



MEMORANDUM

To: Jeffco Public Schools

Date: April 4, 2024

From: Kate Doiron
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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 terminal² 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.

- 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

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		

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.

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.

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.

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).

Figure 1: Jeffco Program Count Map

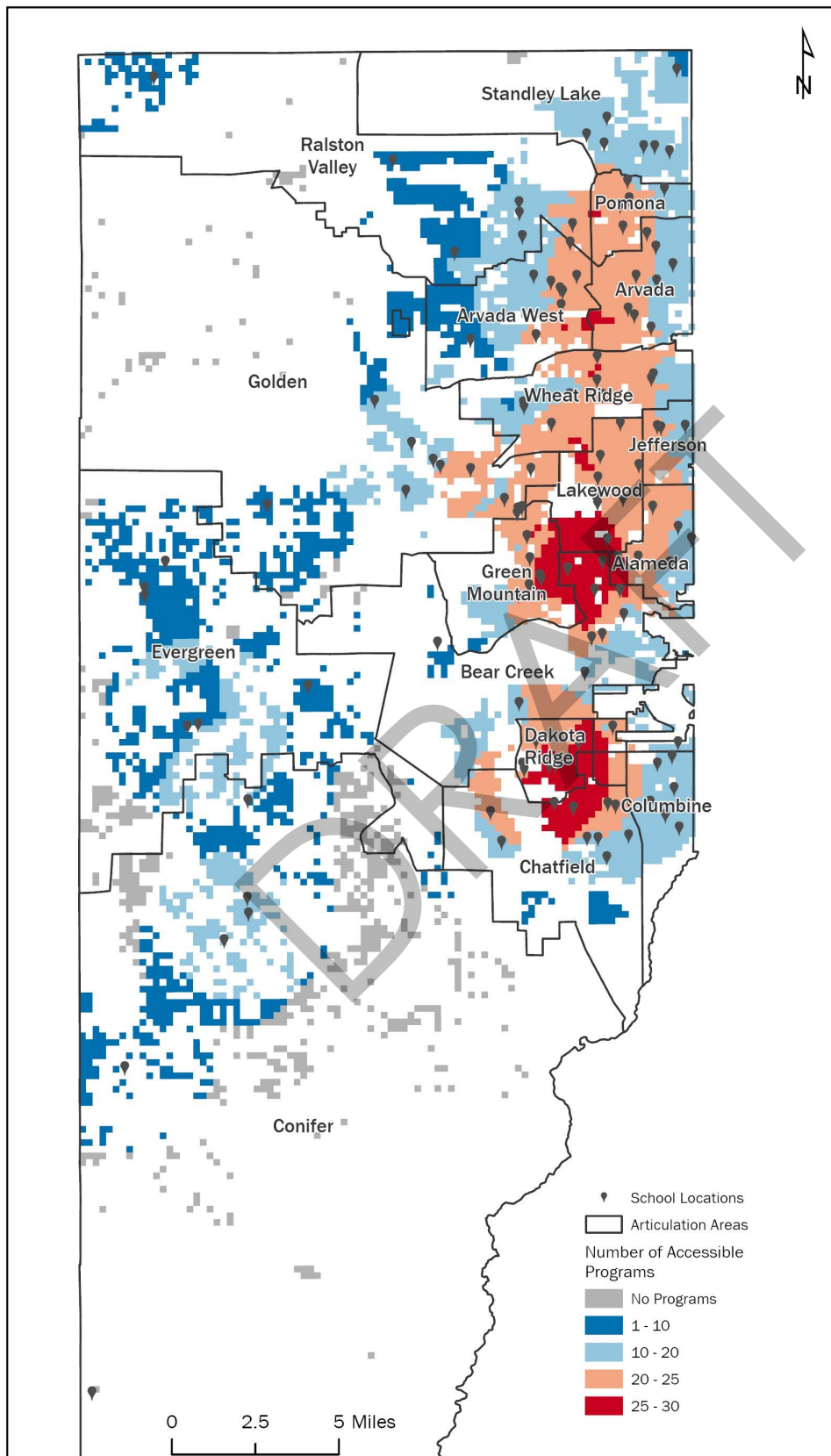
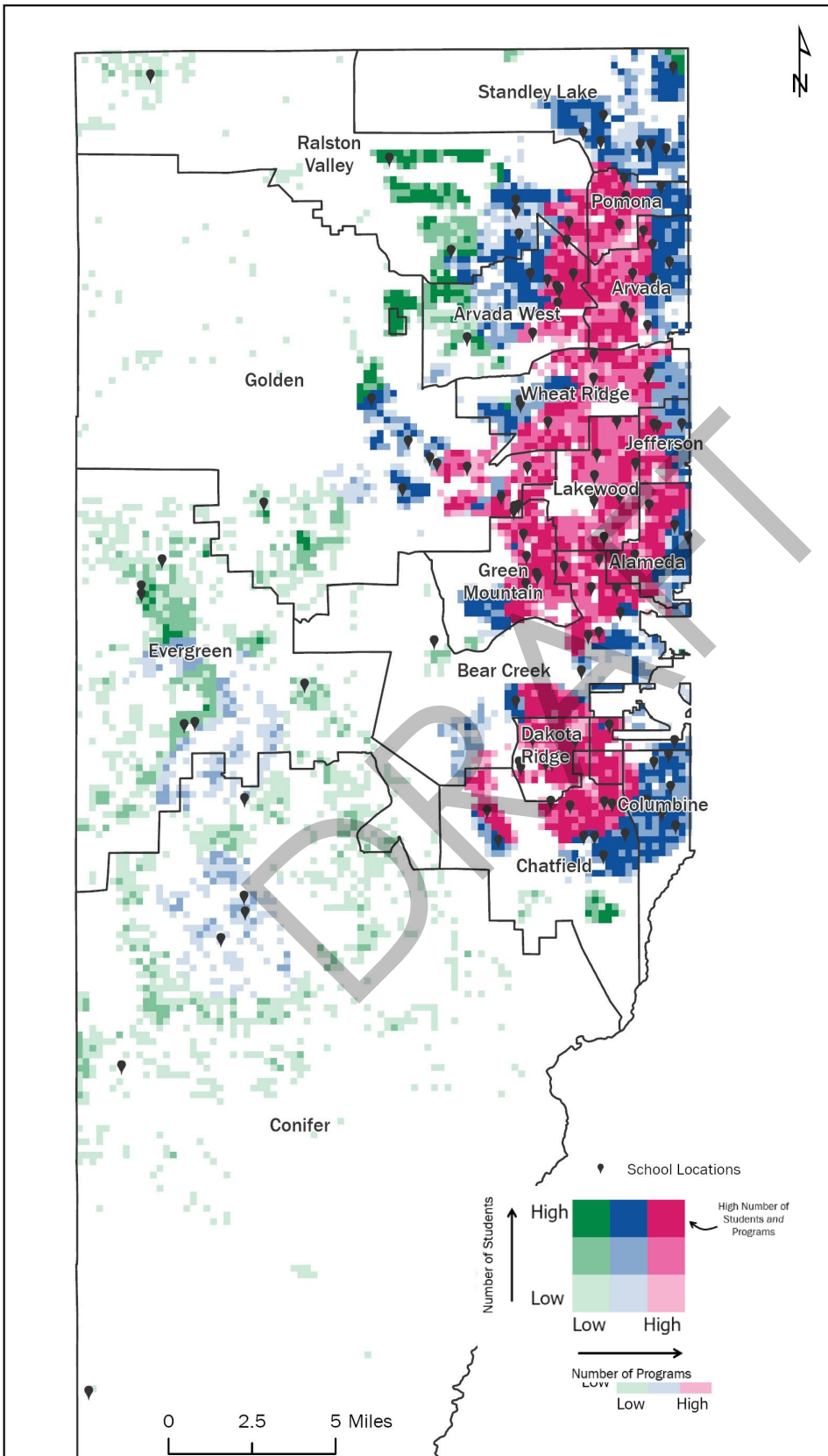


Figure 2. Jeffco Student and Program Count Map



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 choosing 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 choosing 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.

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).

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).

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).

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.

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).

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.

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.

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).

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.

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).

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).

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).

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).

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).

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.

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).

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).

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 MINDS² [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 chosen 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.

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.					

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 choosing 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 choosing 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.

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	

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 choosing 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	