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

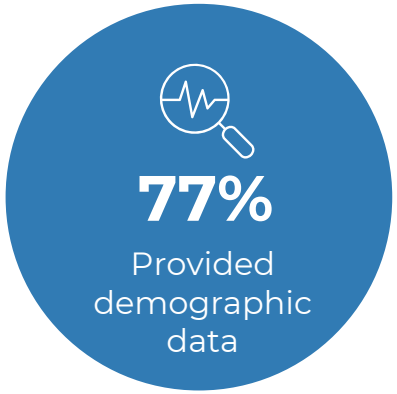
In surveying, the **Confidence Level** refers to the probability that your sample size accurately reflects the attitudes of your population. *The industry standard confidence level in surveying is 95%.*

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%.*

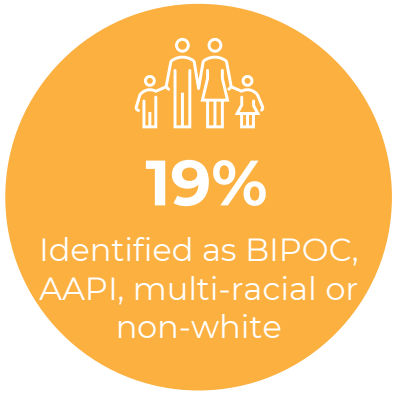
To achieve the industry standard 95% confidence level and 5% margin of error, the Jeffco team needed to collect 383 surveys based on the Jeffco Public Schools student population of 74,783.

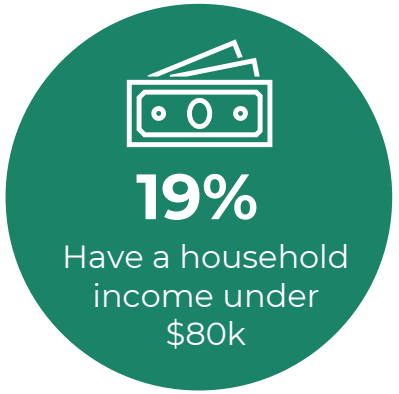
With a total of 8,807 surveys in this report, **these results exceed industry standard for statistical validity with a 99% Confidence Level and a 1.29% Margin of Error**.

Survey respondents at-a-glance





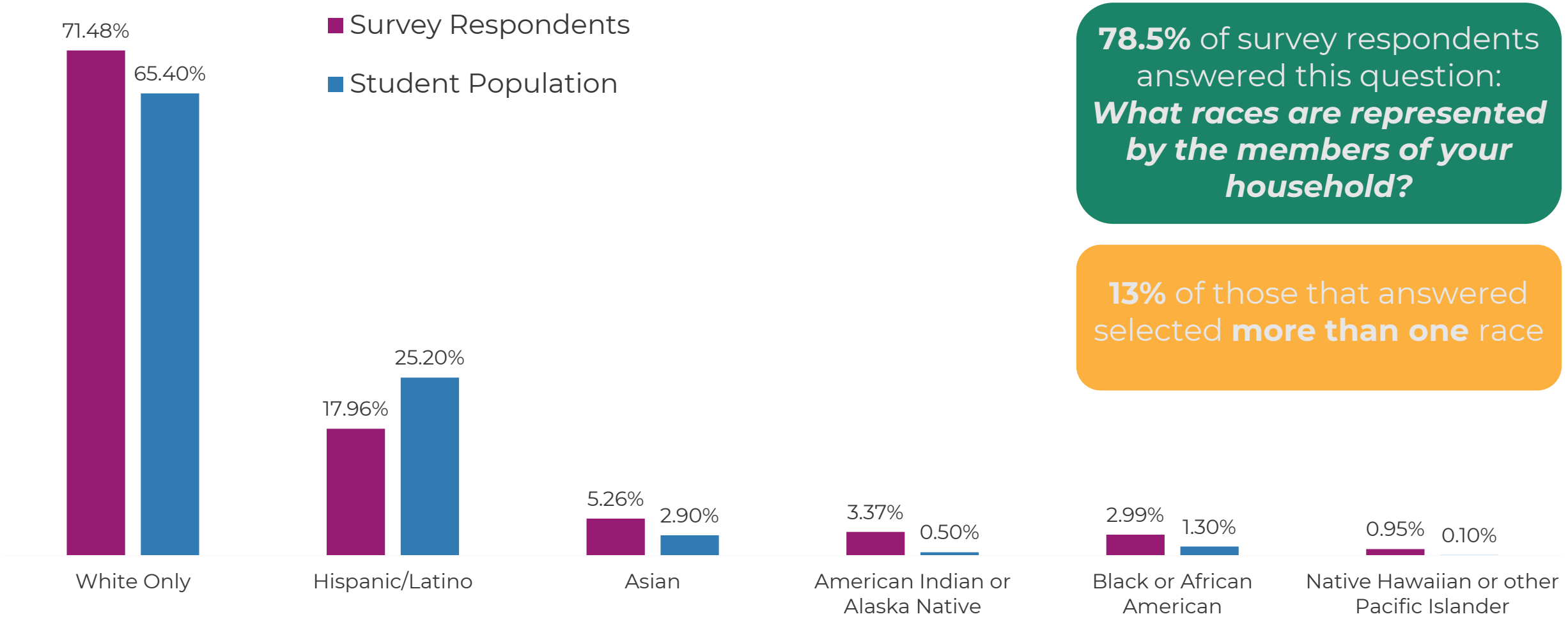




15,302
Jeffco students represented

20.5%
Of the student population

Household race/ethnicity

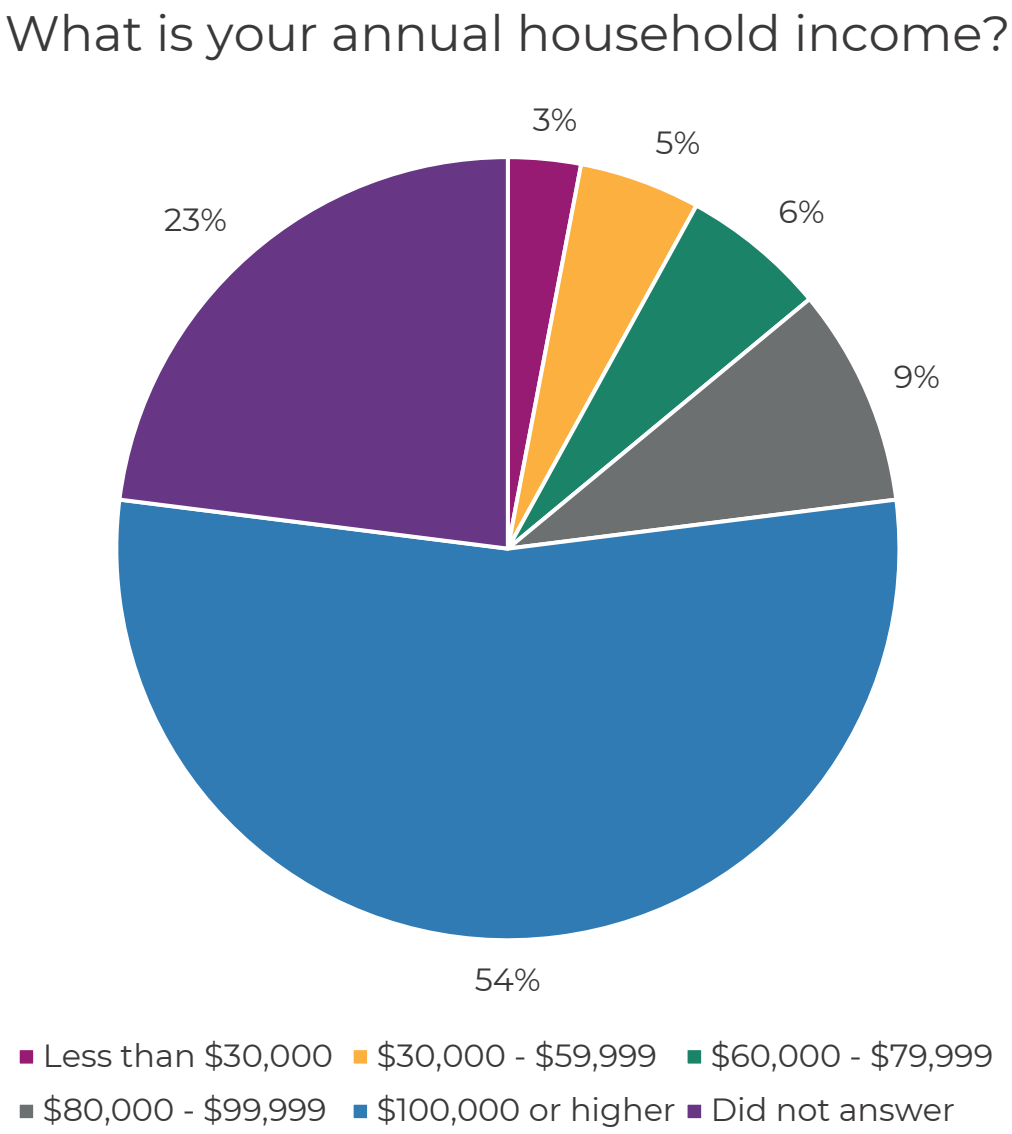


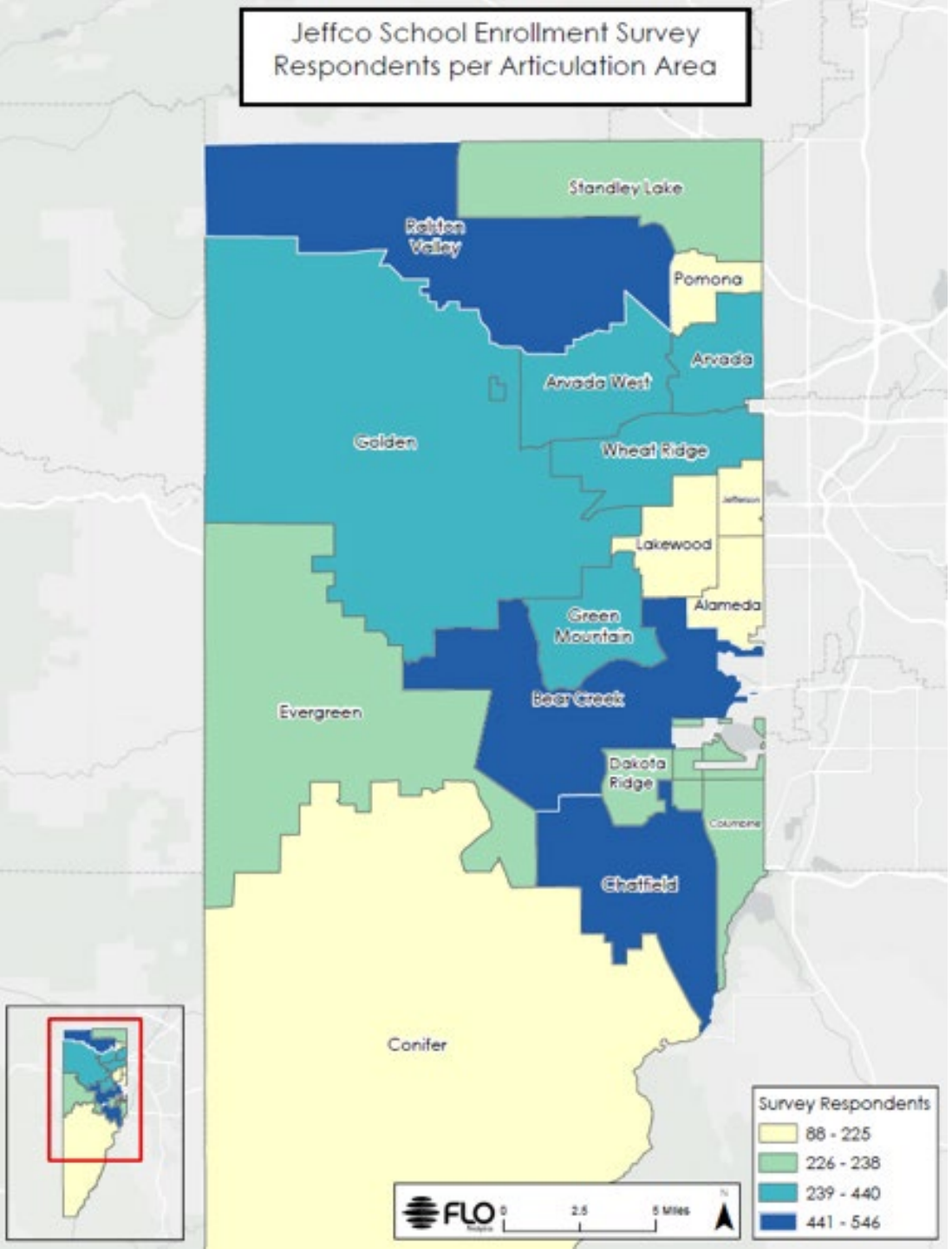
78.5% of survey respondents answered this question: ***What races are represented by the members of your household?***

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%**)

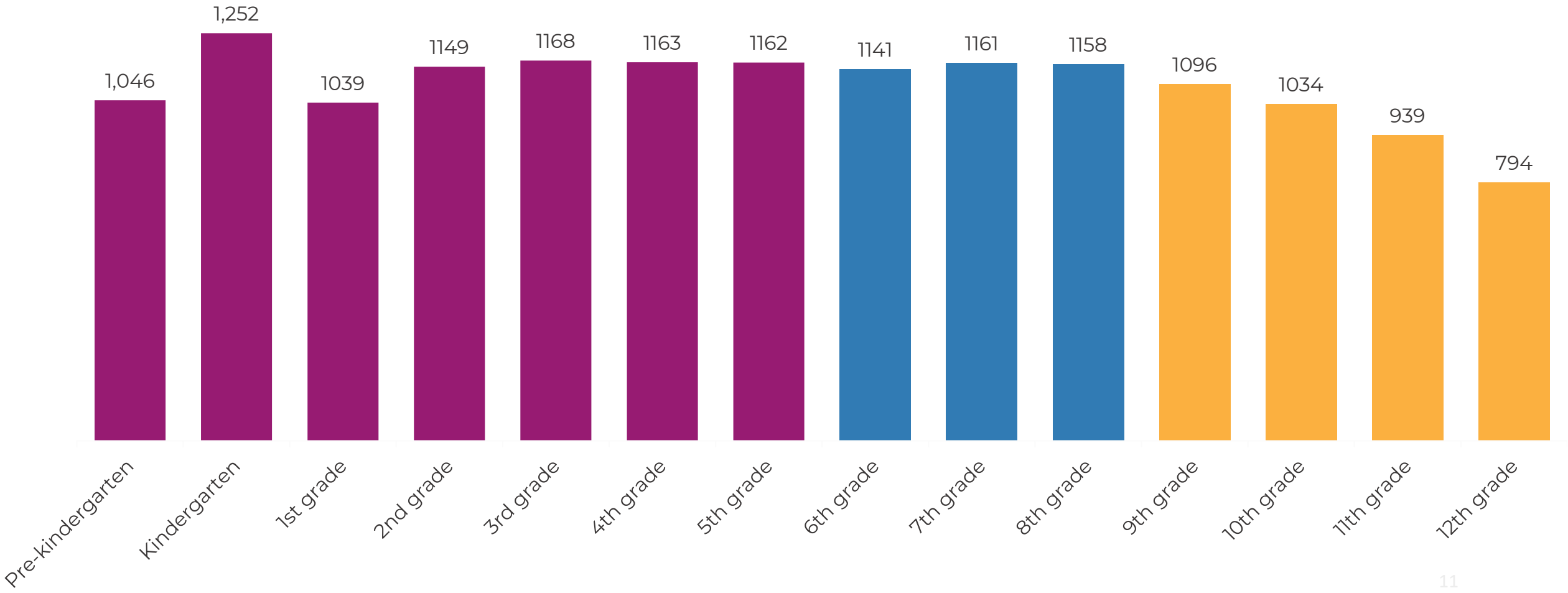
03. An additional **50%** of respondents have students in other Jeffco schools

04. Only **9%** of respondents have students in private, online, out-of-district, or alternative school options

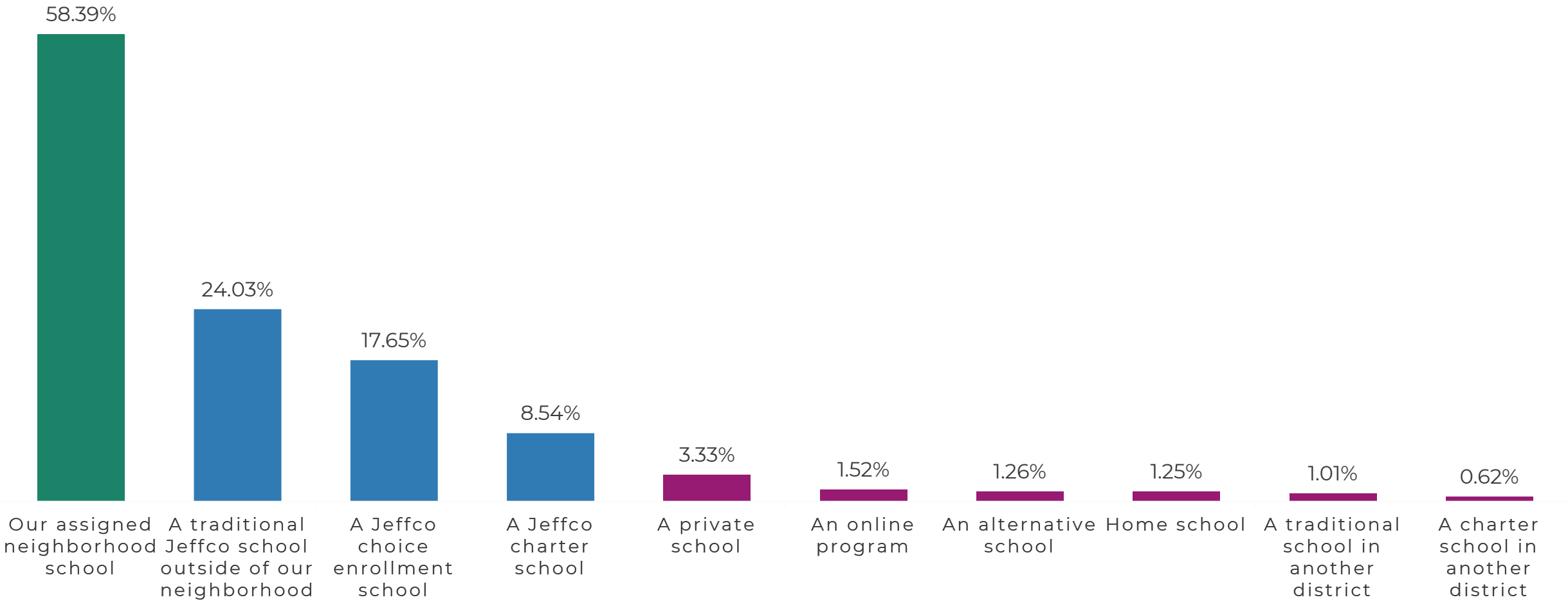
05. It is important to **59%** of parents/guardians that their children attend schools in their neighborhood

06. Just fewer than **40%** strongly identify with their neighborhood high school

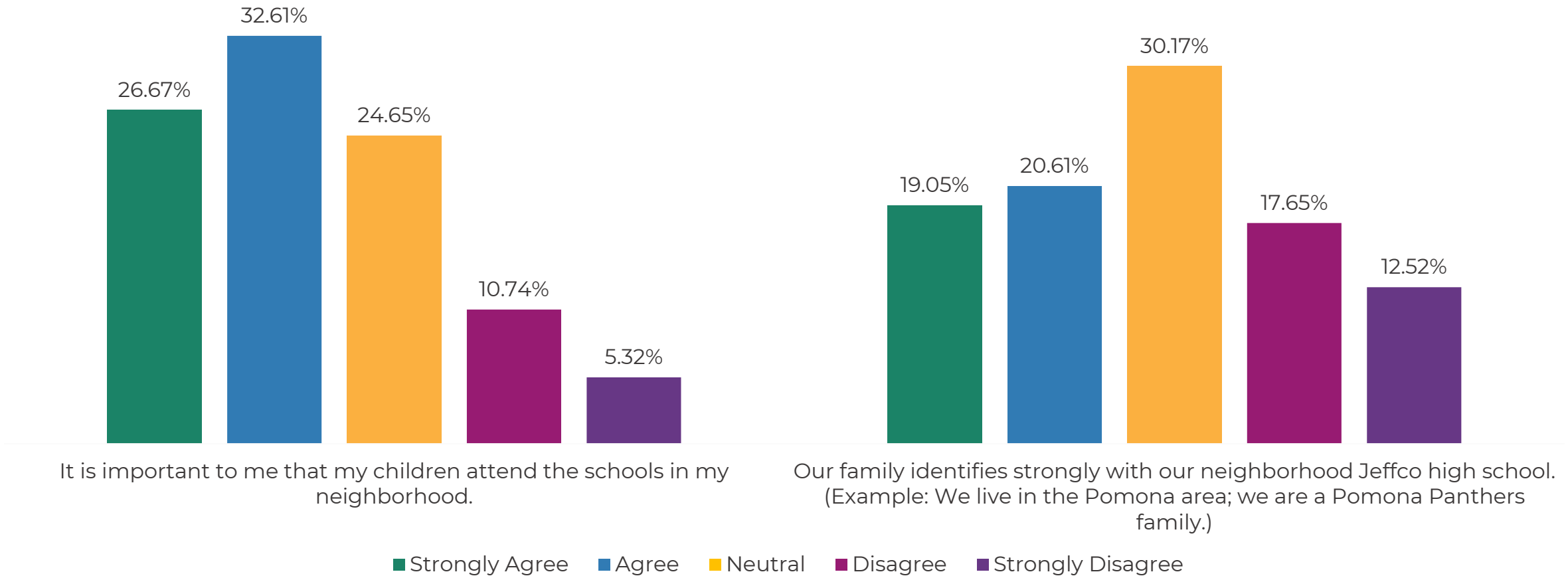
For the 2023-2024 school year, how many children in your household are in the following grades:



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

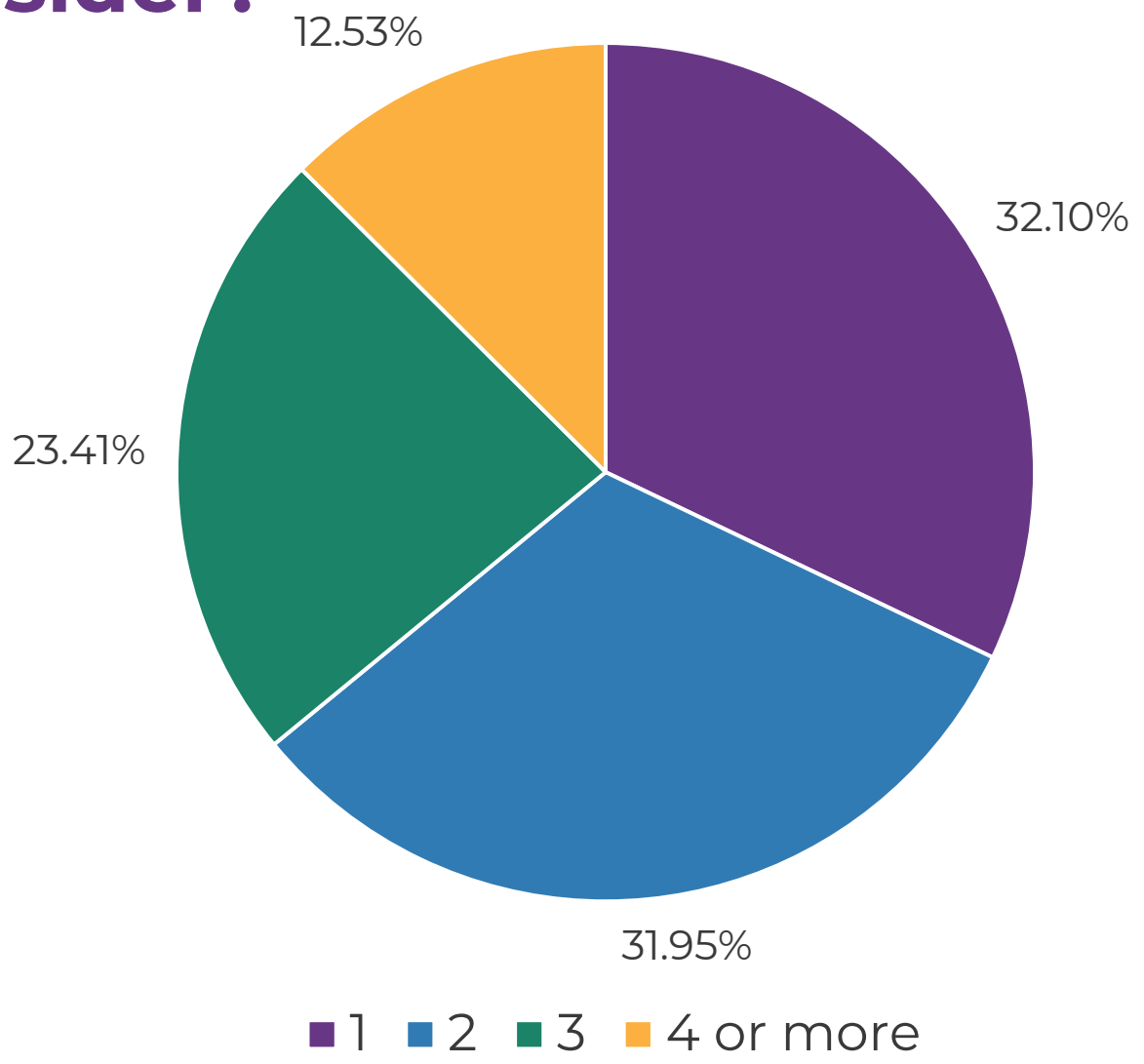
03. In **School Design and Programming**, programming that supports children's academic needs is one of the most important factors for **53.2%**

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%**

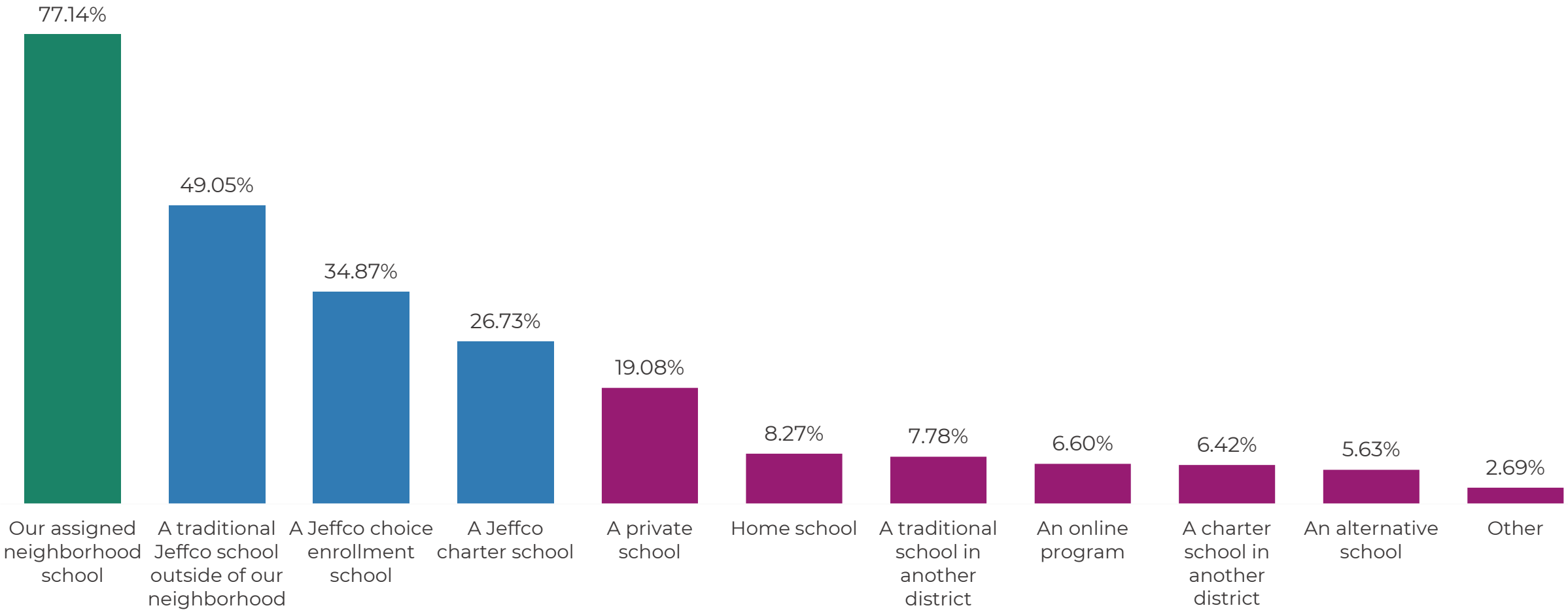
05. For **School Climate**, **56.4%** of respondents felt a feeling of connection or belonging within the school community was one of the most important factors to them

06. Quality instruction was important to **66.2%** of families when thinking about **School Reputation**

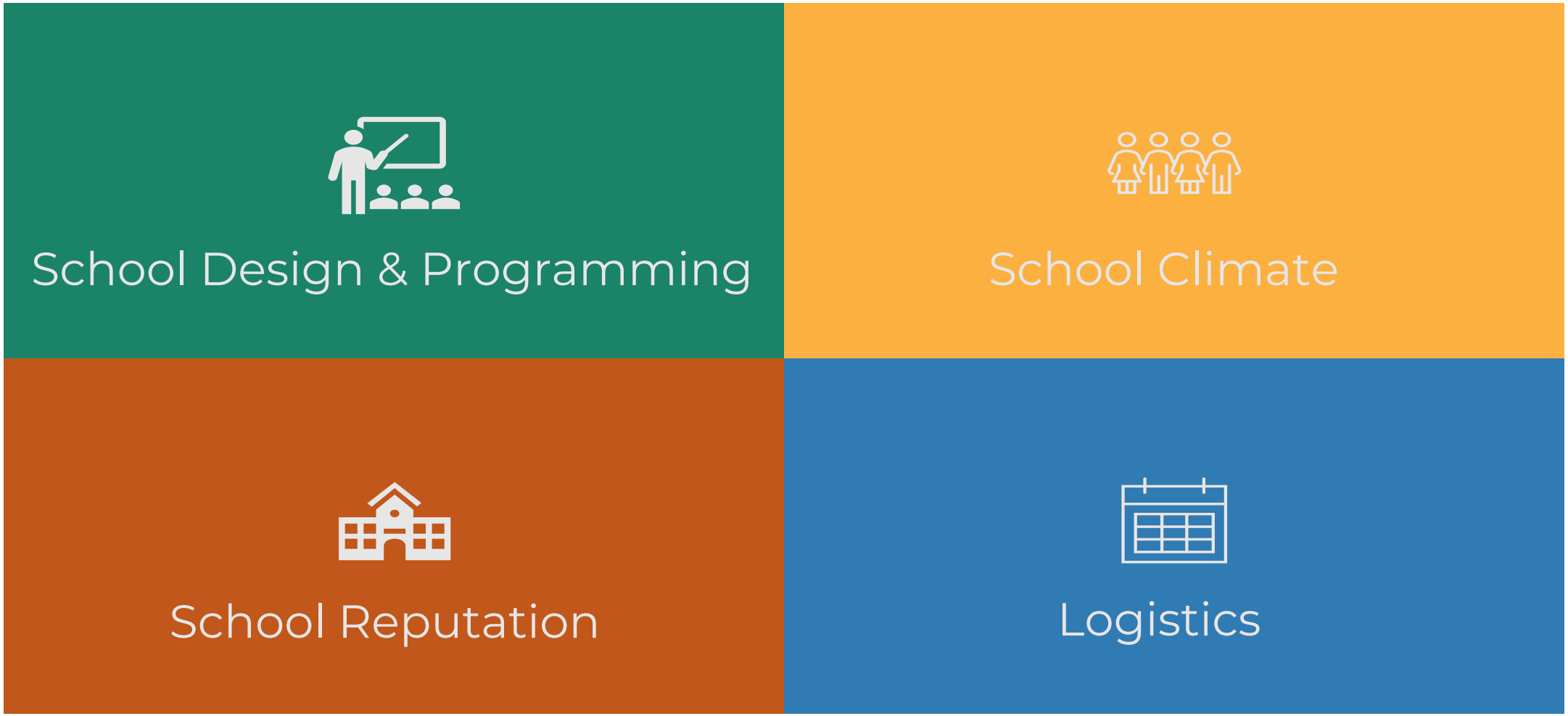
The last time you selected a new school for your children, approximately how many school options did you consider?



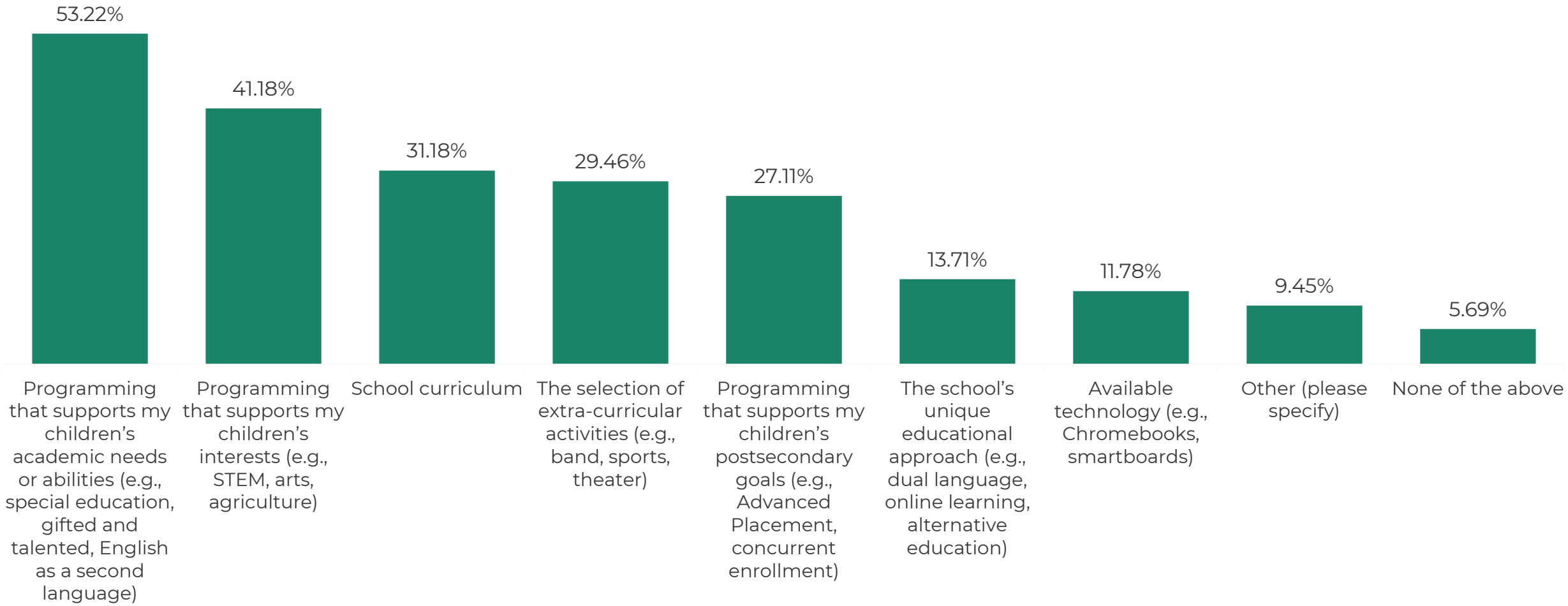
What types of schools have you considered for your children?



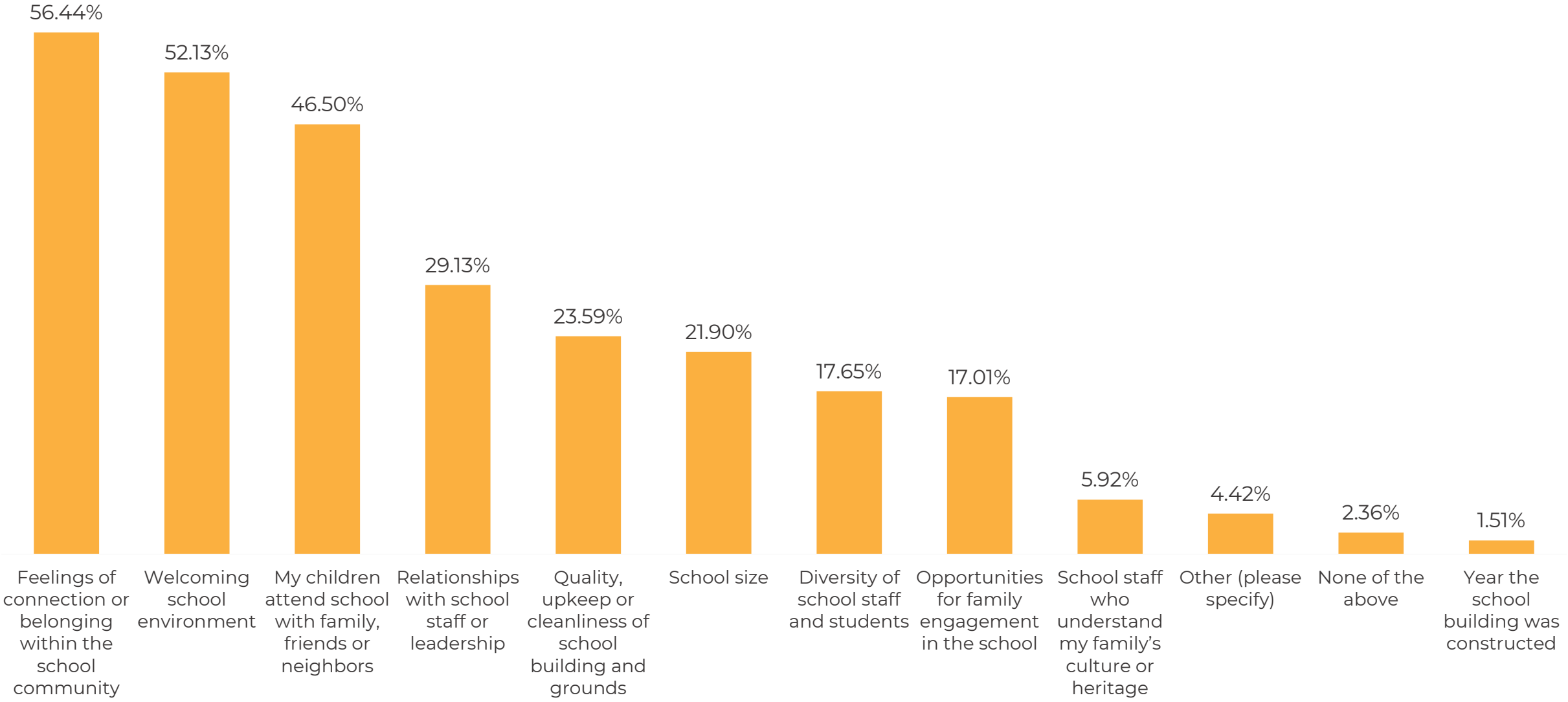
Families shared insights on four key elements that often influence enrollment choices



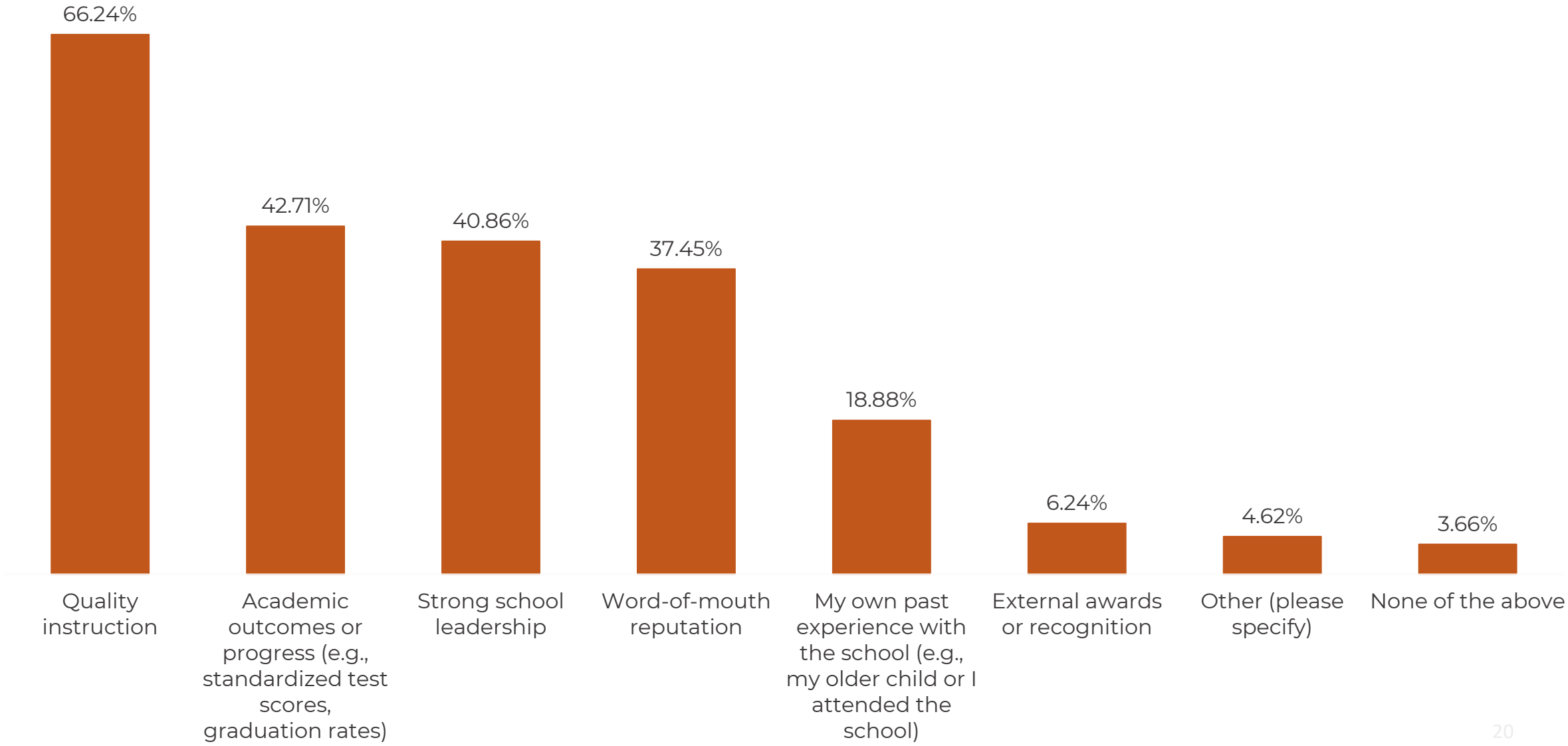
When thinking about School Design and Programming, which factors were most important when deciding what schools your children would attend?



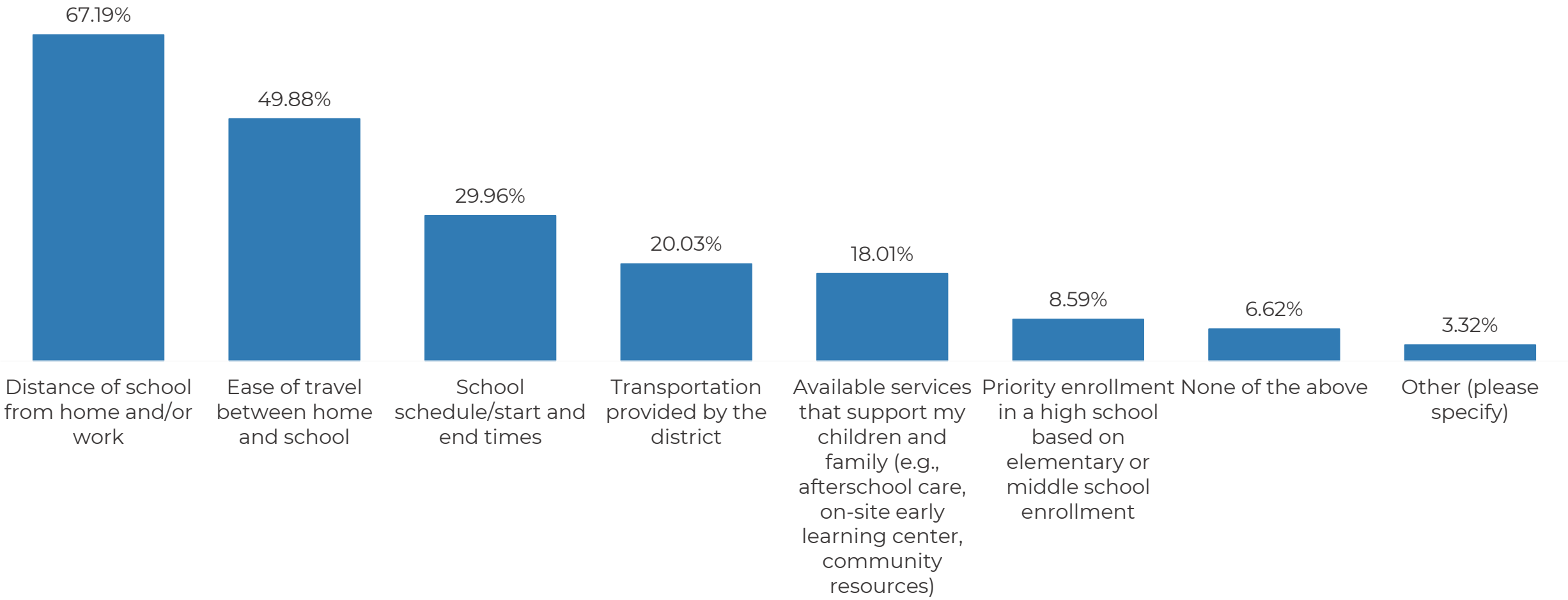
When thinking about School Climate, which factors were the most important when deciding what schools your children would attend?



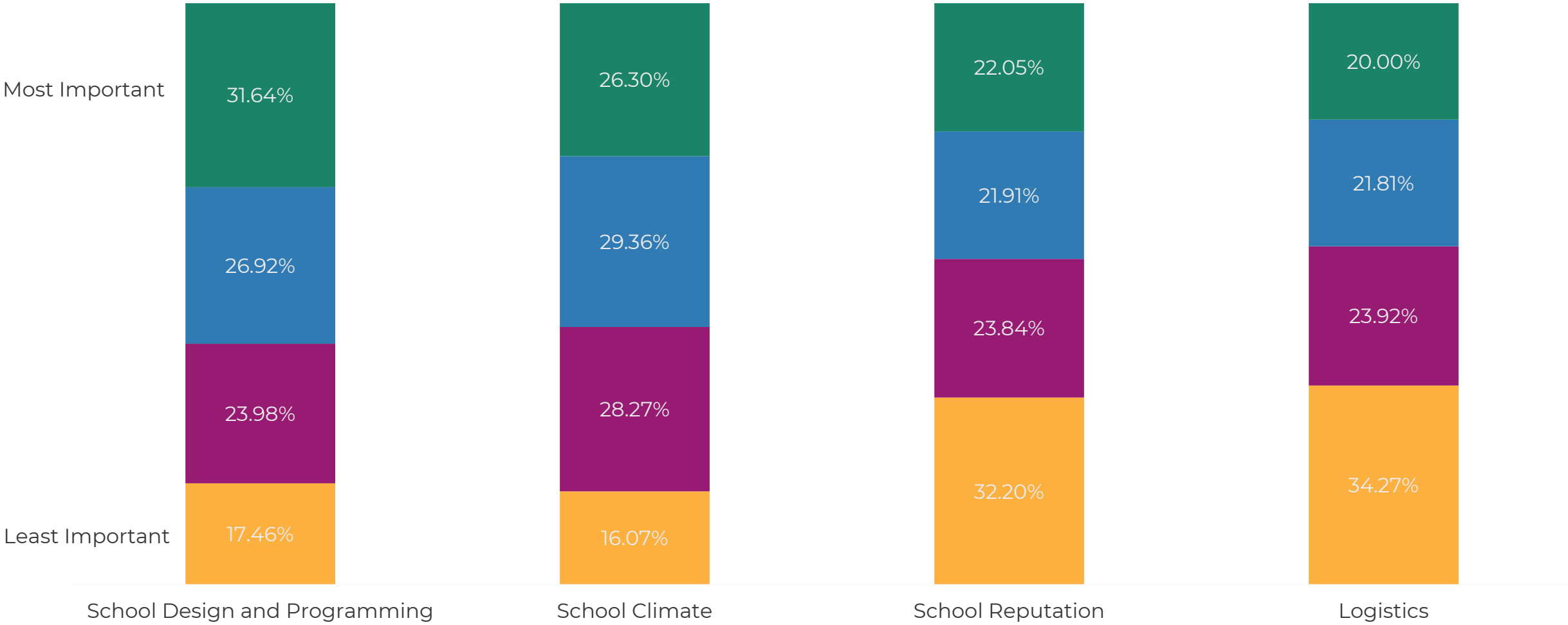
When thinking about School Reputation, which factors were the most important when deciding what schools your children would attend?



When thinking about Logistics, which factors were the most important when deciding what schools your children would attend?



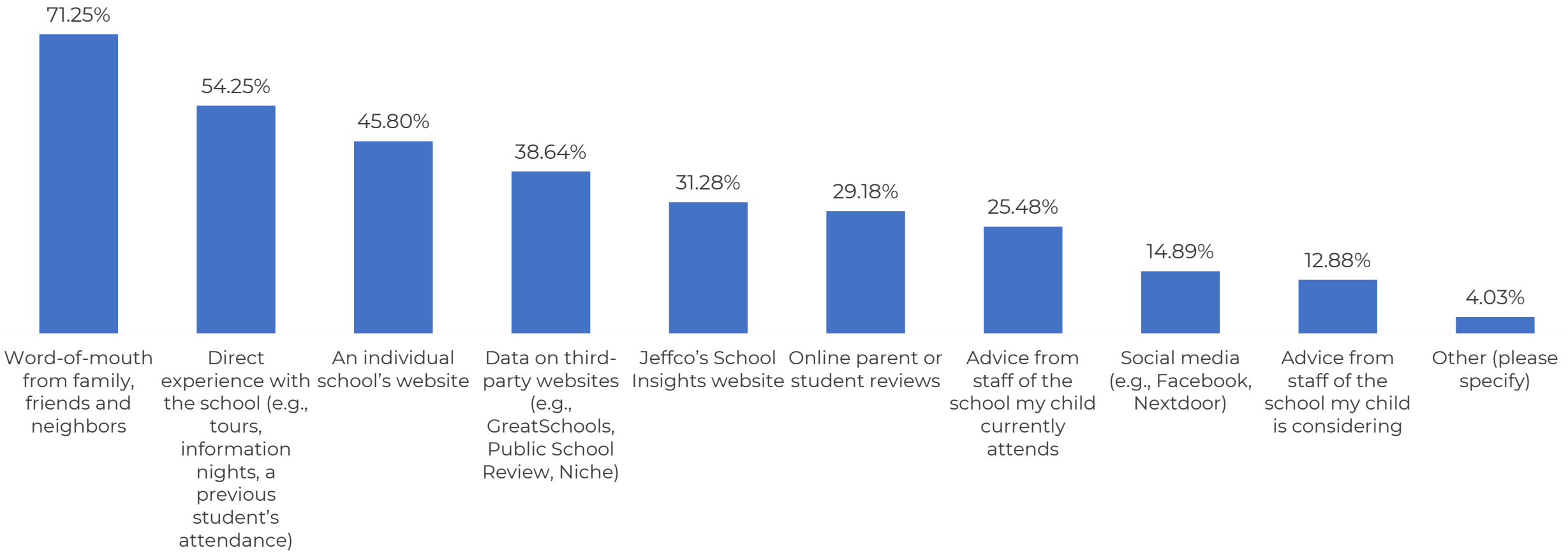
How important were each of these categories when deciding what schools your children should attend?



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

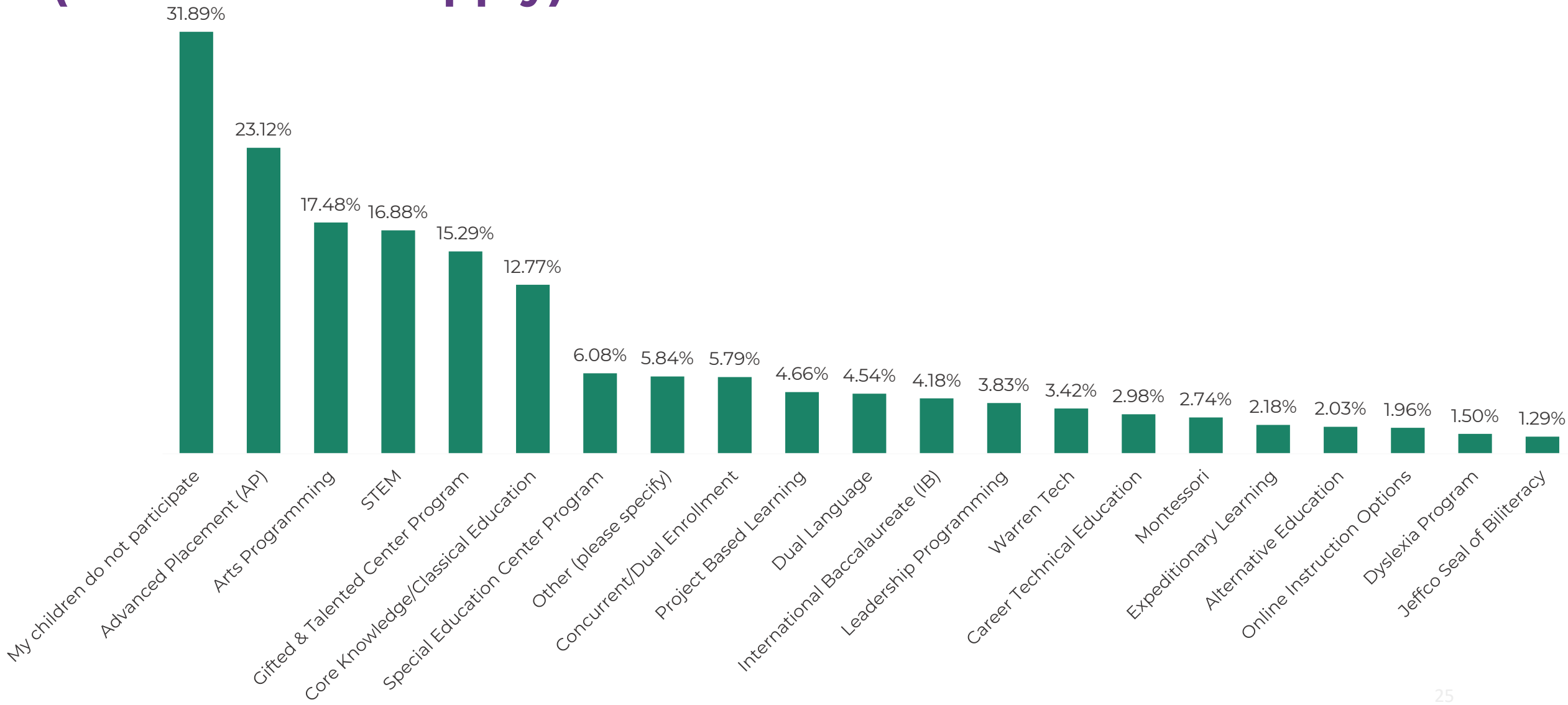
02. Almost **one-third** of students do not currently participate in any of the identified programs

03. Among families who expressed desire for more program options, **STEM (19%)** and **Dual Language (16%)** programming are the two most sought-after programs

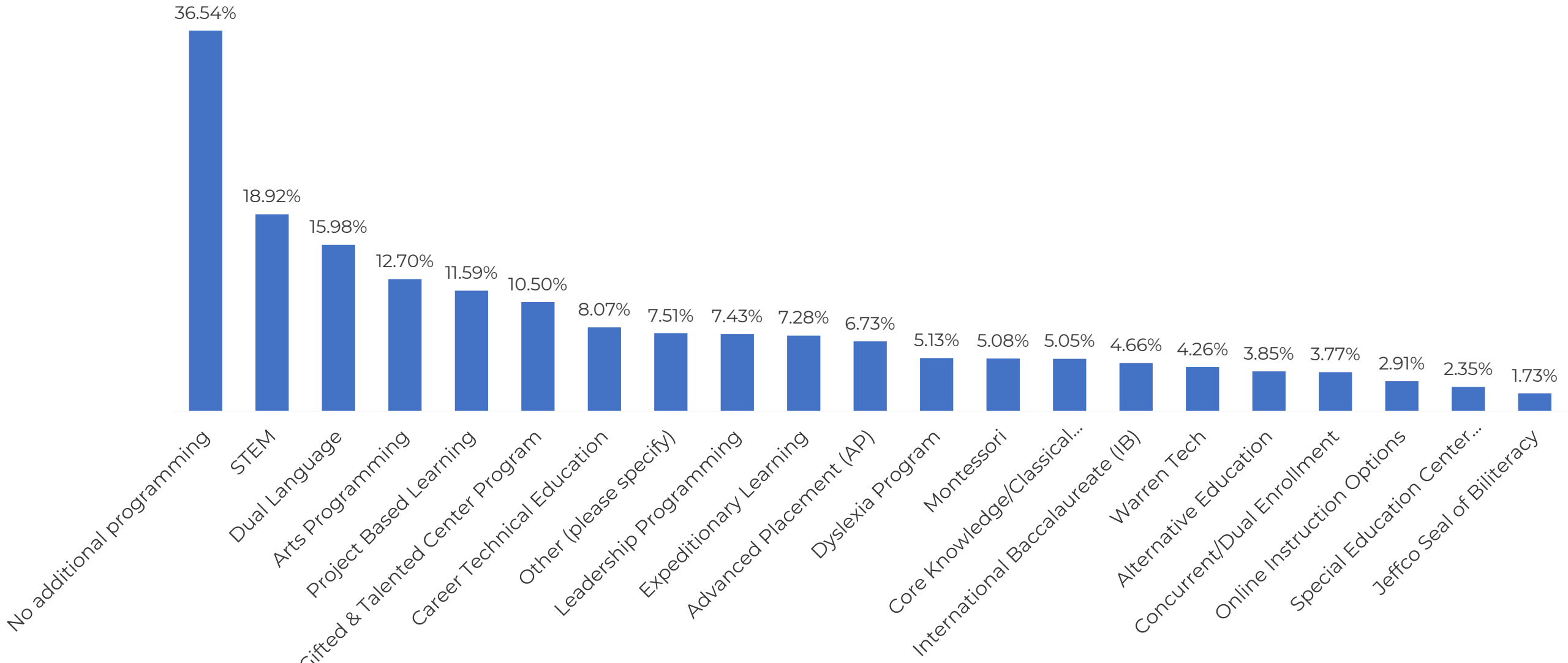
04. More than **53%** of respondents said there were no barriers in accessing desired programming

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

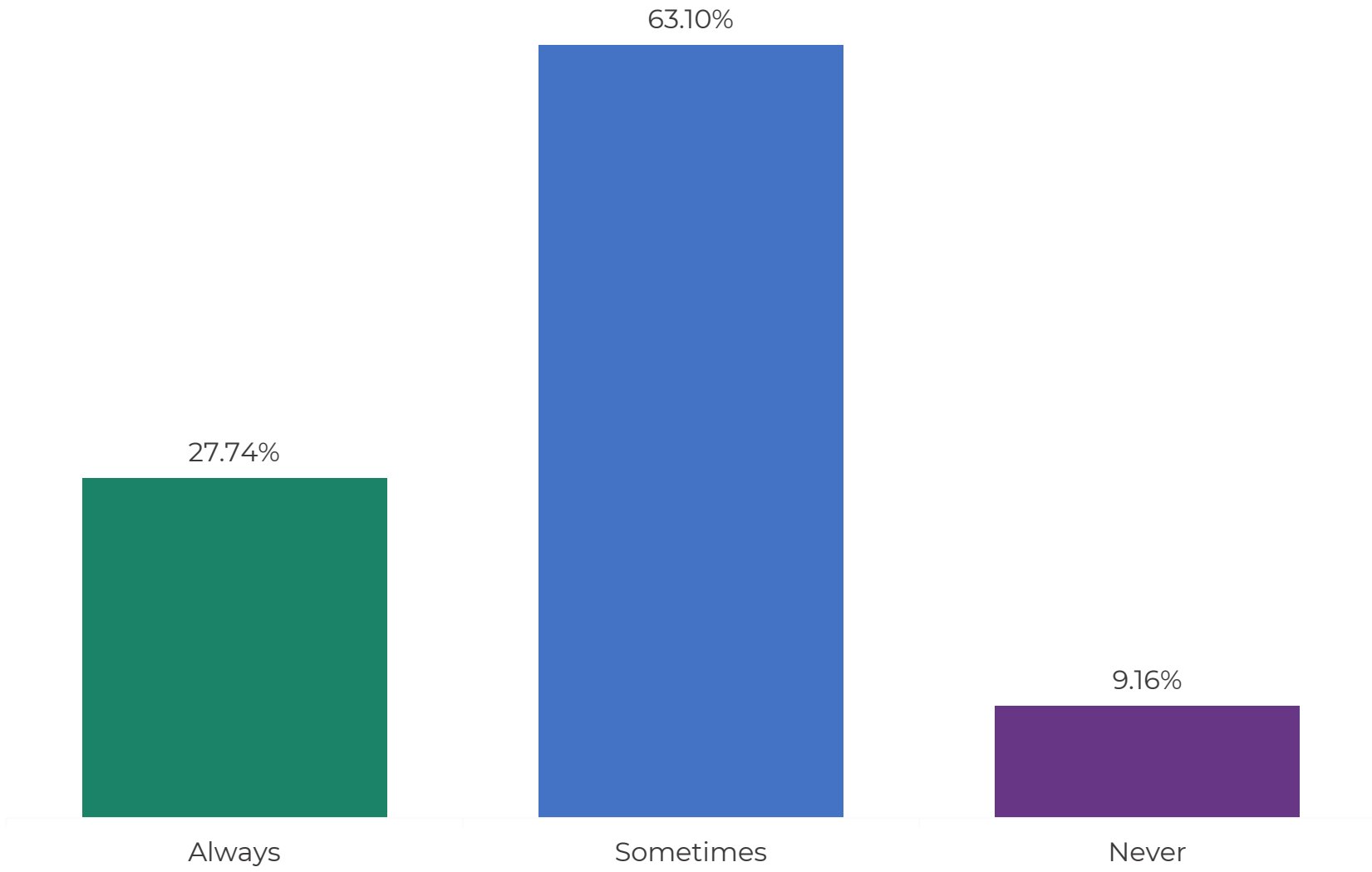
What programs do your children currently participate in? (Select all that apply)



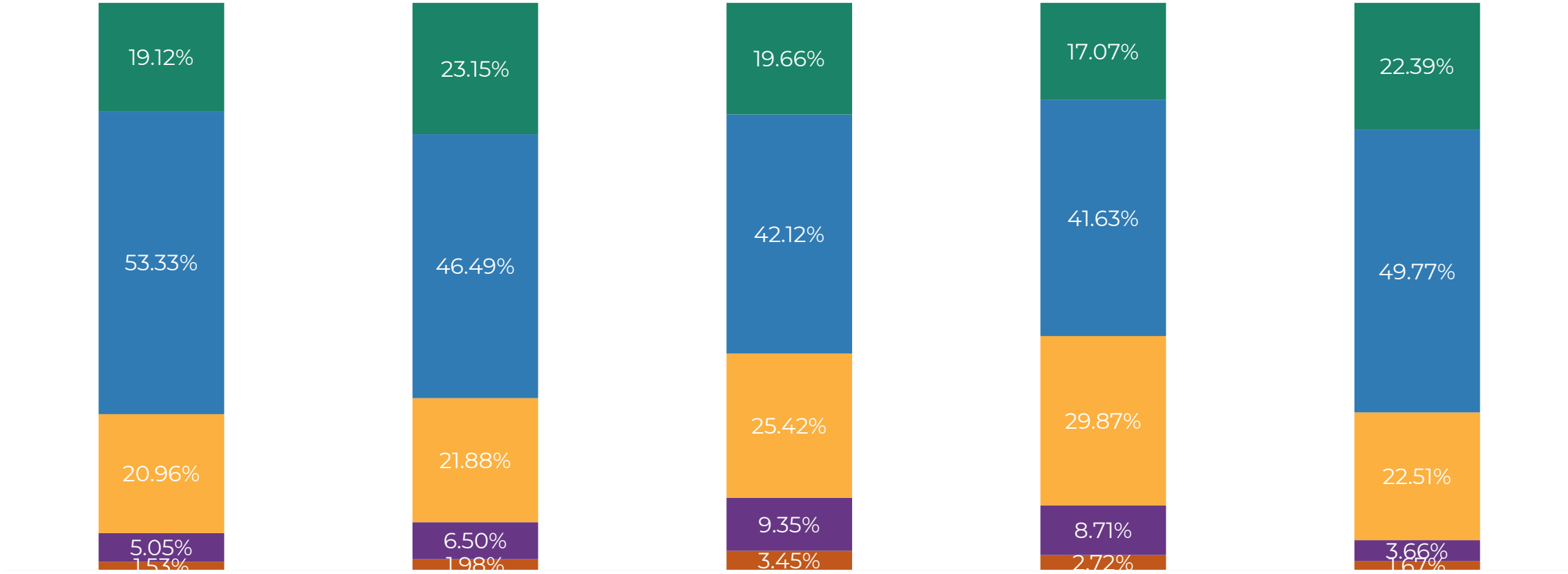
What additional programs do you wish were available in the schools your children attend? (Select all that apply)



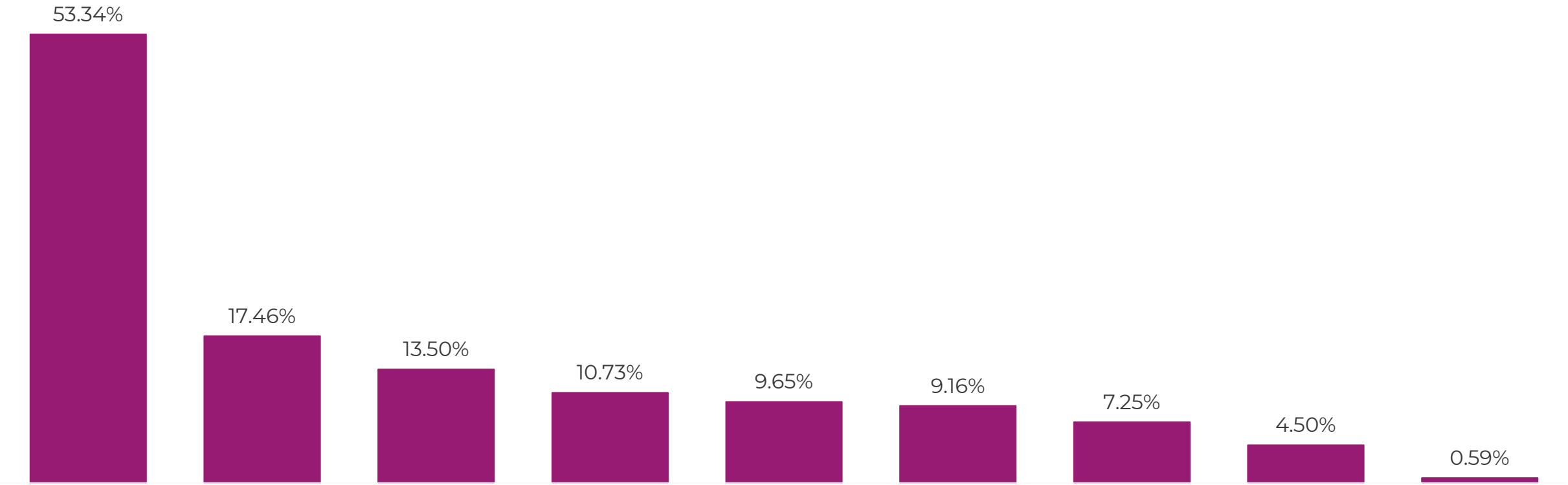
As you think about your most recent K-12 enrollment choices or enrollment choices you will make in the near future, how often is specialty programming offered by the schools a factor in your decision?



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



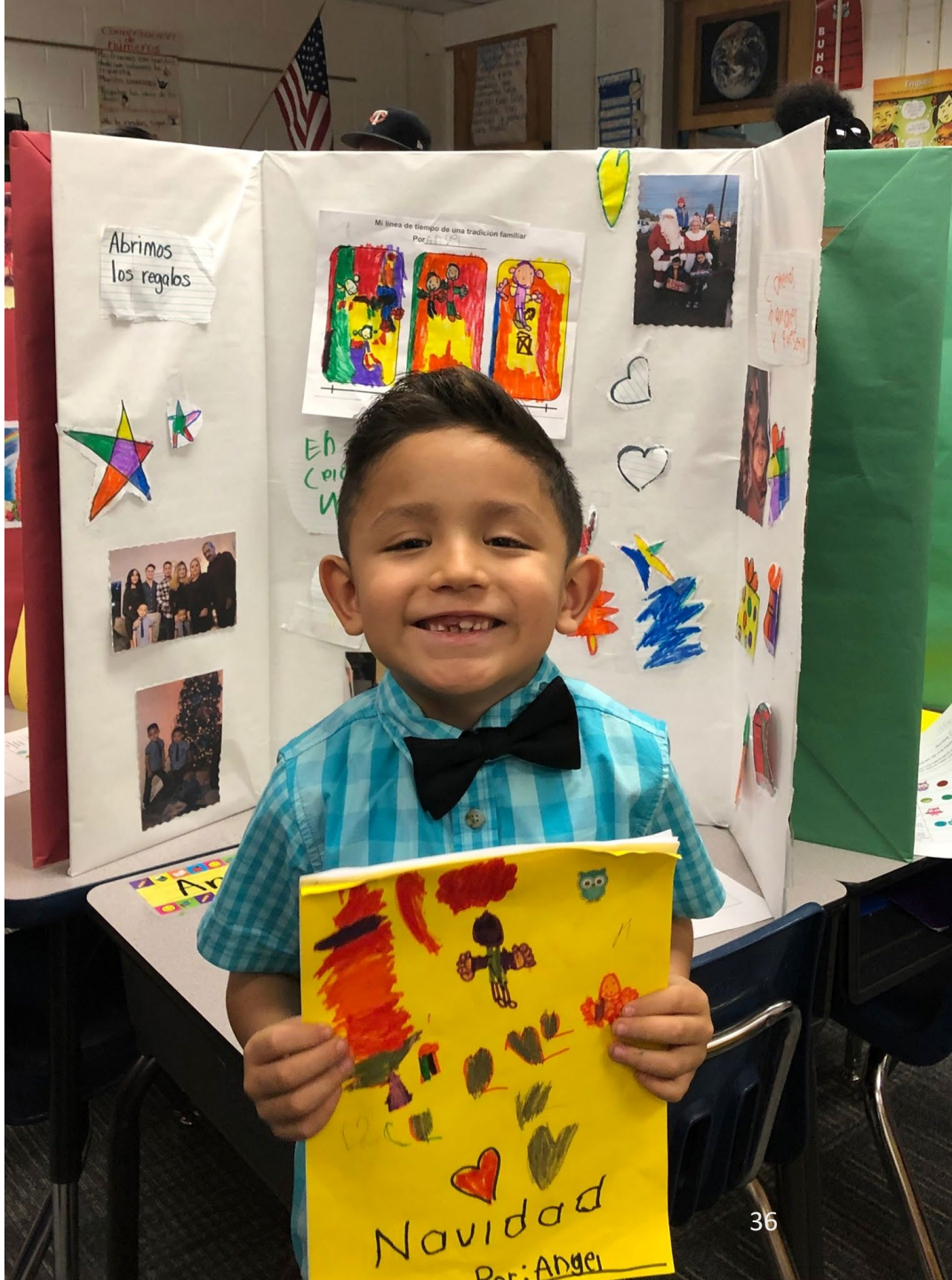


KEY INSIGHTS

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%)**



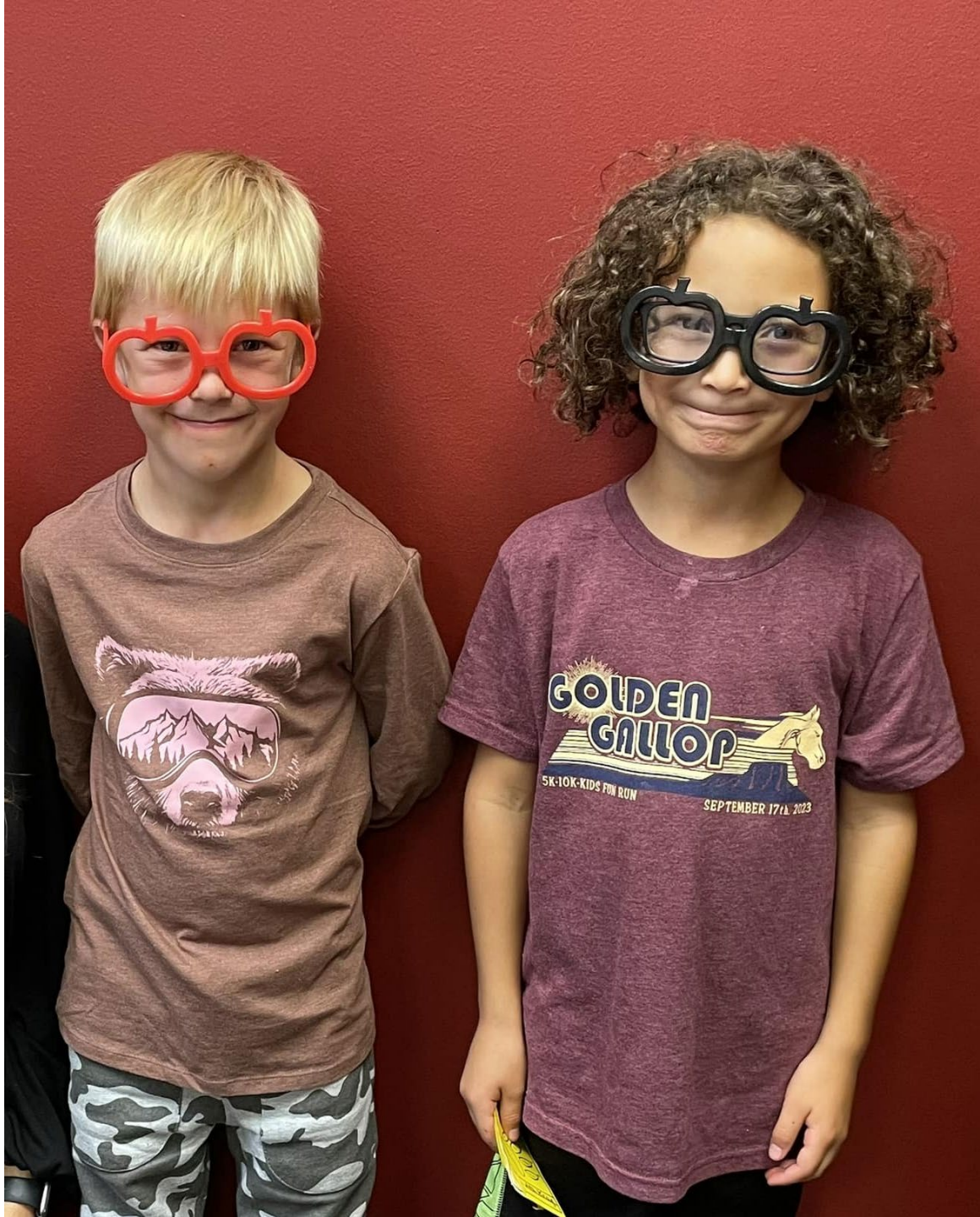


KEY INSIGHTS

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

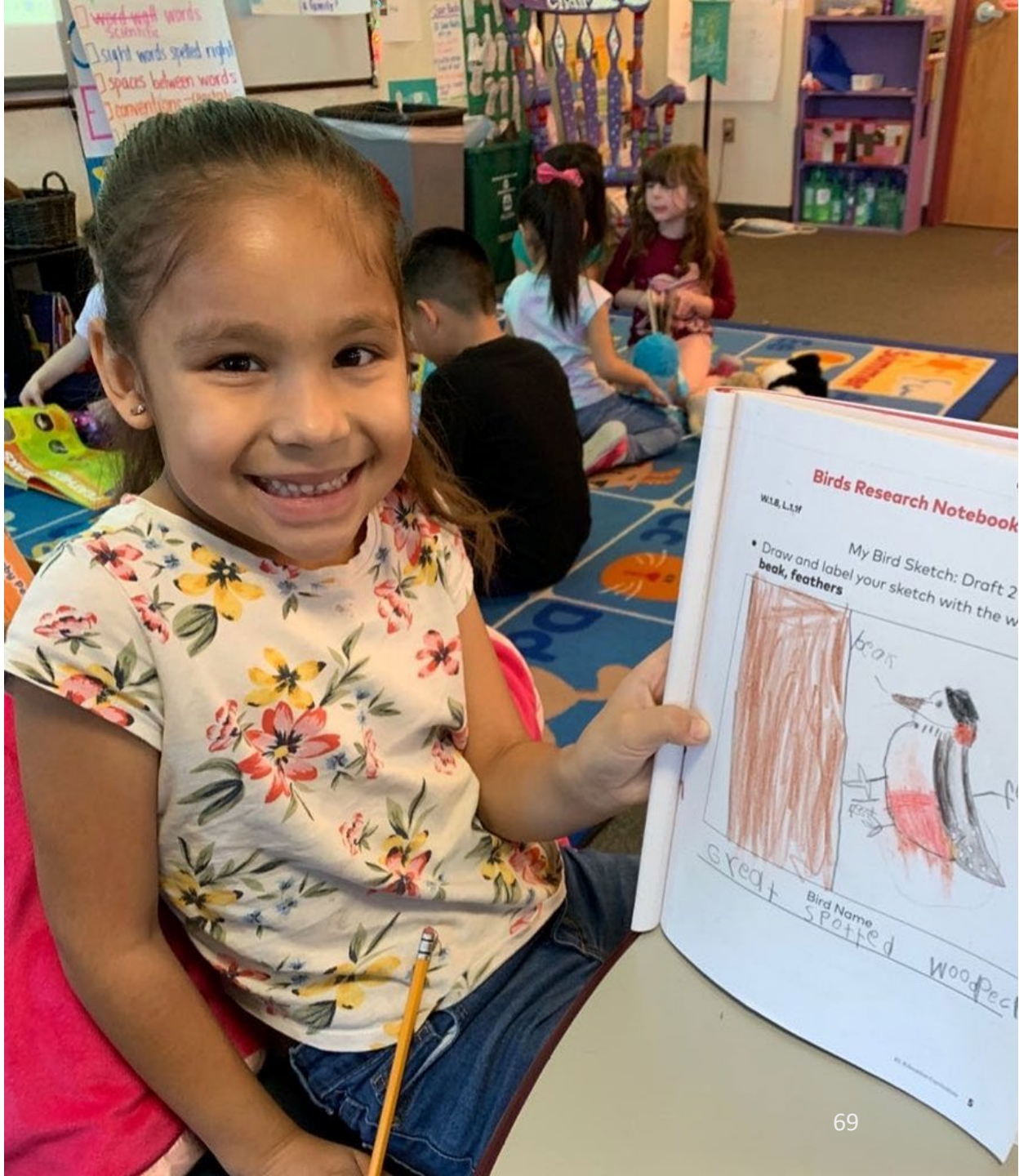
Data in this section is reflective of the 907 students across 371 respondents who identified living in the Green Mountain articulation area.

- 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

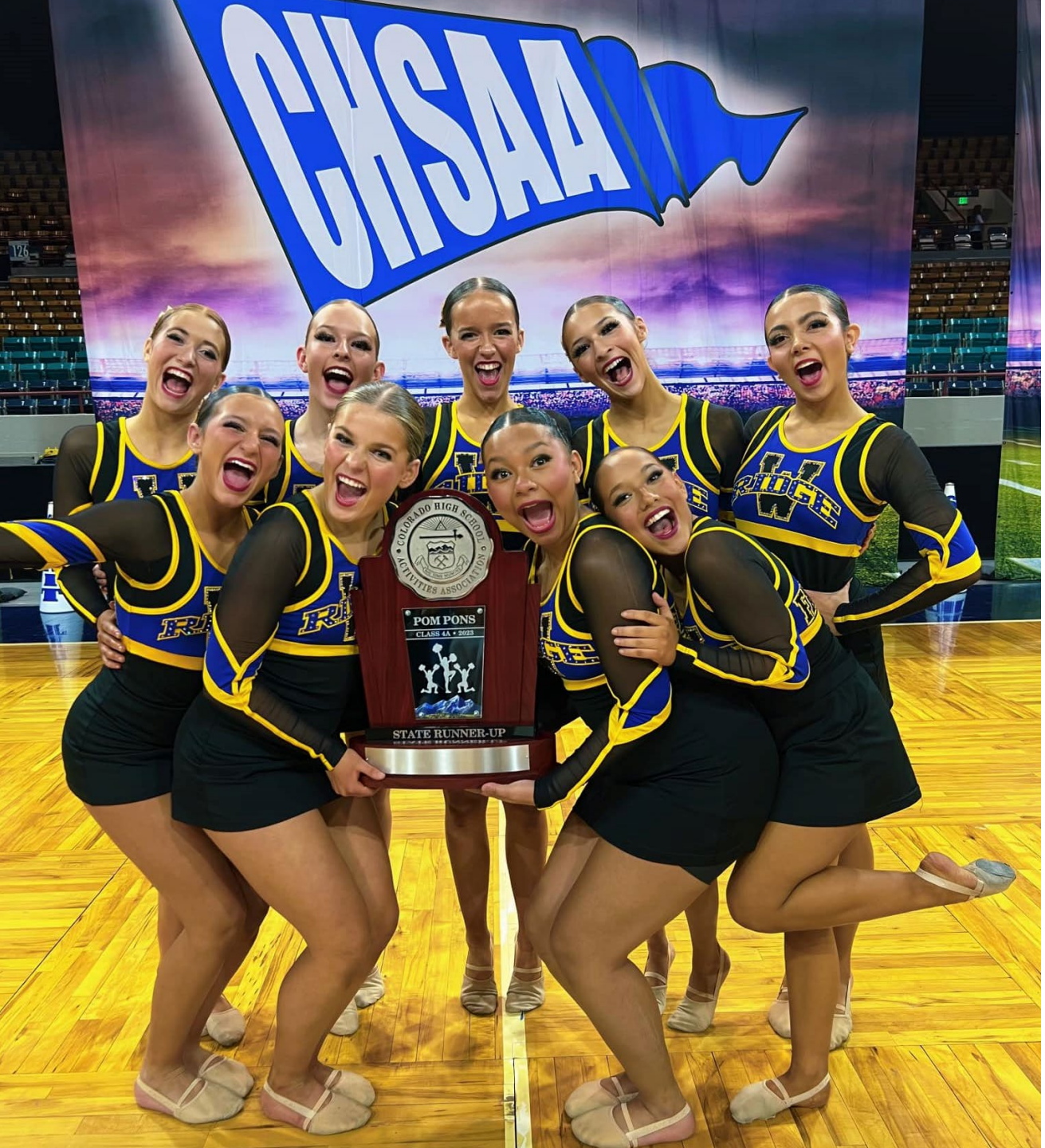
- Programming that supports **postsecondary goals** is less important **(-2.6%)** but they want to see more **STEM** programming **(+3%)**

- 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."

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

VALUES & CULTURE

"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 _____