



MONITORING REPORT

October 16, 2025

Policy: **1.3**

Policy Category: **Ends**

Period Monitored: **October 2024 - October 2025**

*This is the monitoring report on the Board of Education's Ends Policy 1.3.
This report is presented in accordance with the Board's monitoring schedule.
I certify that the information is true and complete.*

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Board End Policy and Interpretation

Board Ends 1.3 states, "Every student will be taught using evidence-based instructional materials that reflect the global diversity of the world in which students live."

INTERPRETATION:

We interpret the following language:

Every student will be taught using evidence-based instructional materials that reflect the global diversity of the world in which students live.

To mean:

Instruction for all Jeffco students is grounded in high-quality instructional materials and practices aligned to research and data.

As measured by:

- Review and selection of high-quality instructional materials
 - Adoption and implementation of instructional materials
 - Professional learning that supports strong implementation
 - Available and coherent instructional resources coupled with intentional feedback loops from educators and school leaders
-

EXECUTIVE SUMMARY

The Jeffco instructional excellence initiative is grounded in high-quality instructional materials and practices aligned to research and data. To achieve this, our work and philosophy must prioritize the strong and responsive relationship between the teacher, the student, and the content to ensure success for every student across Jeffco Public Schools. ([Instructional Core](#), Elmore Leonard.) This belief is foundational to Jeffco's [Instructional Excellence Arc of Learning](#) and the initiatives to serve the students of Jeffco Public Schools.

Beginning in the 2023-2024 school year, we established systems and a clear vision to ensure greater access to high-quality instructional materials (HQIMs) in core content areas, including preschool, K-12 Math, 6th - 12th grade ELA, Social Studies, and K-12 Science. We have supported implementation of those resources through opportunities for professional learning and collaboration, with persistent, effective practices aligned to the Instructional Excellence Theory of Action. We also focused on Expanded Academic Learning as a strategy to align high-quality supplemental and intervention practices with core (Tier 1) instruction, resulting in improved student outcomes and greater coherence across our district.

Available and coherent instructional resources and professional learning are key to improving student outcomes and opportunities. Our work to ensure the use of high-quality instructional materials in every classroom is not meant to lessen the importance or expertise of our teachers and the choices they make each day in their classrooms. Core curricular resources allow school systems to norm on grade-level expectations and reduce the variability that occurs when choices are made at an individual level outside of research-based and universally agreed-upon criteria.

Comprehensive, core resources used systemically provide:

- Greater continuity for students who move between schools during a school year, minimizing interruptions to their learning
- Reduced “gaps” or redundancies in a student’s learning trajectory as they matriculate through grade levels due to a more consistent scope and sequence that connects one year’s learning to the next in a logical, sequential order
- Consistent, grade-level instruction across all classrooms
- More time for teachers to spend planning for instructional delivery rather than

- searching for materials
- A research-based, guaranteed, viable curriculum that is transparent to all stakeholders
- Opportunities for increased central support to schools

The Board End 1.3 monitoring report was presented to Jeffco's Board of Education in November 2024. One year later, this report provides the following updates:

- Progress in implementation of High Quality Instructional Materials (HQIM) in preschool, Secondary Science and Secondary Social Studies.
- Completion of the district-wide initial implementation of a core curriculum resource for K-12 math
- Completion of the district-wide initial implementation of a core curriculum resource for K-5 English Language Arts (ELA).
- Implementation of intervention resources for math and literacy
- Curriculum currently under review and refresh:
 - Foundational skills instruction at the elementary level, including ELA
 - Secondary English Language Arts (ELA).

The Colorado Academic Standards (CAS), such as those for literacy, art, mathematics, computer science, social studies, financial literacy, science, health and wellness, and world languages, outline what each student should know and be able to do at the end of each grade. The standards collectively define the skills and knowledge all students need to succeed in college, career, and life, regardless of their background or where they live.

Colorado [House Bill 20-1032](#) (section 22-7-1005(6) C.R.S.) requires the regular review and revision of approximately one-third of the standards beginning in 2022 and an additional one-third every two years thereafter. These review and revision cycles are not intended to rewrite the standards but to update them to be most current with national and international benchmarks.

Revisions to standards can include small changes or may be more substantive, requiring district curriculum teams to consider at-scale replacement of curriculum resources. Once revised standards are approved and adopted by the state board, school districts have two years to align curriculum resources and implement the revised state standards.

**Jeffco has developed [this cycle](#) to review and refresh curricular resources in alignment with CDE's current timeline.*

PK-12 CURRICULUM IMPLEMENTATION AND RESOURCE UPDATES

Preschool Curriculum Update

The Jeffco School Board adopted *The Creative Curriculum* for Preschool as the core resource for all district-managed preschools in March 2024, and the curriculum was implemented across all 115 district-managed preschool classrooms. The comprehensive curriculum addresses oral language, literacy, mathematics, social-emotional, cognitive,

and physical development in a manner that aligns with the developmental needs of three- and four-year-old children. By combining structured activities and play-based learning, the Creative Curriculum empowers children to achieve the Preschool Colorado Academic Standards and Early Learning Developmental Guidelines through investigations of topics that are universally accessible to students with diverse backgrounds and experiences. The curriculum is designed to accommodate students at various developmental levels simultaneously and offers strategies to support multilingual learners, as well as a parallel curriculum in Spanish.

All 115 preschool classrooms in Jeffco received a full set of classroom resources, along with online access to digital planning tools and an expanded library. They received additional items aligned with the investigation themes to enrich instruction during play, exploration, and daily routines, as well. Classrooms that offer Dual Language programming have an English and a Spanish set of all resources.

Year one curriculum implementation rollout focused on the following three key components:

1. Professional Learning For Educators and Instructional Leaders (coaches and administrators) was designed to support strong implementation and included:

- Two full days of learning around the critical components of *Creative Curriculum*, along with required [monthly professional learning](#) topics grounded in unit and lesson internalization of curriculum studies.
- Side by side in school support during PLCs to build the knowledge and capacity of teachers, coaches, and administrators to learn the curriculum connected to unit/lesson internalization and academic monitoring, and for leaders to support with PLCs.
- [Learning Opportunities for Instructional Leaders](#) (coaches, principals, and APs)
- A common fidelity walkthrough tool focused on the classroom environment and use of the curriculum resources throughout the day to support the academic and social development of preschoolers and to monitor the needs of schools.

2. Intentional Feedback Loops

- Feedback after each monthly professional learning session was provided, and trends were utilized to adjust support for schools, and system-wide professional learning evolved based on the feedback.
- An Implementation Committee consisting of teachers, coaches, and a school administrator from all articulation areas, TOSAs, Early Childhood Special Educators, and a CLDE TOSA. This committee met monthly to review professional learning feedback data from teachers, provide feedback and input after each curriculum study investigation, and finally to synthesize this, along with student data in May 2025 to guide the professional learning and resource needs for the 2025-26 school year. This

committee's recommendations led to specific changes in instructional support for professional learning.

The following information presents a summary of the data collected from various sources during the first phase of implementation of the *Creative Curriculum* for preschool. The data provides insight into curriculum fidelity, educator professional growth, and initial student outcomes.

Fidelity Walkthrough Data demonstrated that, by the end of the year, 81% of classrooms had a high level of adherence to the use of the curriculum tools and resources. Only 48% of classrooms obtained an “evident” rating on the Environmental and Social Emotional Supports measure, which confirms a need to focus more on how the classroom environment and structures support social and academic learning.

Professional Learning Data

Eighty-eight percent (88%) of staff responded that they were satisfied or highly satisfied with their overall experience with the Year 1 Implementation of Creative Curriculum. They also valued the PLC support that aligned the new curriculum resource with Internationalization and Academic Monitoring.

Student outcome data aligned with the Curriculum implementation

Teaching Strategies Gold is the state-required assessment of growth and achievement in preschool.

2024-25 Student Data from *Teaching Strategies Gold* by Learning Domain:

Social Emotional	86% of students Met/Exceeded grade level expectations
Literacy	88% of students Met/Exceeded grade level expectations
Language	85% of students Met/Exceeded grade level expectations
Cognitive	88% of students Met/Exceeded grade level expectations
Mathematics	87% of students Met/Exceeded grade level expectations
Physical	90% of students Met/Exceeded grade level expectations

In 2025-26 (Year 2 of curriculum implementation), we will include targeted instructional strategies outlined in the comprehensive curriculum to cultivate students' ability to participate cooperatively and constructively and expand language skills for meaningful social and academic participation. This is in response to the needs not only outlined in the professional learning feedback, but also the student data outcomes from 2024-25. We will continue to support through PLC structures, as well as specific instructional strategies/moves to integrate academic learning with social-emotional learning.

Social Studies Update

Significant initiatives are underway across Colorado and in Jeffco to strengthen social studies education and ensure full alignment with the 2022 Colorado Academic Standards (CAS) for Social Studies.

Jeffco is expanding its collaborative partnership with iCivics, which began with the development of the 8th Grade *U.S. History I* curriculum. Now entering its fifth year, this

work involves 22 educators in the Administrator Pathway, 31 educators in US History 1, and 37 educators in the Inquiry Pathway, giving us 90 total across 15 middle schools, 2 high schools, and 1 option school. We will also have Bear Creek High School piloting US History 2 in partnership with iCivics. Building on this success, the district has planned targeted professional development for 6th- and 7th-grade teachers, equipping them to embed inquiry tasks and strategies as part of the new iCivics inquiry pathway. This expansion establishes iCivics as high-quality instructional material (HQIM) for middle school social studies and supports continuity into both *U.S. History I* and *U.S. History II*.

At the high school level, Jeffco will launch the US History II pilot in partnership with iCivics, expanding opportunities for civic learning. The district completed course crosswalks that elevated a new course to pilot status for Civics credit. Curricular support tools were developed and published for the updated Human Geography course to align with CAS 2022 requirements. Jeffco also distributed materials to ensure cohesive instruction on the Nazi Holocaust and Armenian Genocide, integrating statutory mandates into teaching. In partnership with Indigenous Education, a book study with 10 high school teachers deepened their understanding of Indigenous history and produced teacher-created lessons to enhance instruction across the district.

Looking ahead, Jeffco is developing and exploring options to align with Colorado's newly enacted HB 25-1192 (Financial Literacy Graduation Requirement), including updated course and pathway options to meet Jeffco's designated Economics / personal finance graduation requirement.

Together, these efforts deepen student inquiry, strengthen critical thinking, and ensure that social studies in Jeffco builds the civic knowledge and engagement our students need for success beyond graduation.

Mathematics Update

By the end of the 2024–2025 school year, Jeffco completed the initial districtwide implementation of Imagine Learning Illustrative Mathematics (IM) resources in K-12 schools across three cohorts.

- **2022–2023:** Rollout began with the first cohort of 24 schools.
- **2023–2024:** Expanded to an additional 61 schools.
- **2024–2025:** Concluded with the final cohort of 32 schools.

During the 2024–2025 school year, all schools implementing Imagine Learning Illustrative Mathematics participated in two learning walk experiences—one as a host site and one as a visiting school.

Each learning walk was a 1-day, in-person workshop that brought together the principal, assistant principal, math instructional coach, and district math TOSA. The focus was on non-evaluative classroom visits, guided by specific look-fors designed to:

- Identify trends across classrooms and grade levels
- Celebrate instructional successes

- Prioritize professional learning needs

This structure provided leaders and coaches with a shared lens for supporting high-quality mathematics instruction and strengthened collaboration across Jeffco schools. Cohort 3 principals also engaged in ongoing professional learning during the Executive Leadership Meeting, focused on instructional leadership in mathematics.

Elementary Language Arts Update

Over the past six years, Jeffco completed the initial implementation of the HMH Into Reading Curriculum within the majority of our elementary schools.

- 2019–2020
 - Pilot of HMH Into Reading for elementary students
- 2021–2022:
 - Cohort I launch of HMH Into Reading for 18 elementary schools
- 2022–2023:
 - Cohort II launch of HMH Into Reading for 42 additional schools

During the 2021–2022 school year, the district began implementing HMH *Into Reading* at 18 schools, followed by implementation at an additional 42 schools during the 2022–2023 school year. Throughout the 2022–2023 school year, the Jeffco Research team led [studies](#) of student outcomes related to curricular and staff implementation of the HMH Into Reading resources in partnership with the University of Colorado Denver. The outcomes study showed student acceleration with HMH continues to vary between grade levels, student groups, and schools. On average, Jeffco Grade 3 students continued to overperform compared to their predicted CMAS scores, indicating the curricular use accelerated learning.

Findings from the implementation study showed educators were actively engaged with HMH *Into Reading* materials and offered thoughtful feedback, including the challenges they experienced with using the resource. Recommendations from the implementation study included limiting new initiatives, addressing personal concerns, and providing ongoing, sustained support. These research findings bolstered the district's approach to supporting schools with the continued use of this HQIM and informed the rollout of HQIM in secondary schools.

Given that most schools in the district are now using HMH *Into Reading*, district assessment outcomes are provided in this report to highlight achievement and growth. Figure 1 and Table 1 provide an overview of student performance on the district MAP assessment for Reading. Figure 1 illustrates an increase in students in the highest performance levels (High, High Average) and a decrease in students in the lowest performance level (Low). Table 1 provides detailed information about student academic growth over time with nearly all grades in all time periods demonstrating median growth at or above the 50th percentile meaning better growth than half of the nationwide testing population for the MAP assessment. It is

notable that the students in grade 1 and 2 have exceptionally high growth approaching or above the 60th percentile for each reported year.

Figure 1. Jeffco Public Schools 2024-25 Elementary MAP Reading Fall, Winter, Spring Achievement

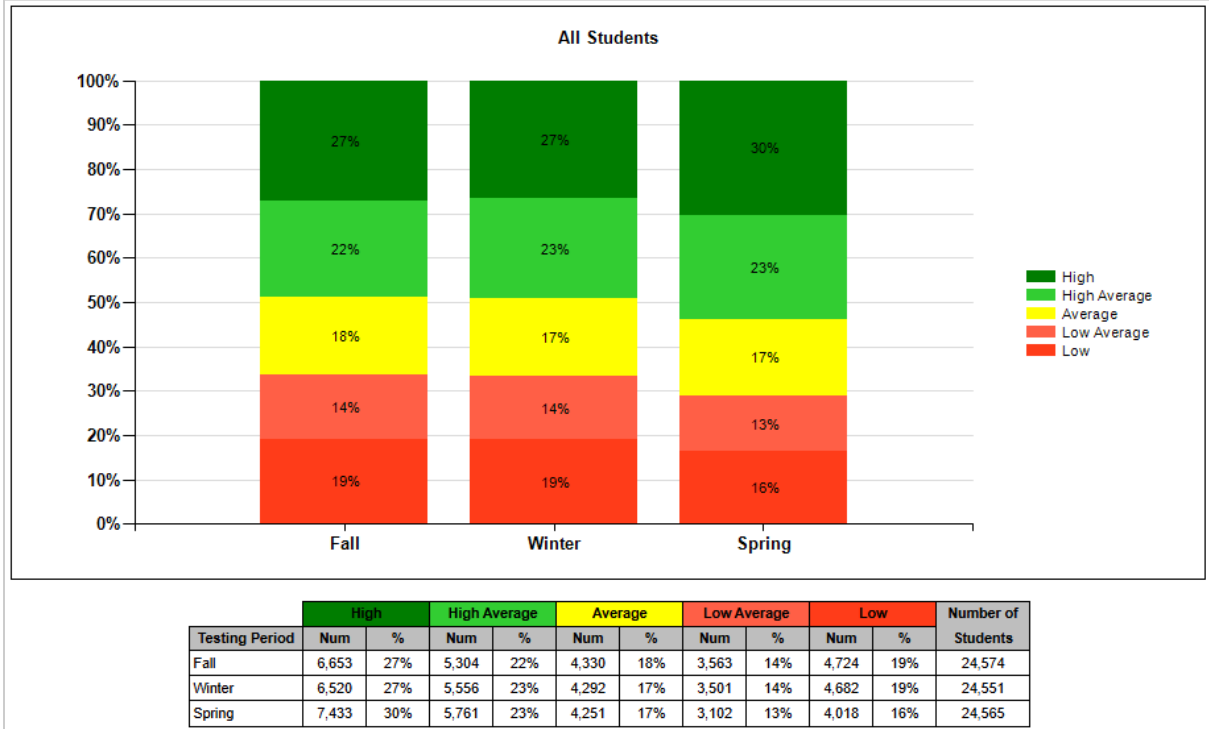


Table 1. Fall to Spring MAP Reading Growth Trends - Median Growth Percentile

Grade	2021-2022	2022-2023	2023-2024	2024-25
1	-	60	59	63
2	-	69	64	69
3	59	61	57	59
4	58	57	54	56
5	53	51	50	49

A balanced assessment system includes both district and statewide assessment. Since the Colorado Department of Education uses mean scale scores for statewide accountability of student academic progress, we also explored student outcomes from this perspective.

When comparing CMAS mean scales in the time period since the start of the HMH cohort work, the district realized a notable mean scale score increase for all students (see Figure 2) and for students who are eligible for Free or Reduced Lunch (see Figure 3), using a stringent 95% confidence interval to assess the change. The district achieved stable performance for other student groups including students in an Individualized Education Program, Students of Color or Hispanic, and Multilingual

learners (see Figures 5-6), indicating successful stabilization of curricular implementation across student groups. While these results show some promise, work continues to ensure tiered support beyond core through the use of intervention resources.

Figure 2. Jeffco Schools' CMAS Grades 3-5 Mean Scale Scores for Language Arts, All students

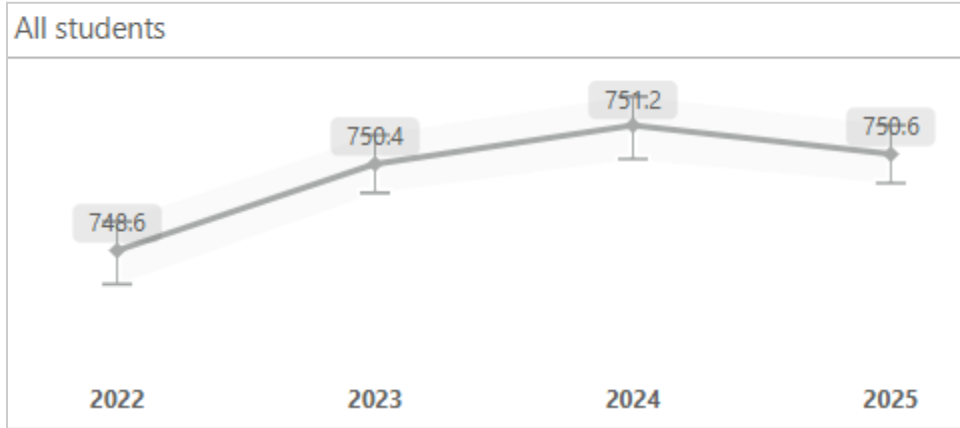


Figure 3. Jeffco Schools' CMAS Grades 3-5 Mean Scale Scores for Language Arts, Free or Reduced Lunch Eligible Students

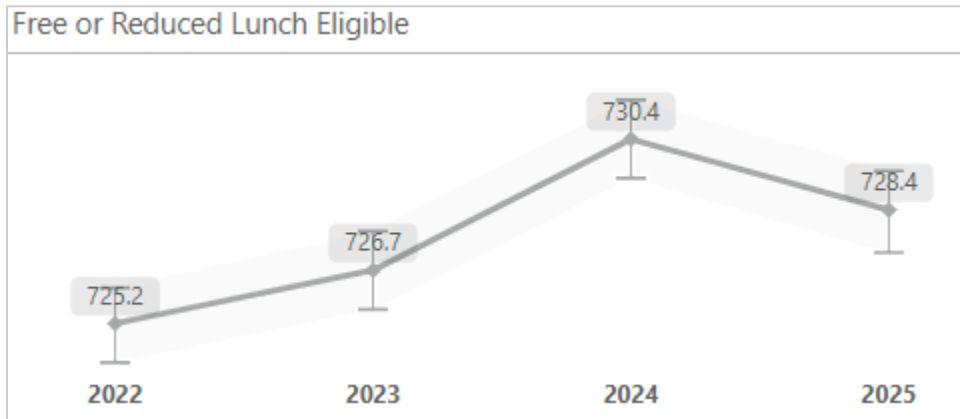


Figure 4. Jeffco Schools' CMAS Grades 3-5 Mean Scale Scores for Language Arts, Students in Individualized Education Program

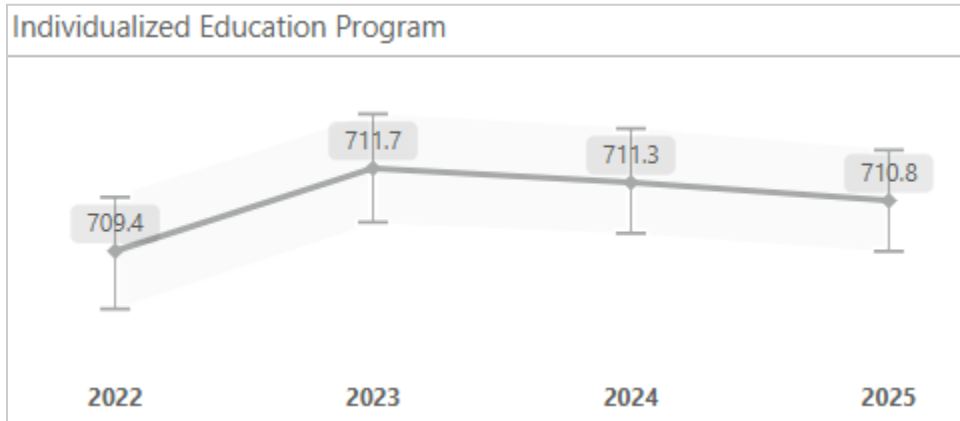


Figure 5. Jeffco Schools' CMAS Grades 3-5 Mean Scale Scores for Language Arts, Students in a Multilingual Learner Program

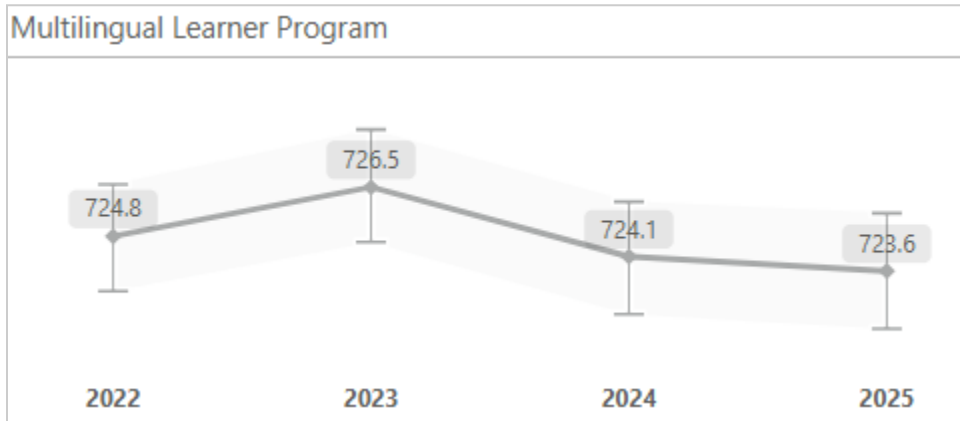
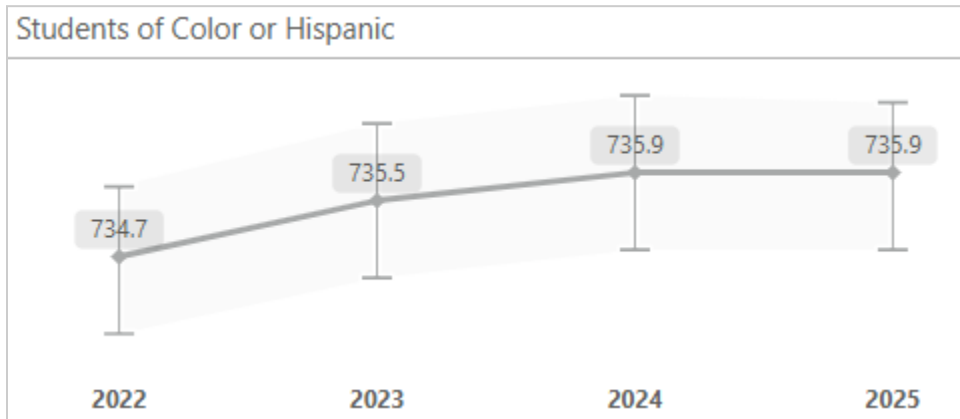


Figure 6. Jeffco Schools' CMAS Grades 3-5 Mean Scale Scores for Language Arts, Students of Color or Hispanic Students



Science Update

During the 2024–2025 school year, Jeffco secondary teachers launched high-quality instructional materials aligned to the Next Generation Science Standards and the Jeffco Science Instructional Vision.

Science Vision Statement

Jeffco science classrooms engage students in relevant phenomena-based and collaborative learning experiences facilitated by teachers who value collective sense-making so that all students graduate science literate and empowered to critically analyze the world around them.

Middle School

Implementation of **Twig Science** rolled out in twelve middle schools. Teachers participated in initial vendor-led professional learning during Summer 2024 and engaged in additional sessions in September and January. Twig units are phenomenon-driven, scaffolded, and designed to promote access for all learners, while supporting critical thinking and collaborative sense-making in alignment with Jeffco's vision.

High School

Implementation of **Savvas Experience Chemistry** began in core high school science chemistry courses. Teachers engaged in summer professional learning and collaborated throughout the year as a cohort to co-plan units and provide feedback. Teachers valued the time to plan together, and first-year implementation feedback was positive.

Educator feedback during the first year implementation:

[Video:](#) Hear from Cohort 1 Teachers [Video:](#) See Cohort 1 Secondary Science Classrooms in Action

- *Twig Science:* Units are accessible, scaffolded, and engaging, with intriguing activities that spark curiosity and support critical thinking.
- *Savvas Experience Chemistry and Physics:* Rich texts with visuals, videos, read-aloud options, and interactive virtual labs support diverse learners and make complex science content accessible. Assessments, including embedded exit tickets, align with unit storylines and facilitate lesson internalization.

Looking Ahead

Momentum continues as more secondary schools prepare to implement core science resources in the 2025–2026 school year:

- Twig Science will expand into an additional 6th, 7th, and select 8th-grade classrooms
- Savvas Science will expand to more Chemistry classrooms and to selected Physics classrooms, utilizing *Experience Physics*.

At the same time, Jeffco has engaged teachers, parents, and students throughout the 2024–2025 school year to prepare for the launch of the Seal of Climate Literacy diploma

endorsement. More than a diploma distinction, the Seal recognizes students who demonstrate knowledge of climate science, sustainability practices, and community leadership.

Aligned with CDE guidance and state statute (SB 24-014), students earning the Seal will:

- Meet graduation requirements;
- Complete two approved climate literacy-aligned courses, including at least one in science;
- Successfully design and present an experiential learning project that addresses a local climate issue.

Districts must also notify students and families annually about the Seal and report implementation data to CDE each year. Jeffco is building these requirements into its local plan, ensuring alignment while providing additional professional learning, student engagement opportunities, and community partnerships.

Together, the adoption of high-quality resources and the launch of the Seal of Climate Literacy sets graduates apart in college and career pathways and signals a readiness to lead with purpose in a changing world.

SUPPLEMENTAL AND INTERVENTION RESOURCES FOR K-12 LITERACY AND MATH

The work described below demonstrates how our district is now “On Track” in an area previously identified as a “Focused Acceleration” area. The information below articulates our strategic approaches to effectively implementing supplementary and intervention resources for students in the areas of K-12 literacy and math.

Expanded Academic Learning

The Expanded Academic Learning (EAL) department was formed to improve the quality of tiered supports for Literacy and Math instruction and maximize the use of supplemental and intervention resources. The primary focus is on a whole-child approach to tiered support, which addresses both academic Response to Intervention (RtI) and students' social and emotional needs and aligns with statutory requirements like the READ Act and Universal Dyslexia Screening.

Literacy Intervention Resources

Some students require additional intervention beyond what the core curriculum provides. Jeffco offers the following research-based literacy interventions as a supplement to Tier 1 instruction:

- Orton-Gillingham Multisensory Approach (K-12)
- Lexia Core5 (K-5)
- Lexia PowerUp (6th)

Orton-Gillingham: Intervention to Support Teaching Foundational Literacy Skills

The *Institute for Multisensory Education's (IMSE) Orton-Gillingham (OG)* provides educators with evidence-based, structured literacy content knowledge in the areas of phonics and word study, phonological and phonemic awareness, vocabulary, morphology, and text reading fluency.

The latest training audit of Jeffco teachers reveals that our educators have completed 2,272 IMSE OG trainings, up from 2,154 last year. These trainings include Comprehensive OG+, Morphology, and Phonological Awareness. This recent data highlights that we have 1,846 Jeffco teachers certified, or in the process of being certified, in the Orton-Gillingham approach to literacy intervention across the district. This is an increase from 1,632 last year. Additionally, 85 of Jeffco's leaders currently have access to a complimentary asynchronous course designed to enhance the monitoring and implementation of OG across the school community.

To ensure the integrity of OG implementation, the Expanded Academic Learning (EAL) Team created fidelity checklists for leaders to use during classroom observations. Lessons were modeled for teachers, and side-by-side coaching opportunities were provided to increase the effectiveness of OG lessons. For teachers interested in a deeper dive into OG practices, Learning Labs were conducted across 12 schools, engaging educators in a more intensive study to refine existing practices and applications.

Many schools also rely on paraprofessionals/educators to expand their capacity to provide interventions. To support these efforts, OG training for paraeducators and paraprofessionals was a targeted focus area for 2024-2025. Thirty-four paras from a variety of schools participated in a three-day learning experience focused on:

- Consistency in foundational skills support using OG, including, common language within each school and across elementary schools.
- Equipping paras to support students with their own knowledge rather than being micro-trained by teachers
- Building efficacy of paras as they understand why teachers do what they do in OG and how they can continue the work in small groups with students.
- Opportunities to connect with other paras and build a community of learners.

Lexia Core5 and Lexia PowerUp

Built on the science of reading, *Lexia Core5* (grades K-5) and *LexiaPowerUp Reading* (grades 6-8) are research-proven programs that accelerate the development of literacy skills for students of all abilities. Ongoing professional learning, coaching, and support to interpret student achievement, growth, and usage data are provided to refine implementation.

Continued professional development, along with coaching and support, is available to help refine implementation. This includes guidance on interpreting student achievement, growth, and usage data.

During the 2024-25 school year, 15,046 students began the year working on skills below their grade level in the Core5 Lexia Scope and Sequence. 72% of these students advanced at least one grade level of material in Lexia, and 49% began working on skills at their grade level. For the 2025-2026 school year, nearly 21,000 Jeffco students are utilizing Lexia Core5 or Lexia PowerUp. Lexia Core5 has been made available to all Kindergarten through Third Grade students in Jeffco's neighborhood and option schools. Additionally, it has been extended to fourth and fifth graders with a READ Plan to offer continued support for those experiencing significant reading deficiencies.

Lexia PowerUp is provided to select groups of sixth graders, determined by each school. The continued success of the program is supported by Lexia's professional learning opportunities and ongoing partnerships with schools. During the 2024-25 school year, the number of sixth graders working below grade level on foundational word study reduced from 47% to 16% and the number of advanced students in word study increased from 4% to 13%.

Math Intervention Resources

While the IM curriculum offers embedded scaffolds and challenges for learners, some students require additional intervention resources to master essential skills and concepts. Jeffco offers the following research-based math interventions as a supplement to Tier 1 instruction:

- Khan Academy Learning Paths (*formerly NWEA MAP Accelerator*)
- Zearn Math

Khan Academy Learning Paths

Learning Paths is an online learning program that provides personalized support for students, whether they are on, above, or below grade level in mathematics, including lessons, instructional videos, and practice problems for students in grades 3-8. Once students take the MAP Growth assessment in math, Learning Paths uploads this data and creates a personalized learning path for students, which gives more explanation, practice, and application of math concepts that still need mastery.

The strategic implementation of Khan Learning Paths began in March 2023. During the 2024-25 school year, the goal was to enhance student learning by increasing teacher proficiency, enhancing student engagement, creating clarity on when to use Learning Paths, and fostering continuous support. This was achieved by ensuring all educators were trained in utilizing this tool effectively, utilizing features of this tool to create personalized learning experiences for students, establishing clear guidelines for when to use Learning Paths, and creating a system for ongoing support and feedback for educators.

During the 2024-25 school year, 24,060 students started one or more Learning Path activities, with the highest number of students actively using Learning Paths being in grades 3-6. The goal was that students would level up 2+ skills to proficient each week, resulting in an average of 60+ skills to proficient over the course of the school year.

In the 2025-26 school year, Learning Paths was provided to 38 schools that requested this resource. Throughout the school year, staff will be trained on how to use data from Learning Paths to tailor specific student learning needs, with the intentional result of improved student outcomes. Our goal for the 2025-26 school year is that students will level up 2 or more skills per week in Learning Paths.

Zearn Math

Jeffco Public Schools continues to use Zearn Math to provide additional practice with grade-level content. Teachers can adjust the sequence of learning to match the curriculum. During the 2024-25 school year, Zearn was leveraged as a key supplemental and intervention tool for K-8th-grade students through ongoing professional learning for teachers, coaches, and administrators.

This learning included:

- How to effectively utilize the platform to create personalized math learning pathways for students
- Developing teacher clarity around the importance of aligning lessons to the student’s core instruction
- How to create consistent opportunities for students to practice
- Knowing when and what to do if students are showing they need additional support

Table 2. 2024-25 Zearn Usage by Grade Level

Zearn Usage by Grade									
Grade Level ^	Avg Weekly Students Logging In	Avg Weekly % Students Logging In	Avg Weekly Teachers Logging In	Avg Weekly % Teachers Logging In	Avg Weekly Minutes per Student	Avg Weekly Lessons per Student - On/Above-Grade	Avg Weekly Lessons per Student - Total	Avg SY On/Above-Grade Lessons per Active Student	Avg SY Lessons per Active Student
K	1,205	26.5%	19	6.9%	26.6	1.8	1.8	21.3	21.3
G1	1,750	37.2%	33	11.8%	32.1	1.3	1.3	17.1	17.4
G2	2,247	46.1%	45	16.1%	36.9	1.2	1.2	20.5	21.0
G3	1,393	26.9%	46	15.2%	34.9	1.0	1.1	12.4	13.2
G4	941	19.2%	41	14.9%	45.2	1.3	1.4	8.5	10.2
G5	745	14.6%	20	7.4%	39.3	1.1	1.1	9.3	10.1
G6	1,264	24.5%	23	21.8%	44.4	1.5	1.5	14.0	14.1
G7	1,121	22.4%	19	19.5%	46.5	1.3	1.4	10.8	11.1
G8	862	16.4%	15	19.7%	56.2	2.0	2.0	16.3	16.6

Our goal for the 2025-26 school year is that students will level up 2 or more lessons per week in Zearn. There are six virtual training sessions for educators planned this year to learn the Zearn platform, including creating reports, tailoring lessons to student needs, and pulling reports for parents.

Guidance for Strategic Implementation: Learning Paths and Zearn

The EAL team, in collaboration with the math department, established [Learning Paths or Zearn Considerations](#) to support school leaders in determining which resource will best support the goals and student needs of their school. With this clarity, schools can review their data and school goals to choose one of the two math support resources. Following their decision, schools will be ready to leverage the resources to begin planning for seamless integration of Zearn or Learning Paths with their math core resource. This deliberate alignment provides valuable practice opportunities, enabling students to take risks and reach their goals.

CURRICULUM CURRENTLY UNDER REVIEW AND REFRESH

Our vision for updates to curriculum includes an expectation that teachers will use core resources with integrity, to ensure grade-level rigor, alignment to standards, and a vertical progression of learning that we can guarantee for our students and families. Any core resource implementation process will also provide opportunities for teachers to use their creativity, content expertise, and knowledge of their students (name, strength, and need) to meet students' individual needs.

The Division of Teaching & Learning is currently engaged in the curriculum review and refresh process for:

- Foundational skills instructional resources at the elementary level
- Secondary English Language Arts (ELA).

Implementation of HMH Structured Literacy Pathway

The HMH Structured Literacy Pathway is designed to fully align with the 2022 Colorado Academic Standards and ensures a consistent approach to foundational skills instruction across all K-2 classrooms. When HMH, *Into Reading*, was first adopted, the Structured Literacy Pathway did not yet exist within the teacher resources. This was later developed and made available to Jeffco by HMH to better align with emerging research around the Science of Reading. We are now focused on the implementation of Structured Literacy in all K-2 classrooms using HMH, *Into Reading*.

- The HMH Structured Literacy Pathway incorporates the Science of Reading with explicit, systematic instruction that supports phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- HMH's Structured Literacy Pathway is intentionally designed to provide whole-group instruction that ensures all students receive explicit and systematic teaching of essential literacy skills.
- This model also provides opportunities for small-group differentiation and targeted interventions.

- HMH offers embedded teacher supports such as daily lesson guides, differentiation strategies, and assessment tools to streamline planning and ensure effective instruction.
- Built-in scaffolds for Multilingual Learners (MLs) and students needing additional support are integrated directly into the materials.

Secondary English Language Arts (ELA)

Jeffco is committed to ensuring equitable access to high-quality instructional materials (HQIM) for every student. The adoption of HQIM in secondary English Language Arts supports student growth in reading, writing, speaking, and listening, while ensuring consistent expectations and opportunities across schools.

The work described below demonstrates how our district is now “On Track” in an area previously identified as a “Focused Acceleration” area. The information below articulates our ongoing curriculum plans aligned to the [Jeffco Curriculum Adoption Cycle for Core Content Areas](#).

Progress to Date:

- RFP Complete: Selected 2 primary resources for middle school and 3 for high school.
- School Adoption: As of 2025–26, all but three middle schools have adopted *HMH Into Literature* or *Savvas myPerspectives*.
- Professional Learning: In 2025–26, the district will provide targeted professional learning for 16 new schools implementing approved resources.

Impact on Middle Schools:

- Increasing coherence and alignment across Jeffco’s middle schools.
- Consistent access to grade-level, complex, and diverse texts reduces inequities across schools.
- HQIM provides structured opportunities for deep reading, critical thinking, and authentic discussion—helping to “light up middle school brains” during a critical stage of cognitive development.

Implementation Snapshot:

- *HMH Into Literature* is now in 17 middle and high schools (e.g., Alameda Jr/Sr, Bell MS, Pomona Jr/Sr, Arvada HS).
- *Savvas myPerspectives* is now in 7 middle schools (e.g., Deer Creek MS, Ken Caryl MS, West Jeff MS).
- *McGraw StudySync* is in 5 schools, primarily high schools and alternative settings.

Next Steps:

- Novel Study with a resource shift to best practice, where reading and writing carry equal weight and are fully integrated and connected to an Essential Question.
- Continue professional learning cycles for teachers and leaders to strengthen implementation of new instructional resources by communicating their relevance, modeling what strong instruction looks like before and after resource adoption, and identifying shifts in teacher practice and student engagement.
- Expand adoption cohorts over the next three years, building districtwide coherence in ELA instruction while adhering to the curriculum implementation budget.

COMPLIANCE STATEMENT

On Track

Curriculum Review and Refresh for Elementary Foundational Skills, Secondary ELA & Science

As described above in the [ELA Core Resources & Ongoing Curriculum Procurement and Support](#) section, the Division of Teaching & Learning is currently engaged in the curriculum review and refresh process for Science, K-2 literacy, and Secondary (6th-12th) English Language Arts (ELA). This work is on track to be completed by the expected timelines.

Comprehensive Preschool Curriculum

The Jeffco School Board adopted *The Creative Curriculum* for Preschool in March 2024. During the 2024-2025 school year, 100% of district preschool staff received training to implement this new resource and ongoing support remains on track, as described above in the [PK-12 Curriculum Implementation](#) section.

Implementation of Intervention Resources in Literacy and Math

As outlined in the [Intervention Resources for Literacy and Math](#) section above, this intervention work previously identified as a “Focused Acceleration” area is now “On Track.” Strategic approaches for the effective implementation of literacy and math interventions have been implemented.

For all content areas and grade levels, the Division of Teaching & Learning teams provide dedicated landing pages in Jeffco. These pages, which can be found on the [Instructional Resources Landing Pages](#), offer a variety of resources connected to grade-level standards, curriculum platforms, and tools for planning, internalization, and professional learning communities, as well as resources to monitor students’ progress. The teams in the Division of Teaching & Learning regularly monitor the feedback from embedded surveys to ensure these tools are meeting teachers’ and students’ needs in providing instructional excellence and extraordinary student experiences.

Challenges

Educator Engagement

There is a need to expand opportunities for teacher input and feedback around system initiatives. Establishing consistent mechanisms for teacher leadership will foster a culture of continuous instructional improvement, empowering educators to collaboratively enhance academic belonging and improve student outcomes.

This Report demonstrates how our district is “On Track” with many initiatives connected to key conditions for student success. Still, these efforts must be coupled with intentional feedback loops with students, educators, and school leaders to ensure coherence and consistency. This is an ongoing challenge and a major area of focus for the 2025-2026 school year. Through feedback and intentional collaboration

across central teams and with teacher leaders across schools, we will create the conditions for strong instructional practices in our schools.

In the 2025-2026 school year, Teacher-Leader groups across the division will operate with a common purpose and set of expectations:

1. *Distributive Leadership and Feedback:*
Emphasis on gathering feedback directly from educators closest to students for needs assessments, decision-making, and celebration for continued instructional excellence.
2. *Advocacy for Systemic Change:*
Guiding systemic changes to improve student outcomes through curriculum implementation and support structures.
3. *Support for Instructional Leaders (Teacher Leaders) and Their Peers:*
Focus on supporting teacher leaders who implement strategies in classrooms through professional development and feedback loops.
4. *Engagement and Collaboration:*
Inform instructional practices & problem-solve challenges through sharing of experiences with district leadership and peers, going deeper with content, and regular engagement
5. *Student-Centered Focus:* Commitment to improving outcomes for every student in Jeffco Public Schools by uplifting best practices that will improve student agency and academic belonging

Inconsistent achievement & growth in elementary literacy

While It is critical to address potential disparities across schools, it is also important to carefully consider both the successes and challenges from the initial pilot implementation of HMH, *Into Reading* in grades K-5, where we see the most variation in student outcomes.

- The pilot adoption of *Into Reading* began just before the pandemic, which disrupted implementation significantly.
- Throughout 2020-2022, district efforts necessarily shifted towards pandemic recovery (rather than resource implementation), closing learning gaps through high-dosage tutoring, and providing Science of Reading professional development.
- Addressing the significant academic and social, emotional, and behavioral challenges that emerged in schools post-pandemic became the priority, and as a result, some schools were able to move ahead with fidelity of implementation, while others remained the same or delayed.

What we are doing now:

As a system, we recognize the variation in student outcomes across elementary schools and are intentionally working to address it during school year 2025-2026 through:

- “Maximizing Impact” professional learning for all K-3 teachers, which intends to build teacher capacity and deepen alignment in the Science of Reading
- Establishing system coherence priorities (i.e. HMH Structured Literacy Pathway in all K-2 classrooms), so that high-quality instructional materials (HQIM) like *Into Reading* are consistently and effectively used across Jeffco.
- Taking an active, targeted approach to address disparities in outcomes and ensuring accountability for improvement efforts at the school level in partnership with community superintendents in the Department of School Leadership.

Keep in mind, curriculum alone is not a silver bullet. Strong results require high-quality teaching, coaching, and professional learning alongside the curriculum, which is what Jeffco is focusing on K-12.

What we are committed to:

- Addressing disparities in implementation with coherence, training, and accountability
- Continuing to use state and district assessment results to monitor progress and adjust support as necessary.
- Providing schools and leaders with the necessary support and professional learning so that every child is reading on grade level by the end of 3rd grade.