

Monitoring Report 1.4

January 11, 2023

Matt Palaoro, Chief Student Success Officer
Renee Nicothodes, Chief Academic Officer



Overview

- About Policy Governance
- Context
- Data
 - On Track
 - Areas for Focused Acceleration
 - Jeffco Thrives
- Dialogue





About Policy Governance



Goals

- Present the Board with robust data and information reflecting the work aligned to its Ends and Jeffco Thrives
- Present the Board with information which it has requested through its executive limitations
- Reflect a cycle of necessary board actions



About Policy Governance



Monitoring Report

- Based on the Board Ends, District staff compile data sets into monitoring reports to provide the Board information toward the accomplishment of Ends statements
- Each monitoring report focuses on one of the statements with the Board Ends
- The monitoring report is a compilation of multiple sources of data that inform compliance



Board End Wording

1.4 Every student will develop life skills and a continuous-learning mindset to succeed in life after graduation.





Interpretation

Every student will demonstrate the knowledge and skills (competencies) required to graduate high school and succeed in postsecondary settings, including continuing education, competitive employment, and independent or assisted living settings.





Context

- Postsecondary Workforce Readiness Metrics
- Other Career and College Pathway Metrics





Context

- Pre - and Post- Pandemic Data
- Data not presented when fewer than 16 students were represented
- Enrollment patterns impact student count and participation in activities, assessments, and/or programs
- Data in this report serves as a baseline for future comparisons
- Compliance statements will be furnished during January 19th regular Board meeting





Did you know?

- Remote concurrent enrollment program
- 161 CTE programs across middle and high schools
 - 24 Middle School
 - 137 High School
- Diploma Endorsements
- More than 50% of our students with disabilities who participate in Project Search obtain competitive employment annually; All students enrolled in JTS are connected to post-school agency services



Postsecondary Workforce Readiness Metrics

On Track - Bright Spots

- Jeffco’s four-year graduation rate for the Class of 2022 is 84.9%.
- Jeffco’s dropout rate for the Class of 2022 is 1.8%.

4-Year District Graduation & Dropout Rates					
Year		# of Graduates	Graduation Rate	# of Dropouts	Dropout Rate
2018 - 2019	<i>Jeffco</i>	5,441	85.3	547	1.3
	<i>Colorado</i>	54,239	81.1	9,277	2.0
2019 - 2020	<i>Jeffco</i>	5,259	84.8	609	1.5
	<i>Colorado</i>	55,220	81.9	8,561	1.8
2020 - 2021	<i>Jeffco</i>	5,425	85.8	612	1.5
	<i>Colorado</i>	55,842	81.7	8,292	1.8
2021 - 2022	<i>Jeffco</i>	5,243	84.9	719	1.8
	<i>Colorado</i>	56,284	82.3	10,524	2.2

On Track - Bright Spots

- Jeffco’s graduation rates are greater than the State’s averages in every IPST except Gifted and Talented.

District Graduation Rates by Instructional Program Service Type (Categories)								
Year		Students with Disabilities	Limited English Proficient	Economically Disadvantaged	Migrant	Title I	Homeless	Gifted and Talented
2018-2019	<i>Jeffco</i>	64.1	68.9	74.2	33.3	64.0	58.2	95.6
	<i>Colorado</i>	59.2	68.6	70.9	68.8	60.6	55.5	94.0
2019-2020	<i>Jeffco</i>	62.8	68.3	72.1	0.0	61.8	59.4	94.3
	<i>Colorado</i>	61.8	70.2	72.3	71.7	65.4	56.7	94.2
2020-2021	<i>Jeffco</i>	71.4	67.2	70.5	50.0	65.5	52.8	94.6
	<i>Colorado</i>	66.4	67.5	70.6	67.0	64.0	53.6	94.2
2021-2022	<i>Jeffco</i>	72.4	73.9	72.4	75.0	67.3	59.8	93.1
	<i>Colorado</i>	67.9	69.4	71.9	69.0	66.9	55.4	94.6

On Track - Bright Spots

- Jeffco’s dropout rates are the same or lower than the State’s averages in every IPST except Limited English Proficient, Migrant, and Homeless.

District Dropout Rates by Instructional Program Service Type (Categories)								
Year		Students with Disabilities	Limited English Proficient	Economically Disadvantaged	Migrant	Title I	Homeless	Gifted and Talented
2018 - 2019	<i>Jeffco</i>	1.8	3.2	1.9	0.0	3.0	5.0	0.3
	<i>Colorado</i>	2.3	3.7	2.8	3.9	4.0	5.4	0.4
2019 - 2020	<i>Jeffco</i>	2.0	4.6	2.2	12.5	3.8	6.3	0.3
	<i>Colorado</i>	2.1	3.4	2.6	3.1	3.4	4.9	0.4
2020 - 2021	<i>Jeffco</i>	1.9	3.8	1.9	0.0	3.0	4.9	0.4
	<i>Colorado</i>	2.0	3.5	2.5	2.7	3.2	4.7	0.4
2021 - 2022	<i>Jeffco</i>	2.3	4.7	2.6	8.3	4.1	7.1	0.4
	<i>Colorado</i>	2.5	4.4	3.3	5.6	4.3	5.2	0.4

On Track - Bright Spots



- Jeffco's graduation rates are greater than the State's averages across all ethnicities and genders with the exception of Black/African female students (-2.9).
- Jeffco's dropout rates are lower than the State's averages across all ethnicities.
- Jeffco remains above the State's averages on 4-year, 5-year, 6-year, and 7-year graduation rates with about 5% of Jeffco graduates graduating in years 5-7.

Areas for Focused Acceleration

- Jeffco’s graduation rates decreased 0.9 percentage points from the previous year.
- Jeffco’s dropout rates increased 0.3 percentage points from the previous year.

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	<i>Colorado</i>	56,284	82.3	10,524	2.2

Areas for Focused Acceleration

- The graduation rates for students identified as students Students with Disabilities, Limited English Proficient, Economically Disadvantaged, Migrant, Title I, and Homeless are lower than the District's graduation rate.

District Graduation Rates by Instructional Program Service Type (Categories)								
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District Graduation Rate (4-year): **84.9**

Areas for Focused Acceleration



- Jeffco’s dropout rates for students belonging to one or more IPSTS, with the exception of Gifted and Talented students, is higher than the District’s dropout rate.

District Dropout Rates by Instructional Program Service Type (Categories)								
Year		Students with Disabilities	Limited English Proficient	Economically Disadvantaged	Migrant	Title I	Homeless	Gifted and Talented
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	<i>Colorado</i>	2.5	4.4	3.3	5.6	4.3	5.2	0.4

District Dropout Rate:
1.8

Areas for Focused Acceleration



- Graduation rates are disproportionately lower and dropout rates are disproportionately higher for students of color compared to the District's overall graduation and dropout rates.
- Graduation and dropout disparities exist between genders.

Jeffco Thrives Connections

- Culture of data-driven practices and decision-making.
- Data Dashboard to monitor key indicators in real-time and ensure every 9th grade student remains on track to graduate by the end of freshman year with a minimum of 6 credits.
- Healthy and Equitable Start & End Times for all students and increased student achievement.
- Access to timely and effective intervention support
 - Strategic use of high-dosage tutoring and credit recovery
 - Ensure Tier 2 and Tier 3 supports and materials are available to address the diverse range of student needs
- Ensure all students reading on grade level by the beginning of 3rd grade.
- Ensure every student is proficient in mathematics at 5th and 8th grades.

Other Career & College Pathway Metrics

On Track - Bright Spots

- The total rate and number of students matriculating into a Career Certificate Program increased from 2018.

District Matriculation Rates into a College or Career Certificate Program				
Type	2018 Rate	Total	2021 Rate	Total
All	64.5	3,897	59.3	3,558
2-Year Institutions	12.8	775	9.5	572
4-Year Institutions	46.5	2,806	41.3	2,478
Career Technical Education (CTE)	9.1	547	13.9	836
Military	N/A	N/A	0.0	0

On Track - Bright Spots

- The total number of students enrolled in a CTE class of at least 0.5 - 1.0 credits has increased.

District CTE Enrollment		
Students who have taken at least 1 semester CTE class (0.5 credits)		
2018 - 2019	2020 - 2021	2021 - 2022
N/A	13,943	14,875

District CTE Enrollment		
Participators: Students who have taken at least 2 semesters of CTE classes (1.0 credits)		
2018 - 2019	2020 - 2021	2021 - 2022
N/A	6,567	7,296

District CTE Enrollment		
Concentrators: Students who have taken at least 4 semesters of CTE classes (2.0 credits)		
2018 - 2019	2020 - 2021	2021 - 2022
N/A	N/A	2,301

On Track - Bright Spots

- The total number of students earning certifications increased over 70% from 468 in 2020 - 2021 to 798 in 2021 - 2022.
- In 2022, 4,491 students engaged in work-based learning activities.

District Industry Certifications Earned - Warren Tech Compared to Home High Schools			
Year Earned	# of Students Earning Warren Tech Certifications	# of Students Earning Home High School Certifications	Total # of Students Earning Certification
2019 - 2020	846	189	1035
2020 - 2021	207	261	468
2021 - 2022	445	353	798

District Work-based Learning Student Experiences (2022)	
Total District-Wide WBL Experiences	4191

On Track - Bright Spots

- During the 2021 - 2022 school year, 3,222 students were concurrently enrolled, and collectively they earned 25,013 college credits, amounting to about \$3.8 million in tuition savings passed on to students and families.

District Concurrent Enrollment Participation Rates & Approximate Cost Savings to Families				
Year	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Total # of Students enrolled	3,652	3,528	3,703	3,222
Total College Credits Earned	23,724	25,849	19,514	25,013
Approx. Tuition Savings	\$3,530,131.20	\$3,846,331.20	\$2,992,471.90	\$3,835,743.55

Areas for Focused Acceleration

- The percentage of graduates enrolling in higher education are lower than pre-pandemic rates.

District Matriculation Rates into a College or Career Certificate Program				
Type	2018 Rate	Total	2021 Rate	Total
All	64.5	3,897	59.3	3,558
2-Year Institutions	12.8	775	9.5	572
4-Year Institutions	46.5	2,806	41.3	2,478
Career Technical Education (CTE)	9.1	547	13.9	836
Military	N/A	N/A	0.0	0

Areas for Focused Acceleration

- The District's overall SAT scale score has somewhat declined from 2018, although Evidence-based Reading & Writing results have remained stable since 2019.

District SAT Achievement Results				
Year	# of Students Tested	Total Score	Evidence-based (EB) Reading & Writing Score	Math Score
2018	5,764	1056	533	523
2019	5,566	1049	526	522
2020*	N/A	N/A	N/A	N/A
2021	5,190	1044	526	517
2022	5,302	1036	526	510

*Statewide assessments not administered due to pandemic impacts

Jeffco Thrives Connections



- Data Dashboard to monitor key indicators in real-time and ensure all students are on track to demonstrate PWR for at least one measure in Reading, Writing, and Communicating, and one measure in Mathematics by middle of 11th grade.
- Healthy and Equitable Start & End Times for all students and increased student achievement.
- Utilize PSAT and SAT data intentionally for individual students and overall school and District data analysis to ensure courses within the student experience are preparing students for postsecondary life.
- Enhance ICAP process to ensure all students graduate from Jeffco with the knowledge and skills needed for post-secondary life.
- Expand CTE, concurrent enrollment, and internship opportunities (in Jeffco) while increasing access.
- Ensure all students reading on grade level by the beginning of 3rd grade.
- Ensure every student is proficient in mathematics at 5th and 8th grades.

What important points seem to pop out?

What seems to be surprising or unexpected?

What are some patterns, categories, or trends that are emerging?

What's missing or would be helpful to know?



JEFFCO 2025

THRIVES

Thank you



Monitoring Report 1.3

January 11, 2023

Renee Nicothodes, Chief Academic Officer



Board End Wording

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





Interpretation

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





Context

- About Curriculum
- About Resources & Materials
- Why Instructional Resources Matter & Must Be Coupled with Effective Professional Learning
- Curriculum Management System



About Curriculum

All instructional resources share one goal: to help students learn. Just as they are a benefit to students, they also benefit teachers, building leaders, parents, and community members.

High-quality instructional resources provide school systems with coherence and systemic practices as students progress in their learning. They help maintain focus on important skills and concepts and create and support the implementation of equitable instruction.

It is the District's responsibility to ensure timely review, revision, and/or replacement of high-quality instructional resources in order to ensure a culture of instructional excellence and an extraordinary student experience in Jeffco Public Schools.

Why Instructional Resources Matter & Must Be Coupled with Effective Professional Learning

How teachers use high-quality instructional resources matter as much as the resources themselves.

The positive effects for students are amplified when quality instructional resources are paired with effective professional learning for teachers.

When these are combined, students work with more rigorous instructional materials, and have a skilled teacher to guide them through that work.

The Division of Teaching & Learning has provided school and central-based staff with initial learning experiences designed to support teachers with effective implementation of new resources.

On Track

- By the end of SY 2024-25, all elementary schools will have implemented new literacy resources and all schools K-12 will have implemented new math resources for core instruction.
- Standards review and curriculum alignment work for social studies are underway
- We expect another review and alignment project, as well as the potential purchase of new science resources and materials in SY 2025-26.

On Track - Bright Spots

Jeffco Adoption Cycle for Core Content Areas (aligned to CDE review/revision timeline)				
Standards Adoption Year	Content Area	Next Standards Revision	Adoption/Review Process	Implementation
2022-2023	ELA	2024-2026	2026-2027	2027-2028
2023-2024	Math	2024-2026	2027-2028	2028-2029
2024-2025	Social Studies	2020-2022	2023-2024	2024-2025
2027-2028	Science	2024-2026	2024-2025	2027-2028

**Jeffco's standards revision and adoption has occurred in alignment with CDE's revision timeline.*

Standards Revision & Curriculum Implementation Cycle

Standards Revision

State-Level Review/Revision

Jeffco Curriculum

Standards Revision
Curriculum & Content



Professional Learning

Updates to teachers (statute requirements, graduation requirements, pedagogy shifts, content best practices, standards literacy, etc.)
Synchronous, Asynchronous options

Resources

Aligned resources developed/purchased

Theory of Action | Curriculum Implementation

Problem: Jeffco teachers need high-quality instructional resources along with the use of research-based best instructional practices to support student learning

New resources in Math and ELA

1. Purchase, distribute, coordinate resources

Aligned Professional Learning & Coaching

1. For teachers
2. For principals and assistant principals (APs)
3. For instructional coaches (ICs)

Internal Coordination

1. Collaboration between SL, PL and T&L teams
2. Monitor and support implementation

Change management

1. Leaders at all levels champion the change

Short-term outcomes (within 3 years)

1. District-wide median MAP Math and ELA scores increase
2. District-wide median CMAS Math and ELA scores increase
3. District-wide median SAT scores increase
4. District-wide median PSAT scores increase
5. District-wide median Acadience scores increase
6. District-wide Number of students on READ Plans decreases

Long-Term Result: All Jeffco students experience a culture of instructional excellence

On Track - Bright Spots

The 2020-2021 literacy curriculum audit showed that Jeffco elementary schools used **12** different resources for core literacy instruction. Only four of the resources were on the CDE-approved list as comprehensive core instructional materials at that time. In SY 2022-2023, Jeffco elementary schools have **5** resources used for core instruction, all on the CDE-approved list as research-based, evidence-based comprehensive core programs for literacy.

Areas for Focused Acceleration

- Professional learning to support core resource implementation and the use of research-based best practices for instruction for literacy and math
- Change management to address levels of concern during implementation
- Curriculum System Needs

Implementation Study from the University of Colorado Denver

The primary purpose is to understand implementation of the resource meaning how well and how instruction is changing as a result of the new curricular resources.

Stages of Concern Questionnaire used to identify specific concerns from schools around initial implementation

Innovation Configuration Maps for HMH Into Reading/Illustrative Math will be in a form to begin using in February 2023

Focus Schools have been identified to implement more intensive research methods including classroom observation and interviews this spring.

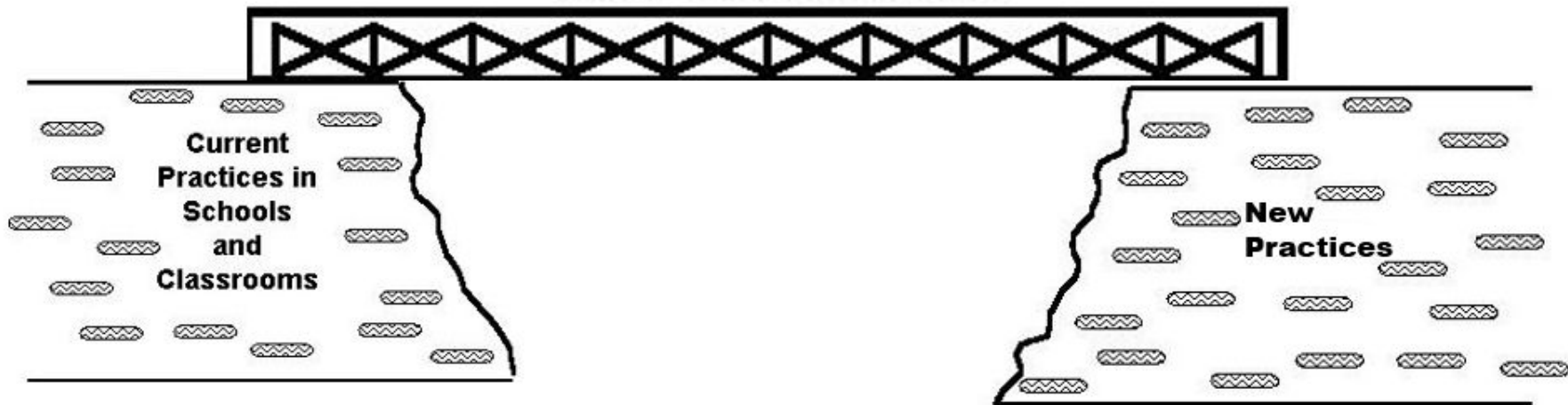
Giant Leaps

Policy, Practice,
Program



Student
Outcomes

IMPLEMENTATION



Supporting Implementation: General Recommendations

- Prioritize implementing literacy/math resources by delaying or reducing expectations related to other changes/innovations.
- Clarify overlap/alignment between implementation of these two resources and other district priorities.
- Provide opportunities for cross-school role alike interactions related to “how to” implement each (for leaders and teachers).
- Invest in/deploy additional support for teachers (e.g., professional learning, coaching) in early implementation to help them get across “the bridge”.

Curriculum System Needs



(1) Asset Management System

In order to adequately track and replace instructional resources when needed, we are also in need of an asset management system that will house inventories of materials and enable streamlined purchasing protocols. We currently do not have anything outside of manual tracking procedures handled by spreadsheets and housed at the school level. This makes it challenging to know at a district level what we have and where, and to proactively budget for replacement cycles.

(2) Deploy a Modern Curriculum System

As we purchase and adopt a new curriculum management system, we seek streamlined access to the instructional materials created by Jeffco Teaching & Learning to support content areas and grade levels where we have not yet adopted core resources. We will prioritize selecting a curriculum management system that is agile enough to have access to these district-created instructional materials, and the core research-based resources we will implement as we fulfill the obligation of the adoption cycle in the future.



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Thank you