



MONITORING REPORT

February 1, 2023

Policy: **1.1**

Policy Category: **Ends**

Period Monitored: Mid-year 2022-2023

This is the monitoring report on the Board of Education's Ends Policy 1.1. This report is presented in accordance with the Board's monitoring schedule. I certify that the information is true and complete.

Dr. Kym LeBlanc-Esparza, Deputy Superintendent

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ABOUT POLICY GOVERNANCE - ENDS AND MONITORING

In December 2022, the District and the Board of Education agreed to a [monitoring reports calendar](#) aligned with Board Ends and Jeffco Thrives 2025 goals to guide Board updates and meeting agendas. The goal of the monitoring reports is to:

- 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; and

- Reflect a cycle of necessary board actions (either driven by statute or otherwise, like the budget process).

Based on the Board Ends, district staff creates and compiles data sets into monitoring reports to provide the Board information toward the accomplishment of Ends statements. A calendar of all monitoring reports is presented to the Board annually, with the data aligned to the time frame of availability and to required analysis and accountability deadlines. Through the monitoring process, the Board set goals and thresholds aligned to policy and available data sets. Staff will utilize data to report district compliance with the Ends and Executive Limitations set within policy and show progress toward the goals and thresholds over time.

Each monitoring report focuses on one of the statements within the Board's Ends (i.e., 1.1 - Every student will demonstrate significant and appropriate academic growth using a body of evidence that includes classroom and standardized summative assessments). The narrative within the report contains an interpretation of what compliance of this particular end means. The monitoring report is a compilation of multiple sources of data that inform compliance.

BOARD END WORDING:

1.1: Every student will demonstrate significant and appropriate academic growth using a body of evidence that includes classroom and standardized summative assessments.

INTERPRETATION:

We interpret the following language:

Every student will demonstrate significant and appropriate academic growth using a body of evidence that includes classroom and standardized summative assessments..

To mean:

Every student will demonstrate appropriate growth from year to year on annual state assessments as well as between the beginning of the year and mid-year assessments and mid-year to end of year assessments. Average growth is measured at the 50th percentile. Further, students in 9th grade will be on track to graduate by earning at least 6 credits toward graduation requirements.

As measured by:

- Colorado Measure of Academic Skills: CMAS
- Acadience: K-3 district literacy assessment
- NWEA Measures of Academic Progress (MAP) grades 3-8 in language arts and mathematics
- PSAT data for grades 9 & 10, SAT performance for 11th grade
- Credits earned by current 9th grade students

JEFFCO THRIVES 2025 ALIGNMENT:

Jeffco is guided by its strategic plan, Jeffco Thrives 2025. As a part of the *Our Learners: Our Future* priority, Jeffco has committed to the goal of all Jeffco students having extraordinary student experiences and a culture of instructional excellence. Aligned with Board End 1.1, the District has an initiative focused on ensuring rigorous expectations, quality instruction and successful outcomes for all students PK-12. . This initiative contains action steps the District will take over the next three years aimed at demonstrating progress toward Board End 1.1, including:

- Ensure the use of high-quality instructional materials and practices aligned to research and data.
- Ensure all students are reading on grade level by the beginning of 3rd grade.
- Ensure every student is proficient in mathematics at 5th and 8th grades.
- Ensure every 9th grade student remains on track to graduate by the end of freshman year with a minimum of 6 credits.
- Ensure all students graduate from Jeffco with the knowledge and skills needed for post-secondary life.

CONTEXT:

In March 2020, all in-person learning was suspended and shifted to a remote learning environment due to the COVID-19 pandemic. Jeffco Public Schools resumed in-person learning during the 2020 - 2021 school year. Pre-pandemic attendance rates in Jeffco Public Schools averaged approximately 93%. During the school years impacted by the pandemic, attendance across K-12 dropped to 89.1%. More importantly, the number of chronically absent students increased dramatically, seeing 30,614 students absent 10% or more of the school year. In the 2020-21 school year, the high school truancy rate was 9.7%, up from 4.6% the previous year; middle school truancy rate was 7.2%, up from 1.5% the previous year and elementary rate was 2.5%, up from .9% the previous year. Truancy measures the number of unexcused absences in a school year. We typically track 4-day and 10-day truancy rates in Jeffco. In addition to the impact of attendance on student learning, 10% of our elementary schools will be closing at the conclusion of the 2022-23 school year. The fall semester

was a very untypical year for students enrolled in these schools, therefore their growth data is being provided as a unique subset of MAP growth data.

The overall MAP growth data analysis has also been more challenging due to the pandemic impact on the two previous school years. Therefore, we are including the 2019-20 data where possible. We are also looking at two different growth measure trends, previous years' fall to winter, or beginning of year (BOY) to middle of year (MOY) as well as fall to spring, or BOY to end of year (EOY). This gives us context of what academic growth was made by students in previous years, both pandemic impacted years as well as prior years.

Beyond looking at student attendance, Chief Academic Officer Renee Nicothodes shared the recent Monitoring Report 1.3 where she indicated that we currently have 20 different curricular resources, with varying levels of quality and alignment to standards, being utilized to teach mathematics K-12. This aligns with what Dr. Jaime Acquino shared in the fall of 2021 in the Review of Academic Functions. We are lacking consistent, high quality, research and standards based curriculum to teach mathematics across our district. We have implemented a pilot of a new math curriculum at 24 of our schools, with a plan to expand that to all other schools through the 2023-24 and 2024-25 school years. Achievement and growth data in mathematics would indicate this is an appropriate and needed investment in Jeffco.

As we look to ensure all students are reading on grade level by the beginning of third grade, we must recognize that our current third grade students had both their kindergarten and first grade years significantly impacted by remote learning, hybrid learning and health related absences. The same logic may be applied for current fifth grade and eighth grade students. Their foundational years, in both literacy and mathematics were significantly impacted.

Finally, educators were also impacted over the previous three school years by absences, lack of substitute availability, thereby exacerbating the loss of learning for students and a lack of professional development in literacy and math. There was professional learning offered, but not required and the overwhelming majority of the content was in support of remote learning. Given the current math and literacy data as well as the implementation of new curricular resources, Teaching and Learning staff are focusing on aligning professional learning to the Jeffco Thrives strategic plan, in support of literacy and math achievement and growth. All of these challenges make it imperative that our students experience above average growth over the next three to five years, in order to ensure they are prepared to graduate with the knowledge and skills for post-secondary life.

Monitoring Report 1.1 includes pre- (2018 - 2019) and post-pandemic data (2021 - 2022) when available. Data were not presented when fewer than 16 students were represented. The number of participants or size of groups included in a data set should be considered as one draws conclusions. The data available in this report should serve as baseline data for future comparisons and compliance reporting. Changes in enrollment patterns will become evident in the number of students who have participated in various assessments, activities, and/or programs. The percentages of students participating in various assessments, activities, and/or programs have been fairly consistent. Where data show a decline in student count, this indicates the decline in student enrollment versus participation.

Key Definitions are provided in the [Appendix](#).

EXECUTIVE SUMMARY & DATA REPORTED

Literacy and Math Academic Growth Metrics:

Colorado Measure of Academic Skills:

Students in grades 3-8 participated in the 2022 spring administration of CMAS for literacy and math. Prior to 2020, the state was able to calculate growth metrics for students in grades 4 through 8, analyzing their previous school year performance to the current school year performance. As you can see below, there are a number of missing metrics in the growth data table below, due to either canceled CMAS assessments or the state modifying test administration to include every other grade level in each content area. The state also provides data indicating the percentage of students at each performance level on the CMAS assessment. Our district studies this data for each grade level, disaggregated demographic data, as well as data by school. Tables representing student performance as well as student growth can be found below.

	CMAS ELA %Met/Exceeded Includes CSLA in Grades 3 and 4				CMAS MATH %Met/Exceeded			
	2019	2020	2021	2022	2019	2020	2021	2022
	46%		44%	47%	46%			47%
	55%			53%	39%		35%	38%
	54%		56%	53%	39%			39%

	51%		51%	35%		26%	30%
	52%	45%	47%	39%			29%
	51%		49%	42%		36%	40%

Jeffco Schools' Academic Growth for CMAS and P/SAT

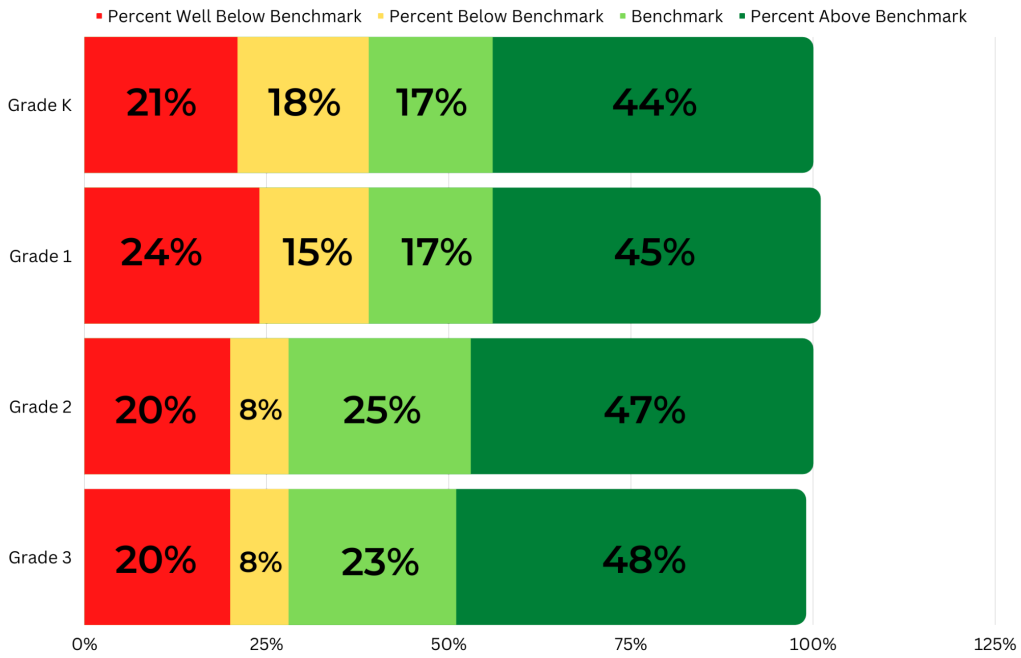
Grade Level	ELA/EBRW*	Math
4	56	-
5	-	49
6	51	-
7	-	53
8	53	-
9	N/A	56
10	53	55
11	53	55

*ELA - English language arts; EBWR - Evidenced-based Reading/Writing
 - Denotes missing growth percentile not reported by CDE due to 2021 reduced state testing

Acadience Literacy Performance Data

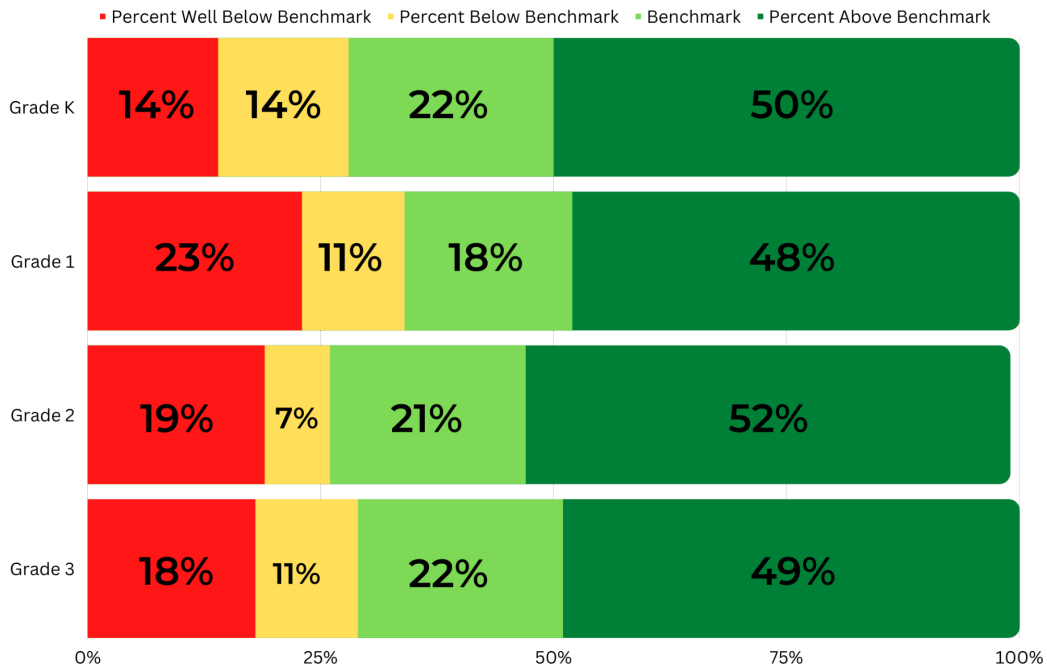
Learning to read is an elemental building block of learning. Therefore, Colorado has specific legislation aimed at addressing the need to ensure all students are reading on grade level by 3rd grade. The legislation has identified interim and diagnostic assessments to be used with all primary grade students. Acadience Reading is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. In Jeffco Public Schools, we utilize this assessment in grades K-3 to address requirements within the READ Act. This assessment is used with students three times per year. When a student is identified as having a significant reading deficiency, the school must develop a READ plan for that student. Currently there are 4,034 students in grades K-3 in Jeffco who have an active READ plan and based on 2022-23 data, 1,707 additional students may be eligible for READ plans. The student performance data for both fall and winter are included in the visuals below.

Acadience Reading Grades K-3 Fall 2022-2023



Grade	# of Students Tested
K	4,789
1	5,129
2	4,804
3	5,032

Acadience Reading Grades K-3 Winter 2022-2023



Grade	# of Students Tested
K	4,722
1	5,071
2	4,757
3	4,992

NWEA Measures of Academic Progress (MAP)

NWEA MAP is a nationally normed, standardized achievement test which measures what students know and informs what they are ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the student. Educators use the results of the NWEA MAP assessments to better understand students' individual needs. Because the assessment is a growth measure, it can track the growth of the student between testing events and over multiple years of testing. Jeffco students take both the reading and math assessments in the fall, winter and spring of each school year. At the beginning of the 2022-23 school year, district leadership provided an analysis of MAP growth data from fall of 2021 to spring of 2022. Data analyses were provided to each individual school so that school

leadership teams could use the data to drive goal setting and instructional planning aimed at the needs of students specific to each grade level. Further, at the January 2023 district ELM (Executive Leadership Meeting), each school leader was provided with their specific fall to winter MAP results and data analysis. Overall district MAP beginning of the year (BOY) to mid-year (MOY) growth data were also presented to all leaders in January.

The district data can be found in the tables below.

Fall to Spring MAP Reading - Median Growth Percentile				
Grade	2018-2019	2019-2020	2020-2021	2021-2022
3	58	-	47	59
4	55	-	45	58
5	52	-	47	53
6	51	-	40	46
7	51	-	40	48
8	56	-	44	50
9	56	-	44	51
10	57	-	44	50

Fall to Spring MAP Math - Median Growth Percentile				
Grade	2018-2019	2019-2020	2020-2021	2021-2022
3	55	-	50	64
4	54	-	55	63
5	56	-	46	54

6	57	-	42	54
7	57	-	41	53
8	55	-	42	55
9	57*	-	47*	58*
10	56*	-	43*	55*

Fall to Winter MAP Reading - Median Growth				
Grade	2019-2020	2020-2021 ^	2021-2022	2022-2023
1	-	-	-	44
2	-	-	-	53
3	50	48	50	50
4	52	46	49	50
5	52	50	48	47
6	48	46	45	48
7	51	47	46	47
8	56	50	49	51
9	56	53	52	53
10	60	52	50	50

Fall to Winter MAP Math - Median Growth				
Grade	2019-2020	2020-2021 ^	2021-2022	2022-2023
3	47	58	49	42
4	39	52	42	35
5	45	50	46	40
6	51	53	47	44
7	48	54	51	44
8	54	62	55	49
9	54*	62*	54*	56*
10	55*	62*	52*	52*

2022-2023 MAP Fall to Winter Median Growth Percentile

	MAP Reading		MAP Math	
	MGP	Number Tested	MGP	Number Tested
Grade 1	44	5,003	41	4,095
Grade 2	53	4,751	42	4,015
Grade 3	50	5,030	42	4,974
Grade 4	50	4,970	35	4,903
Grade 5	47	4,975	40	4,944

Cutpoints	
At or above 65	
Below 65 but at or above 50	
Below 50 but at or above 35	
Below 35	

2022-2023 MAP Fall to Winter Median Growth Percentile

	MAP Reading		MAP Math	
	MGP	Number Tested	MGP	Number Tested
Grade 6	48	4,920	44	4,948
Grade 7	47	4,711	44	4,760
Grade 8	51	4,946	49	4,887

Cutpoints	
At or above 65	
Below 65 but at or above 50	
Below 50 but at or above 35	
Below 35	

2022-2023 MAP Fall to Winter Median Growth Percentile

	MAP Reading		MAP Math	
	MGP	Number Tested	MGP	Number Tested
Grade 9	53	4,839	56	4,628
Grade 10	50	4,688	52	3,456

*MGP not calculated for groups < 20

Cutpoints	
At or above 65	
Below 65 but at or above 50	
Below 50 but at or above 35	
Below 35	

MAP Reading Grade 3 Fall to Winter progress

Winter 2022-2023 Middle of Year (MOY)						
Fall 2022-23 Beginning of Year (BOY)		High	High Average	Average	Low Average	Low
	High	1,076 73%	322 22%	54 4%	9 1%	3 0%
	High Average	256 25%	479 47%	229 22%	45 4%	10 1%
	Average	67 8%	257 29%	329 38%	192 22%	31 4%
	Low Average	15 2%	84 12%	216 31%	233 34%	140 20%
	Low	- -	10 1%	62 6%	176 18%	733 75%

How to read this table: For students in the BOY “High” performance level, 1,076 remained in the “High” level for MOY, while 322 moved down from “High” to ‘High Average,’ 54 moved to “Average” and 9 to “Low Average” and 3 to “Low”

MAP Math Grade 5 Fall to Winter progress

Winter 2022-2023 Middle of Year (MOY)						
Fall		High	High Average	Average	Low Average	Low
	High	658 68%	295 30%	20 2%	- -	- -

2022-23 Beginning of Year (BOY)	High Average	145 13%	634 56%	306 27%	35 3%	3 0%
	Average	14 1%	227 21%	526 49%	268 25%	28 3%
	Low Average	2 0%	28 3%	190 22%	446 52%	191 22%
	Low	- -	- -	17 2%	171 19%	703 79%

How to read this table: For students in the BOY “High” performance level, 658 remained in the “High” level for MOY, while 295 moved down from “High” to ‘High Average,’ 20 moved to “Average” and 0 to “Low Average” and 0 to “Low”

**MAP Math Grade 8
Fall to Winter progress**

Winter 2022-2023 Middle of Year (MOY)						
Fall 2022-23 Beginning of Year (BOY)		High	High Average	Average	Low Average	Low
	High	780 83%	152 16%	8 1%	- -	- -
	High Average	216 19%	593 53%	289 26%	30 3%	1 0%
	Average	6 1%	194 19%	566 56%	231 23%	15 1%
	Low Average	2 0%	26 3%	236 24%	534 55%	171 18%
	Low	- -	2 0%	19 2%	160 19%	661 79%

**MAP Math Grades 9, 10
Fall to Winter progress**

Winter 2022-2023 Middle of Year (MOY)						
Fall 2022-23 Beginnin g of Year (BOY)		High	High Average	Average	Low Average	Low
	High	1,136 81%	248 18%	10 1%	3 0%	- -
	High Average	436 21%	1,140 56%	426 21%	42 2%	4 0%
	Average	23 1%	410 21%	1,087 56%	400 20%	35 2%
	Low Average	3 0%	56 3%	418 26%	865 53%	276 17%
	Low	- -	4 0%	36 3%	265 22%	882 74%

How to read this table: For students in the BOY “High” performance level, 1,136 remained in the “High” level for MOY, while 248 moved down from “High” to ‘High Average,’ 10 moved to “Average” and 3 to “Low Average” and 0 to “Low”

PSAT & SAT Assessments for grades 9, 10 and 11

The SAT is a college entrance exam administered each spring to all 11th graders in the state of Colorado. It focuses on the essential skills and concepts that evidence shows matter most for college and career readiness, including mathematical concepts, skills, and practices important for success in career training programs as well as reading, comprehending, and writing high-quality essays supported by evidence. The PSAT, or Preliminary Scholastic Aptitude Test tests the same skills and knowledge as the SAT in a way that makes sense for 9th and 10th graders. In addition to helping students prepare for the SAT, the PSAT can help identify students’ potential for success in advanced coursework. Both exams can be used to identify student strengths and improvement opportunities and help students decide on next steps.

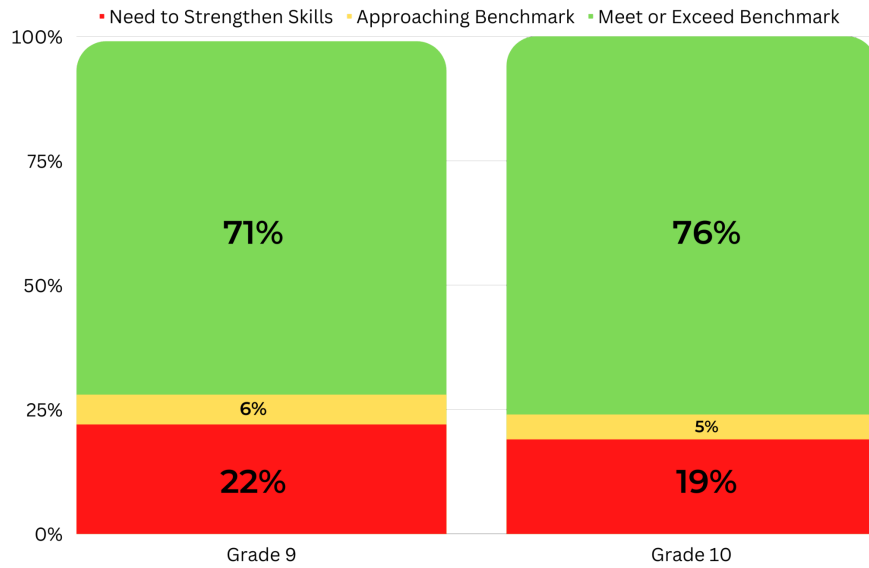
The Board received performance data in the form of score averages for PSAT and SAT as a part of Monitoring Report 1.4. This data will focus on whether students met or exceeded state benchmarks. Data from the 2021-22 school year indicates that 71% of ninth graders and 76% of 10th graders met or exceeded the PSAT benchmark in EBRW and 50% of 9th graders and 51% of 10th graders met or exceeded the

benchmark in mathematics. In 11th grade, 67% of students met or exceeded the benchmark in EBRW and 45% met or exceeded the benchmark in mathematics. More detailed data for each grade level can be found in the tables below.

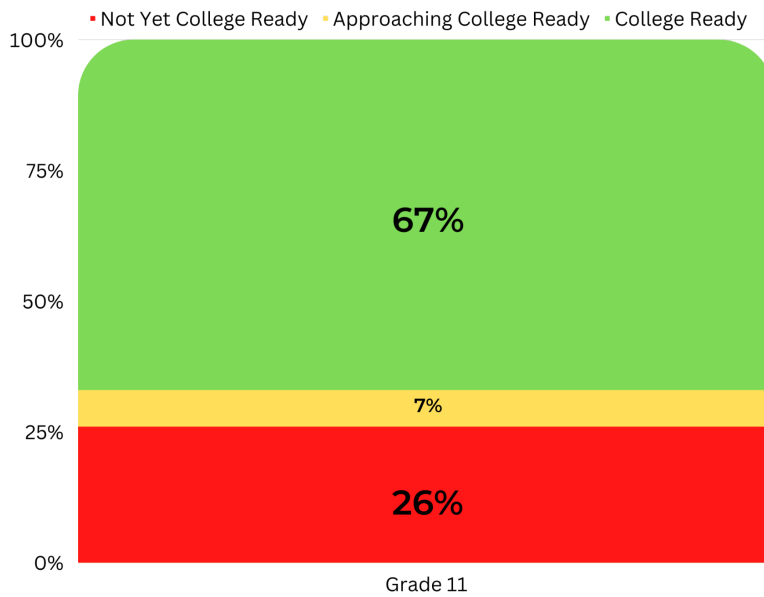
Colorado 2021-22 PSAT/SAT EBRW

District

PSAT



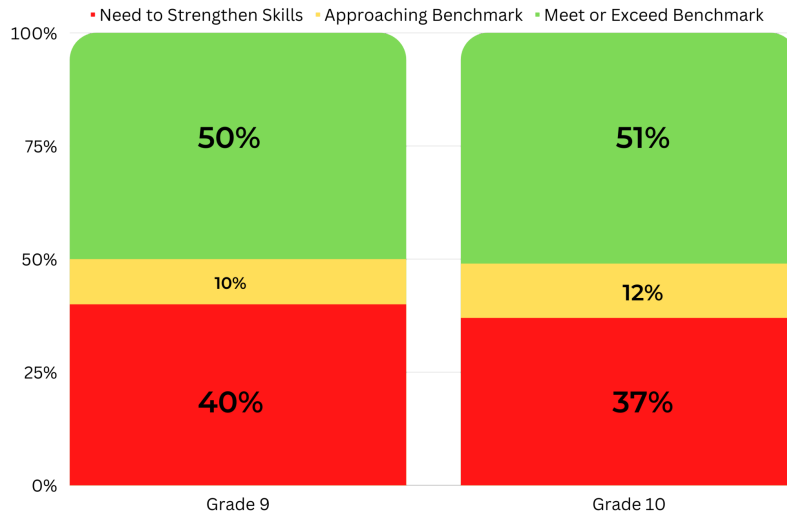
SAT



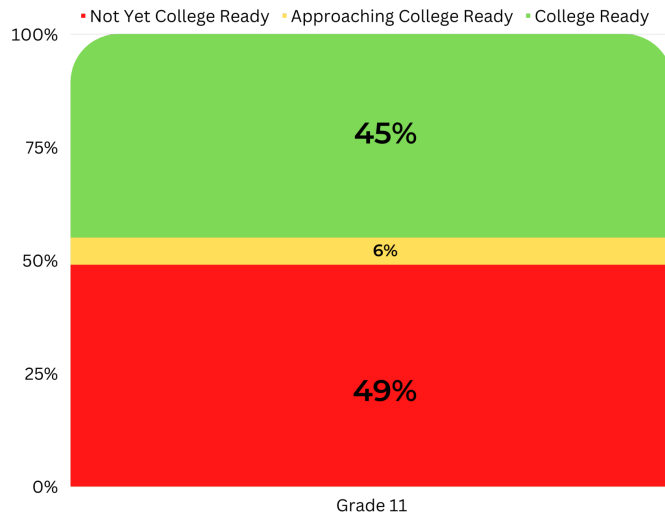
College Board's College Ready Benchmark

Colorado 2021-22 PSAT/SAT Math Section District

PSAT



SAT



College Board's College Ready Benchmark

Ninth Grade Credits Earned

Research indicates that one strong predictor of on time graduation is to be considered “on-track” at the end of ninth grade. In fact, on-track students are more than three and one-half times more likely to graduate from high school in four years than off-track students. The indicator is a more accurate predictor of graduation than students’ previous achievement test scores or their background characteristics. The University of Chicago study defined on-track as having earned at least 5 credits in ninth grade and no more than one semester F in a core course. Therefore, the district has identified the goal of all ninth grade students earning at least 6 credits by the end of ninth grade. According to data at the conclusion of the fall 2022 semester, 67% of current ninth grade students have earned at least 3 credits. The breakdown of credits earned can be found in the table below.

The Academic Leadership Team (ALT) is also looking at course failure data as a part of this “on-track” metric. While there is the potential for “noise” within the data as it is based on grades inputted into Infinite Campus for fall semester of each school year, there is a consistent pattern of performance across the six years highlighted in the tables below. The way to interpret the data in the “F” tables is that in winter of 2023, there were 412 current 9th grade students who earned one F on their fall transcript, etc. The data “takeaway” as it relates to 9th grade students on track to graduate is that over the past 6 years, we have between 16% and 21% of 9th grade students annually earning at least one F in the first semester of high school.

9th Grade Credit Progress

Includes students expected to graduate in 2026 and were enrolled and completed the Fall Semester 2022 at the school.

Percent of 9th grade students who met 3 required credits at All Schools: 67%

1	468	7%	1	447	7%	1	424	6%
2	272	4%	2	280	4%	2	252	4%
3	187	3%	3	182	3%	3	198	3%
4	148	2%	4	126	2%	4	129	2%
5	103	2%	5	101	2%	5	96	1%

COMPLIANCE STATEMENT

On Track: We have invested in quality, research and standards based curriculum for Language Arts to support our students and staff in meeting expected growth and achievement in Language Arts. We have begun to provide schools quality, research based and standards based mathematics curriculum with a year one roll out in 26 schools. Each of the next two years will involve 50 additional schools so that by the end of 2024-25, all schools will have district supported curricular resources in Language Arts and Mathematics.

School leaders and instructional coaches are participating in required professional learning for both literacy and math throughout 2023.

Focused Acceleration:

- Our calendar and schedule needs to be developed with adequate time for teachers to collaborate, examine data and plan for instruction.
- All new curriculum adoptions must include quality professional learning for teachers through the critical first years of implementation, and this professional learning cannot be optional.
- We must ensure that all educators can effectively provide quality first instruction in classrooms, aligned to standards, delivered through quality curriculum and resources. District staff must support the implementation of instructional resources, the use of effective instructional practices and the use of data to guide decision making for students.
- The district must continue to support and utilize high dosage tutoring and effective intervention strategies and programming for literacy and math through the 2023-24 school year through ESSR funding.
- Reset understandings around the importance of early intervention, identify Jeffco approved resources for use in literacy and math intervention, and define and monitor best practices for effective intervention.

APPENDIX

Key Definitions

Chronically Absent:

Students are considered chronically absent when they have missed more than 10% of the days within a school year. This is typically 15-18 days.

Cohort:

Under the “Anticipated Year of Graduation” (AYG) cohort formula, students are assigned an unchanging AYG cohort by the Colorado Department of Education (CDE) when they enter ninth grade.

Completion Rate:

The completion rate is a cumulative or longitudinal rate which reflects the number of students who graduate, receive a High School Equivalency Diploma (HSED), or receive another designation of high school completion. Like the graduation rate, the completion rate is calculated as a percent of those who were in membership and could have graduated or completed with their AYG cohort.

Completer:

CDE defines a student as a completer when the student graduates High School and receives a diploma, receives a GED, or receives a non-diploma certificate. It is important to note the definition of completer includes graduates. This means the counts and rates associated with completers will always be equal to or greater than the graduation counts and rates.

Dropout Rate:

The dropout rate is calculated based on all students enrolled within the district between the 7th and 12th grade for the current year. It is an annual calculation of students who dis-enroll without providing documentation of transfer. If a student drops out of school in 2022 - 2023, they will be counted in the 2022 - 2023 dropout rate even if they later re-enroll in the 2023 - 2024 school year.

Graduation Rate:

The graduation rate is a cumulative or longitudinal rate which calculates the percent of students who actually graduate as a percent of those who were in membership (i.e., from grades 9-12) and could have graduated with their AYG cohort.

On Track:

According to research around on-time graduation, ninth grade students are considered on track and more likely to graduate high school in four years if they have earned 6 full credits during their ninth grade year and they have not earned more than one semester F within their ninth grade year.

Truant:

Students are considered truant based on the number of unexcused absences. Most school districts begin a formal process of communication with a family when a student has missed more than 4 unexcused days of school,, and the student is considered truant when they have been absent 10 days or more that are unexcused.

Innovation Configuration Maps:

Two program specific Innovation Configuration Maps (HMH Into Reading and Illustrative Mathematics) – that coaches and leaders can use to support implementation fidelity.