total number of programs may not drive enrollment, particular programs at individual schools may drive enrollment, though the effect of each program varies significantly by school (see Appendix A). Therefore, even when survey results indicate interest in new or additional programming, if a program were to be established, the data suggests it may not necessarily drive enrollment.

[1] *2023 School Enrollment Survey for Jefferson County Public Schools*. GBSM, Inc. November 2023.
[2] Jeffco has four transportation terminals representing four geographic regions of the district.

School Program Analysis (2023-24)

FLO performed three analyses to evaluate 53 Jeffco programs in 16 program categories.

- **Overall, FLO's evaluation did not find a strong correlation (positive or negative) between the number of programs offered at a school and utilization, choice in, and choice out.**
- While the total number of programs may not drive enrollment, particular programs at individual schools may drive enrollment, though the effect of each program varies significantly by school.
- Between 19 and 30 programs are available at schools regionally, based on the four Jeffco transportation terminals. Not all regions have all 16 different program categories represented.

Program Category
Advanced Placement (AP) Programming
Alternative Education
Arts Programming
Concurrent Enrollment
Career and Technical Education (CTE) Programming
Dual Enrollment
Dual Language Programming
Dyslexia Program
Expeditionary Learning
Gifted and Talented Center
International Baccalaureate (IB) Programming
Jeffco Seal of Biliteracy
Leadership Programming
Online Instruction
Project Based Learning
STEM Programming

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School Program Analysis

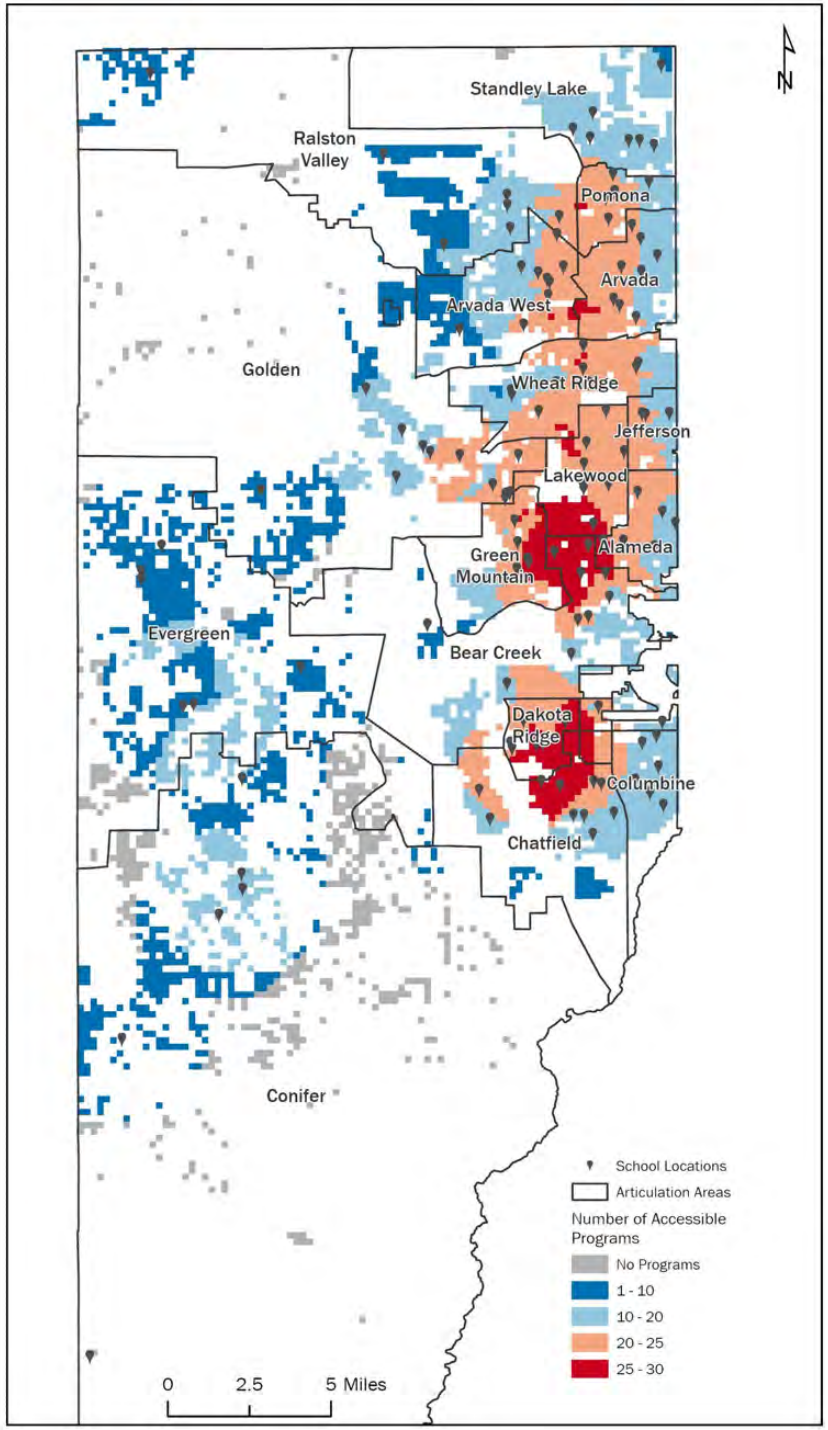
Jeffco Program Count Map

The map shows the number of programs a student living within each grid cell would have access to within 2.5 miles of their residence.

Areas with no grid cells indicate areas with no student residences.

Gray cells are areas that have students but do not have a program (or school, in some cases) within 2.5 miles.

Oversaturation areas, where there are 25 or more programs available, are shown in red.



Key Findings

- Program oversaturation areas, where there are 25 or more programs accessible to students, are primarily located in the Lakewood/Green Mountain/ Alameda/ Bear Creek boundary area and in the Dakota Ridge/ Chatfield boundary area.
- The articulation areas with resident students who have the most access to programs are Jefferson and Lakewood.

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School Program Analysis (2023-24)

District wide, 13 of the 16 programs had 50% or more of students located within the 2.5-mile access area. The three programs with more than 50% outside the access area are: Leadership Programming (59.9%), IB Programming (55.5 %), and Expeditionary Learning (54.6 %).

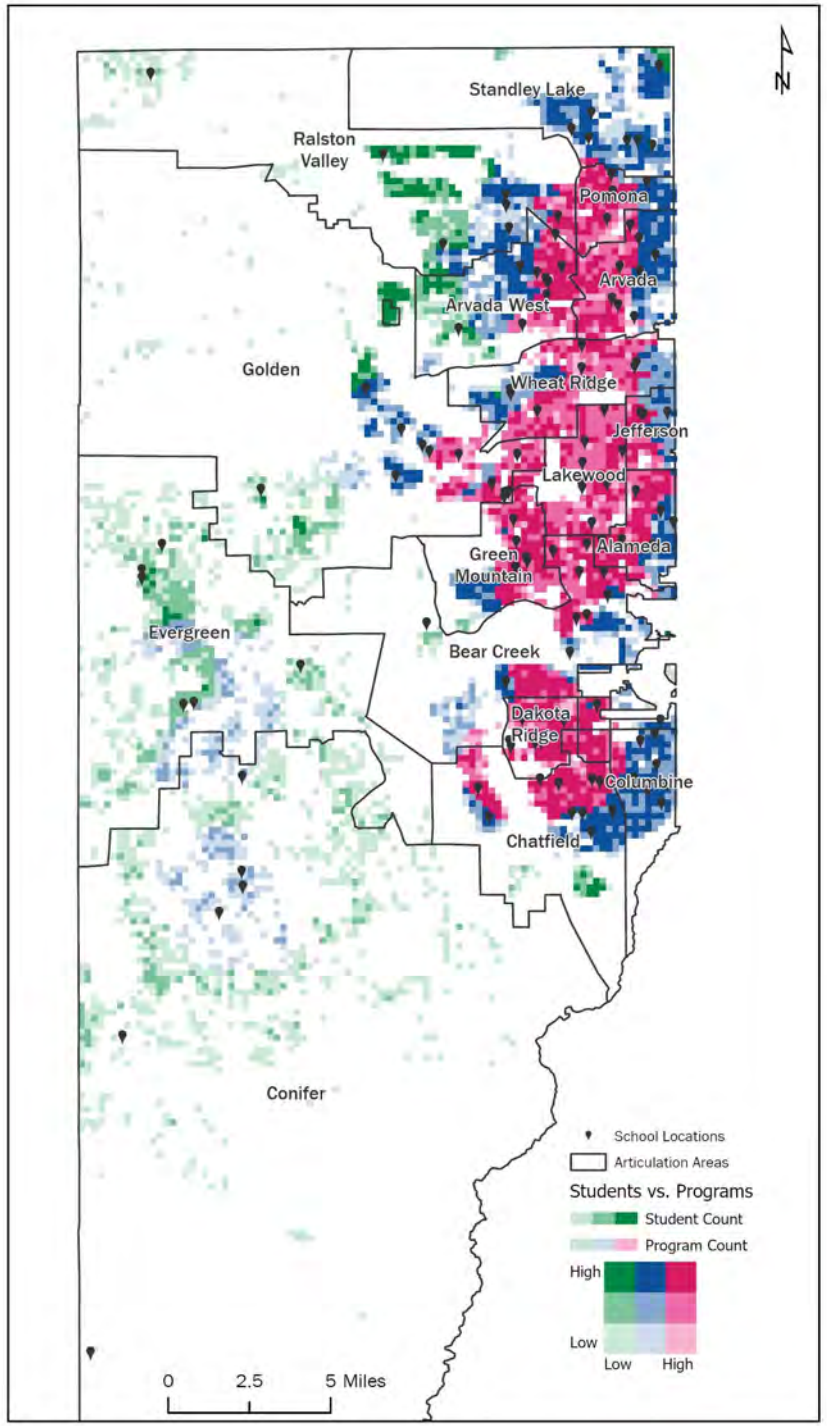
Program Category	Students Farther than 2.5 Miles from Program	Students Outside 2.5-Mile Area (%)
AP Programming	9,348	13.9
Alternative Education	31,924	47.6
Arts Programming	4,935	7.4
Concurrent Enrollment	9,348	13.9
CTE Programming	6,184	9.2
Dual Enrollment	16,585	24.7
Dual Language Programming	30,955	46.1
Dyslexia Program	2,655	4.0
Expeditionary Learning	36,628	54.6
Gifted and Talented Center	16,844	25.1
IB Programming	37,234	55.5
Jeffco Seal of Biliteracy	10,756	16.0
Leadership Programming	40,175	59.9
Online Instruction	20,314	30.3
Project Based Learning	1,631	2.4
STEM Programming	1,730	2.6

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School Program Analysis

Jeffco Student and Program Count Map

The map plots colors for low to high numbers of students, and low to high numbers of programs.
Areas in dark pink indicate high numbers of students and programs.
Areas in dark blue indicate a high number of students and middle range number of programs.
Areas that have medium to dark green are potential areas of focus for program locations: high to medium numbers of students and low numbers of programs.



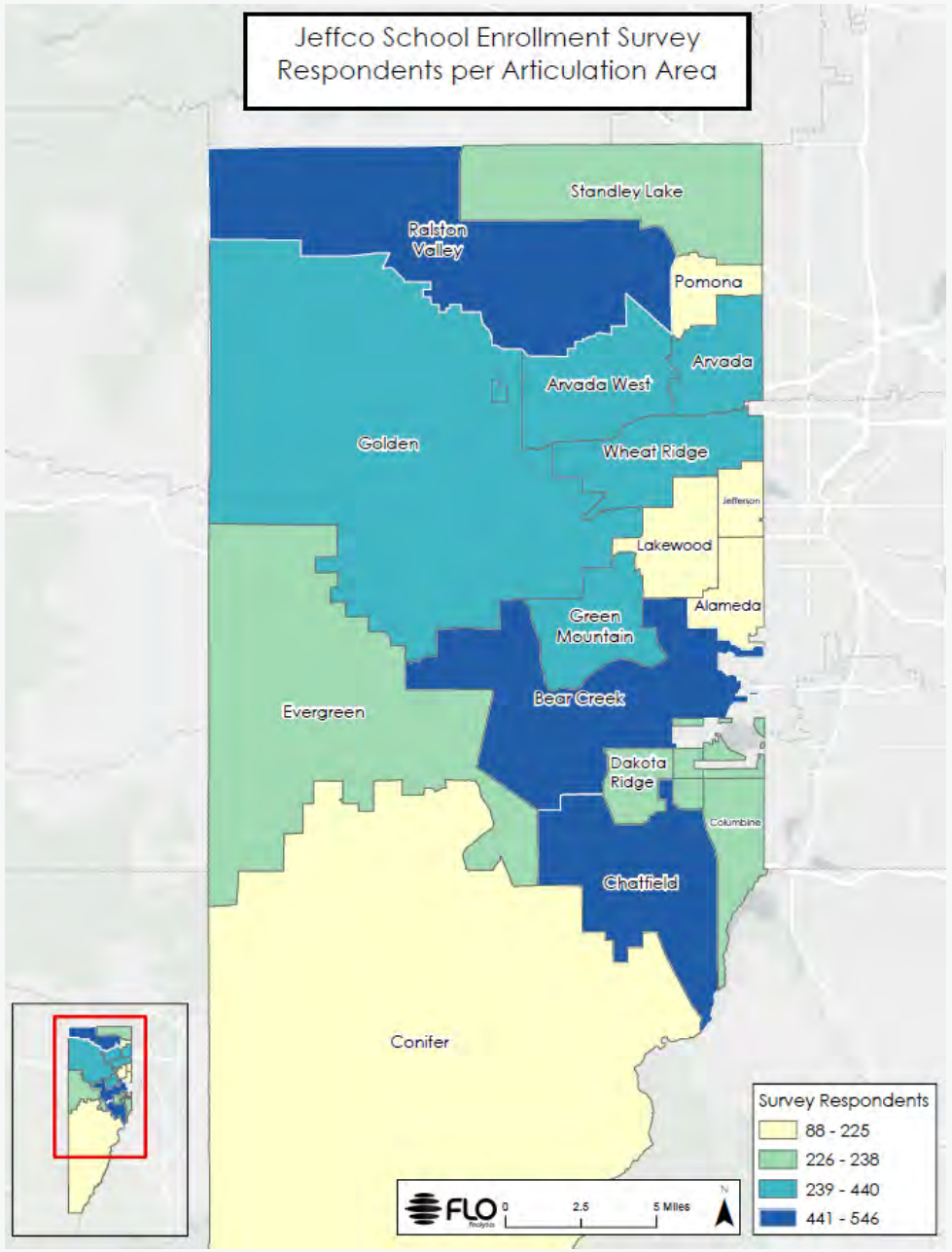
Key Findings

- Parts of Ralston Valley, Golden, and Evergreen articulation areas have high numbers of students but low accessibility to programs.
- The articulation areas with resident students who have the least access to programs are Conifer and Evergreen (both of which are mountain articulation areas).

How the ‘What’ and the ‘Why’ Intersect

Comparison of data analysis and survey results demonstrates an inconsistent relationship between families' perception of program accessibility and the quantitative measures studied in this report.

- In six articulation areas, families feel there is access to programming even though there is less geographic access to most of the select programs (Arvada West, Bear Creek, Chatfield, Green Mountain, Ralston Valley, and Wheat Ridge).
- In two articulation areas, families believe there is equitable access to programs and there is only moderate access from a geographic standpoint (Dakota Ridge and Jefferson).
- In one articulation area, there is limited geographic access to special programs and families want more program access than respondents as a whole (Standley Lake).



Crosswalk of Data Analysis & Survey Results

While there were **families who expressed a desire for more programming across all articulation areas**, families in Jefferson, Evergreen and Pomona were more likely to identify additional programs they desired for their students than survey respondents overall.

Families across articulation areas ranked **STEM, Dual Language, and Arts** programming as the top programs they desire. While these programs were consistent across articulation areas, the following articulation areas expressed higher levels of interest in specific programs than survey respondents overall:

- Jefferson prioritized Dual Language and Alternative Education above most other groups.
- Evergreen desires International Baccalaureate higher than any other group.
- Standley Lake expressed the highest interest for additional STEM programming.
- Golden expressed the highest interest for Dual Language programming.
- Arvada indicated the highest interest for additional Arts programming.

Program Analysis Wrap-Up

1. High levels of program accessibility (13 out of the 16 program categories were within 2.5 miles of most student residences).

2. Programming does not consistently drive enrollment.

3. The geographic proximity of students to programming is not consistently correlated to parents' perceptions of program availability.

4. There are a few targeted areas where parents tended to request more of a certain type of program.

5. We need more information about why parents are making the choices they are and what matters most to them when choosing a school. The spring focus groups provide an opportunity to dive deeper into these questions and gain a better understanding of what parents' value.

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Discussion



Boundaries and Articulation Area Analysis Final Update



JEFFCO PUBLIC SCHOOLS #BetterTogether

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Agenda

1. Project Overview and Key Findings
2. Boundary Modeling Process and Recommendations
3. Additional Recommendations





Project Overview

Purpose of the Project

Why we are doing this work

- Since 2001, Jeffco has experienced a shift in demographics, which has led to declining enrollment.
- Birth rates have slowed, and the affordability and availability of housing has resulted in fewer families with school-age children in Jeffco.
- As the school-age population has shrunk, some District schools have become significantly under-enrolled and buildings underutilized.

Project Objectives

FLO conducted a comprehensive study to increase Jeffco's understanding of its current school boundaries, articulation patterns, and enrollment patterns.

GBSM engaged the community to understand what matters most to families when choosing a school.

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Analysis and Deliverables

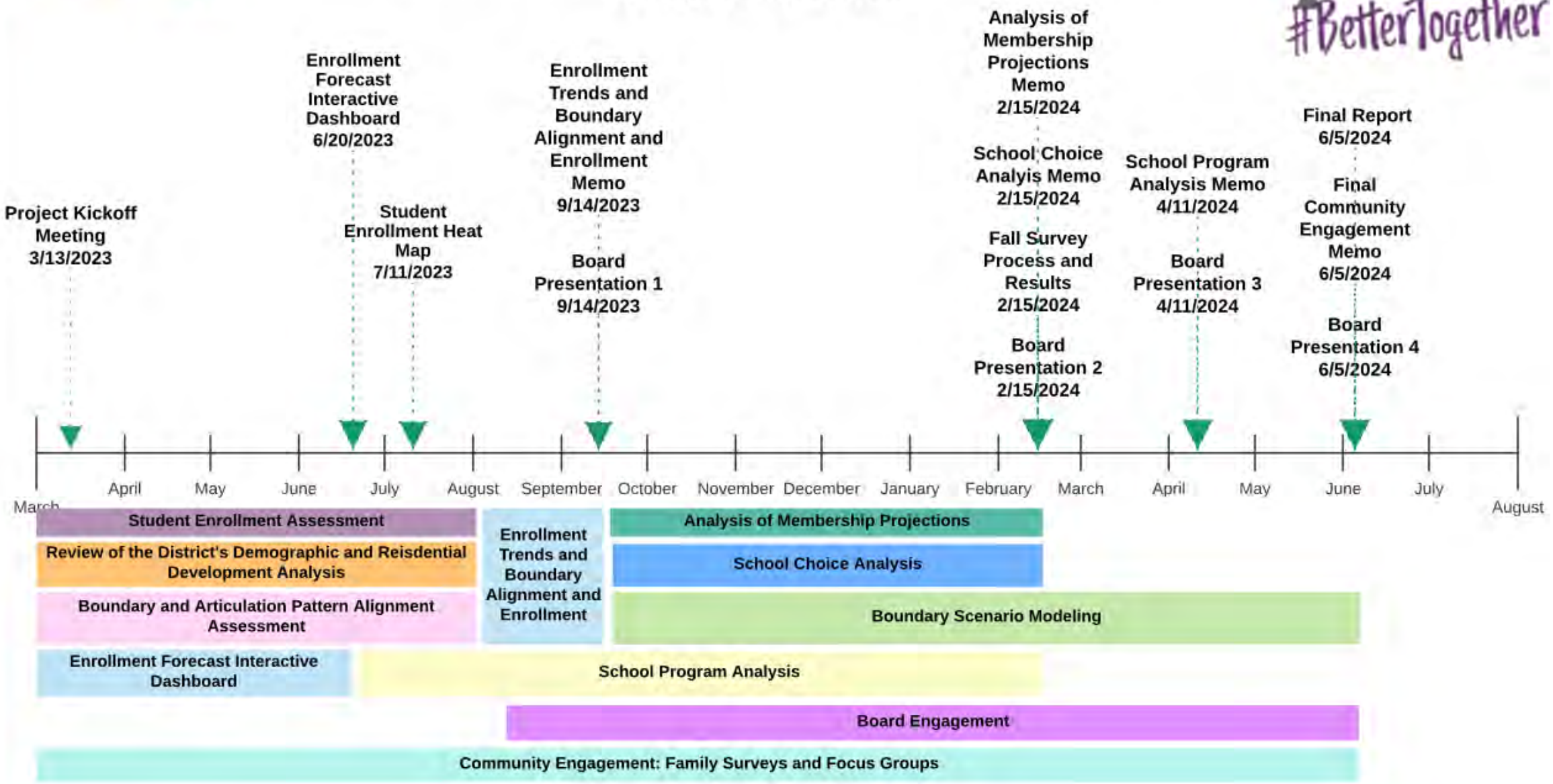
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- September 14, 2023: Enrollment Trends, Boundary Alignment, and Enrollment Analysis
- February 15, 2024: Analysis of Membership Projections
- February 15, 2024: School Choice Analysis
- April 11, 2024: School Program Analysis
- **June 5, 2024: Final Report**

GBSM

- Fall 2023 School Enrollment Survey
- Spring 2024 Focus Groups
- **June 5, 2024: Community Engagement Memo**

Boundary and Articulation Area Analysis
Project Timeline



Key Findings Across the Analyses

Population declines have resulted in underenrolled schools and created the need to continually assess the District's enrollment footprint.

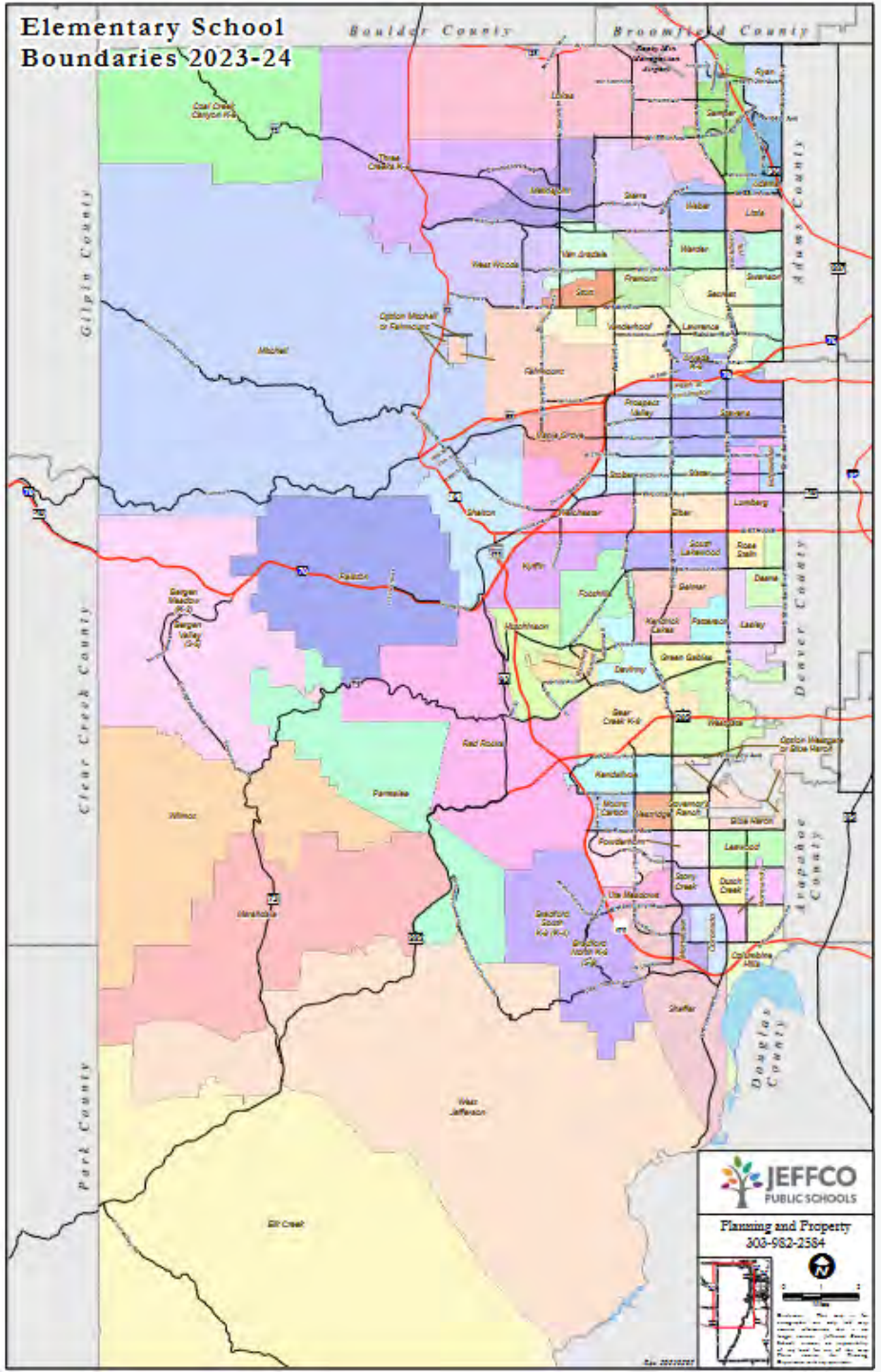
There are a significant number of schools that are under 60 percent utilization or are projected to be in the future. The District should include solutions for this in their long-term strategic planning.

There are high levels of school choice in the District and the District does not yet have formal guidance established to support principals in strategically managing school choice aligned with student enrollment monitoring systems and facility planning in the context of declining enrollment.

Program offerings are one of many factors that influence family decision making about which school to send their child to. The District does not centrally track enrollment in all programs. *Note:* FLO did not analyze the quality of programs.

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Boundary Modeling Process and Recommendations



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Guiding Principles and Modeling Parameters

A clear thread throughout the guiding principles is creating a roadmap to continuously progress towards a sustainable enrollment footprint across its buildings.

At times, the priorities conflicted. Above all, the District prioritized minimizing disruption to students, families, and communities through this process.

Guiding Principles

1. Evaluate multiple ways to achieve our goals and analyze the impact on students, our community, and schools, all with the primary focus of how to maximize resources to best serve all students.
2. Affect as few current students as possible through boundary changes.
3. Reduce the impact to students who live in Phase I or Phase II Regional Opportunities for Thriving Schools boundary change areas.

Modeling Parameters

1. Balance enrollment for schools that have low or high utilization (enrollment does not need to be balanced precisely among all schools).
2. Align boundary adjustments with existing student choice patterns.
3. Avoid boundary changes in school walk zones.
4. Review school option areas (where students are zoned for two schools) for benefits to students.
5. Review future residential development areas for boundary changes that would not impact current students.

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Data Assumptions

- School choice patterns continue in the future (District-created enrollment projections).
- Current students choice enrolling continue to choice enroll to the same school even if boundaries are changed in their home attendance area.
- Program classrooms were kept in the capacity total for a school, and pre-kindergarten classrooms were removed.
- Pre-kindergarten students were not included in the enrollment totals.

*Enrollment data is from the 2023-24 school year, and the projections data is from Spring 2023.

One challenge with the modeling process was how to account for student choice. For example, the District's enrollment projections assume that, in the future, schools will continue accepting choice students at the same rate they have historically. This created unique challenges given recent boundary changes resulting from consolidations.

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Introduction to Recommendations

The final recommendations were drawn from what was learned in prior work and options were classified as either short-term adjustments or long-term considerations:

- **Short-term recommendations** are on a smaller scale, more time sensitive, or reflected a need to balance enrollment in the next two school years.
- **Long-term boundary considerations** are options the District could implement in the future based on projected enrollment and to be made in tandem with the District's Strategic Capital Plan.

The final recommendations include short-term adjustments for seven out of 17 articulation areas and long-term considerations for seven out of the 17 articulation areas.

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Short-Term Recommendations

All final recommendations were developed and evaluated with the primary goal to best serve all students in Jeffco as reflected in the guiding principles.

There are four short-term recommendations in the following areas:

1. Assigning the Trailstone Development (to be voted on by the Board in June) – *located in Arvada*
2. Blue Heron ES/Westgate ES Option Area* (Bear Creek and Dakota Ridge) – *located in Lakewood*
3. Fairmount ES/Mitchell ES Option Area (Arvada West and Golden) – *located in Golden*
4. Jefferson Articulation Area Study

*Option Areas are unique areas where students have dedicated or reserved spots at two different schools.

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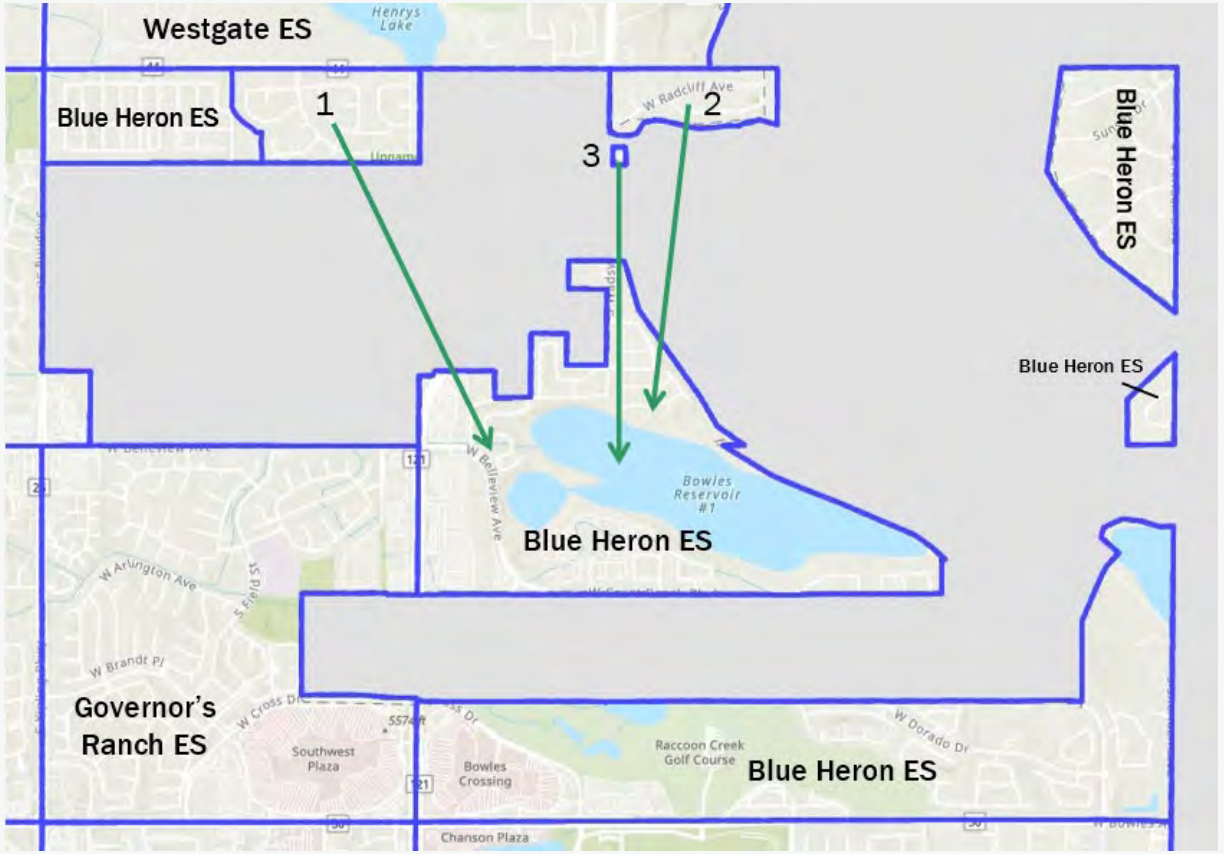
Trailstone Development

- It is recommended that students who move into the new Trailstone development in the City of Arvada, south of Candelas Parkway, attend Meiklejohn ES and Ralston Valley HS in the Ralston Valley articulation area, and Wayne Carle MS in the Standley Lake articulation area.
- There are no current students in this area.
- By assigning the Trailstone development the district can balance out enrollment across the Ralston Valley articulation area specifically for students attending Three Creeks K-8 and Meiklejohn Elementary schools.
- Analysis performed demonstrates maintaining enrollment at Three Creeks K-8, while being able to grow enrollment at Meiklejohn Elementary school and Wayne Carle Middle school, both of which have seen declining enrollment in recent years.

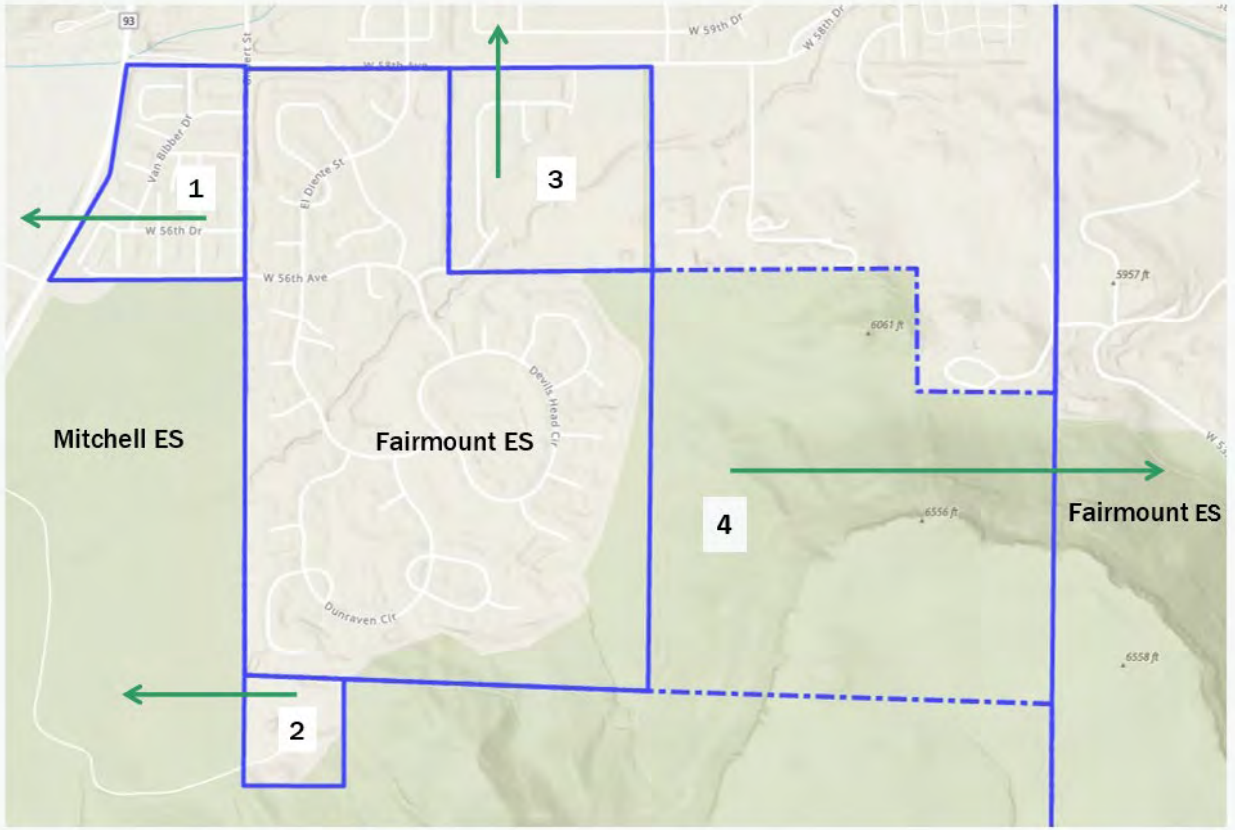
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Recommendation for Option Area 1

- Blue Heron ES/Westgate ES Option Area: made up of three small areas located northwest of the Marston Reservoir.
- The recommendation is for the option area to be incorporated into Blue Heron ES and feed into Summit Ridge MS and Dakota Ridge HS.
- *Students in this area could still choose to go to Westgate ES or other schools.* This aligns with the patterns in school choices families are already making.



Recommendation for Option Area 2



- Fairmount ES/Mitchell ES Option Area, made up of three areas north of North Table Mountain adjacent to the Tablerock neighborhood.
- Two parts of the option area (labeled 1 and 2 on the map) have no current resident students and would join the Mitchell ES attendance area.
- The third area (labeled 3 on the map), the Wildhorse Ranch neighborhood, would join the Mitchell ES attendance area.
- The area labeled 4 on the map would join the Fairmount ES area on the map to the rest of the Fairmount ES attendance area.

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Jefferson Articulation Area Study

- The District should look at 2024-25 October count information, and if the information confirms these findings, the District should design a plan for long-term sustainability aligned with existing choice patterns with community engagement, principal leadership, and in tandem with the District's strategic capital plan.
- Enrollment in the Jefferson articulation area is projected to have a high decline (30.9 percent) by 2027-28, primarily at Jefferson Jr-Sr High School (627 students in 2023-24 to 372 students by 2027-28).
- Jefferson articulation area has capacity to serve more than 2,000 students, but by the 2027-28 school year the enrollment projections suggest it will serve less than 1,200.

School Name	Historical Utilization						Projected Utilization			
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Jefferson Jr-Sr HS	60.0	60.5	59.3	56.4	55.1	56.4	48.8	43.0	36.7	33.5
Edgewater ES	99.5	88.9	77.5	67.4	69.0	76.8	68.1	63.2	61.7	62.2
Lumberg ES	79.4	72.5	60.9	57.3	57.6	98.6	89.9	91.3	93.8	96.0

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Long-Term Considerations

There are seven remaining articulation areas with a recommendation for future considerations based on enrollment patterns and projections leading up to the 2027-28 school year. These can be grouped into the following three categories:

1. Elementary considerations
2. Secondary considerations
3. Articulation area-wide considerations

All final recommendations were developed and evaluated with the primary goal to best serve all students in Jeffco as reflected in the Guiding Principles.

Elementary Long-Term Boundary Adjustment Considerations

- Considerations: Alameda (*Lakewood region*), Arvada (*Arvada region*), Columbine *(Littleton region),* Lakewood (*Lakewood region*), and Standley Lake (*Westminster region*)
- Identified because enrollment projections suggest lower enrollment by 27-28.
- Three articulation areas currently have four elementary schools but may only need three in the future. Columbine currently has five elementary schools and may only need four in the future.
- All have moderate to high enrollment declines and only one has a school projected to be over 100 percent enrollment in the future.
- Four of the articulation areas also had Phase I closures (excluding Columbine).
- **It is recommended that decisions about potential consolidation or boundary adjustments should be made by including community engagement and principal leadership.**

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Elementary Long-Term Boundary Considerations

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027[a]	Enrollment Increases to 2027[a]	Projected Utilization Over 100 Percent (2027)	Choice Out of School Attendance Area (2022)
Alameda	Yes	No	High	No	No	Low (11–20%)
Arvada	Yes	No	Moderate	No	Lawrence ES*	High (12–31%)
Columbine	No	No	Moderate	No	No	Low (7–17%)
Lakewood	Yes	No	Moderate	No	No	Middle (14–26%)
Standley Lake	Yes	No	Moderate	No	No	High (17–42%)

*Should be managed through strategic choice management.

Secondary Long-Term Boundary Considerations

Chatfield:

- Chatfield articulation area (*Littleton region)* has three buildings that serve middle school grades, which is unique.
- Most articulation areas serve middle school grades in one building (there are three articulation areas serving middle school grades in two buildings).
- By the 2027-28 school year, enrollment patterns suggest the area might only need two buildings to serve middle school grades.

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027	Enrollment Increases to 2027	Projected Utilization Over 100 Percent (2027)	Choice Out of School Attendance Area (2022)
Chatfield	No	No	Moderate	No	No	Low (5–17%)

Articulation Area Wide Long-Term Boundary Considerations

Green Mountain

- Enrollment projections through the 2027-28 school year suggest that the projected short-term growth in enrollment, due to large housing developments like Red Rocks Ranch, can be accommodated using the capacity of existing buildings in the Green Mountain articulation area *(Lakewood region)*.
- Green Mountain is one of two (along with Wheat Ridge) articulation areas that are projected to see stable enrollment through 2027-28.

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027	Enrollment Increases to 2027	Projected Utilization Over 100 Percent (2027)	Choice Out of School Attendance Area (2022)
Green Mountain	Yes	No	No	No	No	Middle (14–21%)



Additional Recommendations

Additional Recommendations

- Establish a clear methodology for determining school capacities and set utilization parameters.
- Create a mechanism for program enrollment to be tracked in the Student Information System and define ‘program’.
- Develop a strategic choice management plan that includes more clearly delineating between the number of students who live in a boundary and the number of choice students as drivers of future enrollment patterns.
- Develop an annual reporting system and structure to regularly evaluate enrollment trends, projections, and facility capacities to inform long-term planning and promote transparent information-sharing.

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The District's Next Steps Related to the Boundary Study

June 5, 2024

Thank you.

We wish to share our gratitude to the current and previous Board for their support of the boundary study project. We are also grateful to our partners at FLO Analytics and GBSM for their expertise and partnership.

The boundary study —the collection of reports and analysis conducted by our partners FLO Analytics with community engagement from GBSM—was unique in that it followed on the heels of 21 boundary changes over three years.

Our partners were agile, flexible and innovative in their thinking. This approach, which resulted in findings related to short-term improvements and long-term planning for future footprint adjustments, **provides the district and our Board a critical guide where there was previously none.**

Limitations of Boundary Changes

91% of Jeffco students attend a Jeffco school.

In the past, boundary changes helped to balance enrollment across schools about half the time. However, simply moving boundary lines without closing a school and eliminating that option is unlikely to force a change in enrollment behavior of our families. Essentially, **boundary adjustments will not fix declining enrollment.**



3 Main Outcomes

1. The boundary study provides insight into how the district, in the short-term, can strengthen our systems.
2. The boundary study finds that the district can, consistent with its principles in this process, make very small adjustments aligned with established enrollment patterns and trends.
3. The boundary study shares longer-term insights into enrollment trends to guide the district as we deal with isolated areas of growth and continued enrollment declines in most areas of our district.

As the district embarks on a capital planning process that includes all of our buildings, we will incorporate these findings into a strategic capital plan that helps us plan responsibly and proactively for our future.

Timeline for next steps

At this time, the district does not expect to recommend additional school closures in the next three years.

This summer:

- Jeffco staff will create an action plan from the boundary study findings that it will bring forward to the Board of Education in August 2024.
- In September 2024, the Board will study and take action on the district's recommendation for the minor, short-term, boundary changes based on the study's findings.*
- Jeffco staff conducting impact studies on two scenarios – building two schools (contemplated in 2018 CIP) or not building the schools and the impact each scenario would have on surrounding schools. Board will study this in late fall 2024 for a decision by the end of the calendar year.

* This timeline is aligned with the 2025-26 choice enrollment process which will launch in December 2024.

Timeline for next steps

Fall/Winter 2024-25:

- The district will conduct its third demographic study which will focus on articulation areas within the City of Arvada to understand shifting or changing demographics specific to school-aged children.*
- Following the release of official October Count numbers for the 2024-25 school year, the district will reexamine the report finding on articulation-area sustainability and future consolidations.
- Future decisions that would impact school communities will be made with principal leadership and community engagement.

*Previous studies focused on the City of Edgewater and the City of Wheat Ridge.

Discussion

