

# MONITORING REPORT

## April 10, 2025

Policy: **1.4**

Policy Category: **Ends**

Period Monitored: **January 2024 - March 2025**

*This is the monitoring report on the Board of Education's Ends Policy 1.4.  
This report is presented in accordance with the Board's monitoring schedule.  
I certify that the information is true and complete.*

Tracy Dorland, Superintendent

Todd Engels, Interim Chief of Schools

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### BOARD END AND POLICY WORDING:

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

### INTERPRETATION:

We interpret the following language:

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

To mean:

*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.*

As measured by district:

- Graduation & Dropout Rates,
- Graduation and Dropout Rates by Instructional Program Service Type (IPST),
- Early & Extended Graduation / Completion Rates By Cohort (Anticipated Year of Graduation),
- Graduation, Dropout, and Completion Rates by Ethnicity, Race, & Gender,
- Matriculation Rates into a College or Career Certificate Program,
- PSAT and SAT Achievement Results,
- Advanced Placement Exam Results and Course Enrollment,
- International Baccalaureate (IB) Exam Results and Course Enrollment,
- Concurrent Enrollment Participation Rates and Approximate Cost Savings to Families,
- Career Pathways and Industry Certificates and Career Technical Education (CTE) Enrollment,
- Work-based Learning Student Experiences,
- Seal of Biliteracy Diploma Endorsement Trends, Science, Technology, Engineering, & Math (STEM) Diploma Endorsement Trends,
- Jeffco Transition Services (ages 18-21), Project Search, School to Work Alliance Program (SWAP).

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## CONTEXT:

### Summary of Board End 1.4 Updates

The Board End 1.4 monitoring report was presented to Jeffco's Board of Education in February 2024. This report provides the following updates aligned to Board feedback from 2024:

- Graduation reporting
- Dropout Reporting

- Student Reengagement
- Postsecondary Workforce Readiness Measures
  - Pre SAT (PSAT)
  - SAT
  - Career and Technical Education (CTE)
  - Advance Placement (AP)
  - International Baccalaureate (IB)
  - Concurrent Enrollment
  - Work Based Learning (WBL)
  - Seal of Biliteracy
  - Science Technology Engineering and Math (STEM) Endorsement
  - Jeffco Transition Services (JTS)

[Postsecondary and Workforce Readiness \(PWR\) Metrics](#) include graduation rates, dropout rates, matriculation rates, and the SAT college entrance exam for Math and Evidence-Based Reading and Writing. Per the Colorado Department of Education (CDE), the Postsecondary & Workforce Readiness (PWR) indicators reflect how well schools are preparing students for college and the workforce.

[Other Career and College Pathway Metrics](#) used in Monitoring Report 1.4 have been identified as valuable measures contributing to student outcomes as it relates to demonstrating competencies required to graduate high school and succeed in postsecondary settings. These metrics align with the [Colorado Department of Education's new strategic plan](#), with a focus on concurrent enrollment, industry certifications, and work based learning.

#### High School Reimagined [Alignment](#)

It is imperative that Jeffco's high school experience prepares students to thrive in their lives after graduation and are prepared to be successful in the rapidly changing industry landscape. The High School Reimagined initiative builds a clear vision for the knowledge, skills and experiences high school students need to succeed after they graduate.

With a primary objective to make daily learning experiences more engaging and relevant for students, Jeffco's High School Reimagined initiative will lean heavily into the categories listed in this report along with work to redesign the traditional academic day for our high school students.

Monitoring Report 1.4 is based on the most recent data available and includes trend data whenever possible. Declining enrollment patterns impact the number of

students who have participated in various assessments, activities, and/or programs in the most recent data, however the percentages of students participating in various assessments, activities, and/or programs have been fairly consistent. Students enrolled in 4th year, 5th year, 6th year, and 7th year cohorts are included in 12th grade enrollment.

Refer to the [Appendix](#) for Alternative Education Campus School dropout rates, Charter school graduation and dropout rates, and Key Definitions.

Table 1 below provides trends for the October Count student enrollment by secondary grade levels. These counts provide context of the total population for later reporting of postsecondary workforce readiness metrics.

**Table 1.** Jeffco Student Membership by Grade Level

District Membership by Grade							
Year	6th	7th	8th	9th	10th	11th	12th
<b>2024 - 2025</b>	5,539	5,371	5,569	5,836	6,061	6,089	6,599
<b>2023 - 2024</b>	5,411	5,571	5,555	6,087	6,232	6,122	6,464
<b>2022 - 2023</b>	5,643	5,582	5,801	6,252	6,253	6,091	6,474
<b>2021 - 2022</b>	5,673	5,858	6,072	6,382	6,243	6,264	6,523
<b>2020 - 2021</b>	6,087	6,185	6,236	6,393	6,396	6,294	6,703

## EXECUTIVE SUMMARY & DATA REPORTED

### Postsecondary Workforce Readiness Metrics:

#### District Graduation, Completion & Dropout Rates

As shown in Table 2 below, the four-year graduation rate for the Class of 2024 was 84.6% - a slight decrease from the previous year's 85.0%. The district's 2024 dropout rate is 1.8% - a slight increase from the previous year at 1.5%. The Class of 2024 had 137 fewer graduates and 97 more students dropped out compared to the prior year. The district's graduation rates and dropout rates have remained relatively steady year-to-year since 2018.

**Table 2.** Four-Year Jeffco Graduation and Dropout Rates

4-Year District Graduation & Dropout Rates					
Year		# of Graduates	Graduation Rate	# of Dropouts	Dropout Rate
2023 - 2024	<b>Jeffco</b>	5,093	84.6	682	1.8
	<b>Colorado</b>	58,318	84.2	N/A	1.9
2022 - 2023	<b>Jeffco</b>	5,230	85.0	585	1.5
	<b>Colorado</b>	N/A	83.1	N/A	2.1
2021 - 2022	<b>Jeffco</b>	5,243	84.9	719	1.8
	<b>Colorado</b>	56,284	82.3	10,524	2.2
2020 - 2021	<b>Jeffco</b>	5,425	85.8	612	1.5
	<b>Colorado</b>	55,842	81.7	8,292	1.8
2019 - 2020	<b>Jeffco</b>	5,259	84.8	609	1.5
	<b>Colorado</b>	55,220	81.9	8,561	1.8

**District Graduation & Dropout Rates by Instructional Program Service Type (IPST)**

In Tables 3 and 4 below, the district graduation and dropout rates are reported by different programs and services.

The Class of 2024 graduation rates increased from the previous year for the following groups, but fall below the district’s overall graduation rate:

- Students with disabilities
- Limited English proficiency
- Economically disadvantaged
- Migrant
- Homeless

For the same cohort compared to the prior year, the graduation rate for gifted and talented students increased and is higher than the district’s overall graduation rate. For most student groups, graduation rates have yet not returned to pre-pandemic levels (2018-19).

The district’s 2024 dropout rates for students with disabilities decreased from the prior year. Dropout rates for limited English proficiency, economically disadvantaged, Title I, homeless, and gifted and talented students increased from the prior year. The district’s dropout rates have fluctuated in all IPSTs year-to-year since 2018.

The overall dropout rates for students belonging to one or more IPSTs, specifically students with disabilities, limited English proficiency, economically disadvantaged, Title I, and homeless, are higher than the district’s overall dropout rate. Gifted and talented students have a lower dropout rate compared to the district’s overall rate.

**Table 3.** Four-Year Jeffco Graduation Rates by Instructional Program

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
2023-2024	Jeffco	70.9	68.7	72.6	75.0	51.5^	57.1	94.9
	Colorado	71.9	70.7	76.4	68.0	68.7	61.6	95.9
2022-2023	Jeffco	69.8	64.6	70.9	66.7	63.0	56.2	94.6
	Colorado	69.3	69.4	73.3	67.2	68.2	58.0	95.4
2021-2022	Jeffco	72.4	73.9	72.4	75.0	67.3	59.8	93.1
	Colorado	67.9	69.4	71.9	69.0	66.9	55.4	94.6
2020-2021	Jeffco	71.4	67.2	70.5	50.0	65.5	52.8	94.6
	Colorado	66.4	67.5	70.6	67.0	64.0	53.6	94.2
2019-2020	Jeffco	62.8	68.3	72.1	*	61.8	59.4	94.3
	Colorado	61.8	70.2	72.3	71.7	65.4	56.7	94.2

**Table 4.** Jeffco Dropout Rates by Instructional Program

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
2023 - 2024	Jeffco	2.0	4.9	2.2	*	6.7^	5.5	0.4
	Colorado	2.1	3.9	2.6	4.0	3.9	4.7	0.2
2022 - 2023	Jeffco	2.2	4.1	2.1	*	3.0	5.0	0.3
	Colorado	2.6	4.1	2.9	4.6	3.9	4.8	0.2
2021 - 2022	Jeffco	2.3	4.7	2.6	8.3	4.1	7.1	0.4

	<b>Colorado</b>	2.5	4.4	3.3	5.6	4.3	5.2	0.4
<b>2020 - 2021</b>	<b>Jeffco</b>	1.9	3.8	1.9	*	3.0	4.9	0.4
	<b>Colorado</b>	2.0	3.5	2.5	2.7	3.2	4.7	0.4
<b>2019 - 2020</b>	<b>Jeffco</b>	2.0	4.6	2.2	12.5	3.8	6.3	0.3
	<b>Colorado</b>	2.1	3.4	2.6	3.1	3.4	4.9	0.4

^Note: Title I graduation and dropout rates cannot be reliably trended prior to the 2023-24 school year due to changes in the schools included in the program.

**District Early & Extended Graduation / Completion Rates By Cohort (Anticipated Year of Graduation)**

Jeffco provides students with a longer or shorter time period for meeting or exceeding district graduation or high school completion requirements (see completion rate definition in the [appendix](#)). The three-year graduation rate accounts for students who meet the requirements for graduation early or before their fourth year of high school. The four-year graduation rate accounts for students who meet the requirements for graduation on-time. The five-year, six-year, and seven-year graduation and completion rates account for students who need time beyond their fourth year of high school to meet graduation requirements or complete high school because they experience an interruption in their coursework (e.g., work, health issues, need for additional/remedial support, etc.), may be participating in specific high school postsecondary programs, and/or may have ongoing postsecondary transition needs identified in their Individualized Education Programs (IEPs)\*.

As reported in Table 5 below, the three-year graduation rate increased by 0.1 from the previous year for a total of 28 early graduates, while the three-year completion rate stayed the same (2024 - 2025 Cohort). The four-year graduation (-0.4) decreased slightly (5,093 graduates) and completion rates (-0.1) decreased slightly from the previous year (2023 - 2024 Cohort). The five-year graduation (-0.1) (5,381 graduates) and completion rates (-0.4) decreased somewhat from the year before (2022 - 2023 Cohort). The six-year graduation rate (-0.9) decreased from the previous year (5,433 graduates), while the six-year completion rate (-0.3) decreased slightly (2021 - 2022 Cohort). The seven-year graduation rate (-0.3) decreased slightly (5,621 graduates) and the seven-year completion rate stayed the same (2020 - 2021 Cohort). Jeffco's seven-year graduation rate of 92.8% exceeds the state by 3.2 points

*\*House Bill 19-1066 requires local education providers beginning in 2020 - 2021 to count students with disabilities as graduates the year at which they meet minimum graduation requirements regardless of whether they will participate in transition programs in future years. The four-, five-, six-, and seven-year rates in 2021 likely show the impact of this legislation.*

**Table 5.** Jeffco Early/Extended and Completions Rate Cohorts

District Early & Extended Graduation   Completion Rates by Cohort (Anticipated Year of Graduation)						
Cohort		3-year (Early) Grad   Comp	4-year (On Time) Grad   Comp	5-year (Late) Grad   Comp	6-year Grad   Comp	7-year Grad   Comp
2024 - 2025	Jeffco	0.5   1.3				
	Colorado	N/A				
2023 - 2024	Jeffco	0.4   1.3	84.6   87.3			
	Colorado	N/A	84.2   85.6			
2022 - 2023	Jeffco	0.3   1.0	85.0   87.4	87.8   90.9		
	Colorado	N/A	83.1   84.6	86.8   88.8		
2021 - 2022	Jeffco	0.2   1.0	84.9   87.8	87.9   91.3	88.3   92.2	
	Colorado	N/A	82.3   84.1	86.1   88.3	87.1   89.5	
2020 - 2021	Jeffco	0.3   0.9	85.8   87.9	88.6   91.5	89.2   92.5	89.3   92.8
	Colorado	N/A	81.7   83.2	85.7   87.7	86.7   88.9	87.1   89.6

**District Completion Rates by Instructional Program Service Type (IPST)**

The district reports completion rates by different programs and services that students may receive. The completion rate combines all graduates with those who receive a certificate, a designation of high school completion, or a High School Equivalency Diploma (HSED). The Class of 2024 completion rate for students with disabilities, limited English proficiency, economically disadvantaged, homeless, and gifted and talented students either stayed the same or increased from the previous year. Conversely, the completion rate for migrant and Title I students decreased from the prior year.

The overall four-year on-time completion rates for students belonging to one or more IPSTs, specifically students with disabilities, limited English proficiency, economically disadvantaged, migrant, Title I, and homeless, are lower than the district’s overall four-year on-time completion rates. The four-year on-time completion rates of gifted and talented students are higher than the district’s overall rate. See Table 6 below.

**Table 6.** Jeffco Completion Rates by Instructional Program

District Completion Rates by Instructional Program Service Type (Categories)								
Year		Students with Disabilities	Limited English Proficient	Economically Disadvantaged	Migrant	Title I	Homeless	Gifted and Talented
2023 - 2024	Jeffco	74.4	69.2	76.7	75.0	59.8 <sup>^</sup>	62.8	96.9
	Colorado	73.4	71.4	78.0	69.1	70.9	63.7	97.2
2022 - 2023	Jeffco	72.3	65.3	74.2	100.0	65.9	61.2	96.6
	Colorado	71.0	70.1	75.0	68.6	69.9	60.4	96.4
2021 - 2022	Jeffco	73.7	74.3	76.4	75.0	69.3	67.4	95.8
	Colorado	69.7	70.2	73.7	70.0	68.6	58.2	96.1
2020 - 2021	Jeffco	73.7	67.9	74.1	50.0	68.1	56.3	96.6
	Colorado	67.9	68.0	72.2	67.6	65.6	55.6	95.5
2019 - 2020	Jeffco	72.3	69.8	76.3	0.0	65.3	63.8	96.2
	Colorado	63.9	71.0	74.1	72.8	67.3	59.3	95.5

<sup>^</sup>Note: Title I completion rates cannot be reliably trended prior to the 2023-24 school year due to changes in the schools included in the program.

**District Graduation, Dropout, & Completion Rates by Ethnicity, Race, & Gender**

Tables 7 through 9 below detail high school outcomes metrics by student demographics.

The 2023 - 2024 graduation rates for White (+0.1) and Asian students (+2.2) increased overall from the previous year, while all other groups' graduation rates decreased from the last year.

The 2023 - 2024 dropout rates for students identified as having two or more races (-0.3) decreased from the previous year. Hispanic/Latino students experienced dropout at moderately higher rates (3.4% dropout rate, 363 students) than White students (1.1% dropout rate, 265 students) during the 2023 - 2024 school year.

The 2023 - 2024 completion rates for White (+0.2), Asian (+1.4), Native Hawaiian/Pacific Islander (+3.6), and students identified as having two or more races (+0.2) increased from the previous year. The 2023 - 2024 completion rates for Hispanic/Latino (-0.5),

American Indian/Alaskan Native (-12.8), and Black/African American students (-12.6) decreased from the previous year.

The overall graduation and completion rates are disproportionately lower and dropout rates are disproportionately higher for students of color compared to the overall graduation, dropout, and completion rates for White students.

**Table 7.** Jeffco Graduation Rate Trends by Ethnicity

Yearly Change in District Graduation Rates by Ethnicity						
Ethnicity Group		# of Students	Graduation Rate 2022 - 2023	# of Students	Graduation Rate 2023 - 2024	% Change
White	Jeffco	3,495	88.9	3,478	89.0	0.1
	Colorado	N/A	88.0	N/A	89.1	1.1
Hispanic/ Latino	Jeffco	1,215	74.7	1,116	73.5	-1.2
	Colorado	N/A	76.1	N/A	77.3	1.2
American Indian/ Alaskan Native	Jeffco	33	86.8	32	74.4	-12.4
	Colorado	N/A	68.0	N/A	69.9	1.9
Asian	Jeffco	222	93.7	208	95.9	2.2
	Colorado	N/A	92.6	N/A	93.2	0.6
Black/African American	Jeffco	50	76.9	51	65.4	-11.5
	Colorado	N/A	78.6	N/A	78.3	-0.3
Native Hawaiian/ Pacific Islander	Jeffco	*	60.0	*	45.5	-14.5
	Colorado	N/A	70.9	N/A	69.5	-1.4
Two or More Races	Jeffco	209	85.3	203	84.2	-1.1
	Colorado	N/A	83.5	N/A	85.0	1.5
Totals	Jeffco	5,230	85.0	5,093	84.6	-0.4
	Colorado	N/A	83.1	N/A	84.2	1.1

**Table 8.** Jeffco Dropout Rate Trends by Ethnicity

Yearly Change in District Dropout Rates by Ethnicity						
Ethnicity Group	Ethnicity Group	# of Students	Dropout Rate 2022 - 2023	# of Students	Dropout Rate 2023 - 2024	% Change
White	<i>Jeffco</i>	233	0.9	265	1.1	0.2
	<i>Colorado</i>	N/A	1.2	N/A	1.0	-0.2
Hispanic/Latino	<i>Jeffco</i>	304	2.8	363	3.4	0.6
	<i>Colorado</i>	N/A	3.2	N/A	3.1	-0.1
American Indian/Alaskan Native	<i>Jeffco</i>	*	3.0	*	3.4	0.4
	<i>Colorado</i>	N/A	2.1	N/A	3.4	1.3
Asian	<i>Jeffco</i>	*	0.2	*	0.4	0.2
	<i>Colorado</i>	N/A	0.7	N/A	0.7	0.0
Black/African American	<i>Jeffco</i>	*	2.1	18	2.9	0.8
	<i>Colorado</i>	N/A	2.8	N/A	2.7	-0.1
Native Hawaiian/Pacific Islander	<i>Jeffco</i>	*	2.9	*	4.7	1.8
	<i>Colorado</i>	N/A	4.1	N/A	4.3	0.2
Two or More Races	<i>Jeffco</i>	*	1.5	21	1.2	-0.3
	<i>Colorado</i>	N/A	1.9	N/A	1.6	-0.3
Totals	<i>Jeffco</i>	585	1.5	682	1.8	0.3
	<i>Colorado</i>	N/A	2.1	N/A	1.9	-0.2

**Table 9. Jeffco Completion Rate Annual Change by Ethnicity**

Yearly Change in District Completion Rates by Ethnicity						
Ethnicity Group		# of Students	Completion Rate 2022 - 2023	# of Students	Completion Rate 2023 - 2024	% Change
White	<i>Jeffco</i>	3,593	91.4	3,580	91.6	0.2
	<i>Colorado</i>	N/A	89.7	N/A	90.8	1.1
Hispanic/Latino	<i>Jeffco</i>	1,254	77.1	1,163	76.6	-0.5
	<i>Colorado</i>	N/A	77.4	N/A	78.6	1.2
American Indian/Alaskan Native	<i>Jeffco</i>	34	89.5	33	76.7	-12.8
	<i>Colorado</i>	N/A	69.3	N/A	71.7	2.4
Asian	<i>Jeffco</i>	224	94.5	208	95.9	1.4
	<i>Colorado</i>	N/A	93.4	N/A	93.8	0.4
Black/African American	<i>Jeffco</i>	54	83.1	55	70.5	-12.6
	<i>Colorado</i>	N/A	79.6	N/A	79.4	-0.2
Native Hawaiian/Pacific Islander	<i>Jeffco</i>	*	60.0	*	63.6	3.6
	<i>Colorado</i>	N/A	73.9	N/A	71.4	-2.5
Two or More Races	<i>Jeffco</i>	212	86.5	209	86.7	0.2
	<i>Colorado</i>	N/A	84.9	N/A	86.8	1.9
Totals	<i>Jeffco</i>	5,377	87.4	N/A	87.3	-0.1
	<i>Colorado</i>	N/A	84.6	N/A	85.6	1.0

The following statistics are included in the [Appendix](#) for the Board’s interest and consideration:

- Alternative Education Campus (AEC) Dropout Rates
- Charter Graduation Rates by Instructional Program Service Type (Categories)
- Charter Dropout Rates by Instructional Program Service Type (Categories)
- Charter Completion Rates by Instructional Program Service Type (Categories)
- Charter Early & Extended Graduation | Completion Rates by Cohort (Anticipated Year of Graduation)

### **District PSAT & SAT Achievement Results**

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 tests the same skills and knowledge as the SAT, adapted for 9th and 10th graders, except for the optional essay, which is only available to interested 11th grade students taking the SAT. The PSAT tests can help identify students' potential for success in advanced coursework, in addition to helping students prepare for the SAT. Both exams can be used to identify academic strengths and improvement opportunities and help students decide on next steps. The College Board, the vendor for the PSAT and SAT, offers optional no-cost personalized opportunities for students to utilize their PSAT scores to connect to advanced coursework (AP Potential), college and career planning tools (BigFuture), and additional preparation supports for the SAT (Khan Academy).

Last spring's PSAT and SAT were administered in a fully online format—a change from prior years. Additionally, the test was shortened in length, included new types of questions, and adapted based on student performance.

Student performance across the state decreased on last spring's digital math tests compared to the percentage of students who met/exceeded expectations in 2023. Due to the changes with the digital SAT Suite in 2024, the Colorado Department of Education revised the [SAT math graduation cut score guidelines to 480](#) from 500 for 2025 and 2026 graduates. SAT reading/writing cut scores will remain at 470.

As shown in Table 10 below, SAT scores declined from last year, both in overall, Reading & Writing (RW), and Math. Table 11 displays 10th grade PSAT scores that declined from last year in the overall and math sections, while 10th grade RW performance held steady. Finally in Table 12, the 9th grade PSAT showed improvement from last year's overall and RW section scores, while math declined. In

2024, Jeffco continued to exceed the state’s SAT mean scale score for all College Board SAT and PSAT tests.

**Table 10.** Jeffco SAT Performance Trends

Jeffco - District SAT Achievement Results					Colorado SAT Achievement Results			
Year	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score
2024	5,281	1027	525	502	56,586	978	500	477
2023	5,216	1042	530	512	56,010	990	506	484
2022	5,302	1036	526	510	55,216	986	503	483
2021	5,187	1043	526	517	51,155	1011	513	498
2020*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	5,567	1048	526	522	57,973	1001	505	496

All scores are mean scale scores

**Table 11.** Jeffco PSAT 10 Performance Trends

Jeffco - District PSAT 10 Achievement Results					Colorado PSAT 10 Achievement Results			
Year	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score
2024	5,222	965	497	467	56,910	919	473	445
2023	5,218	971	497	474	56,102	930	476	455
2022	5,181	977	500	478	56,363	935	480	455
2021	5,096	972	496	477	48,390	948	484	464
2020*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	5,931	977	495	482	60,722	938	476	462

All scores are mean scale scores

**Table 12.** Jeffco PSAT 9 Performance Trends

Jeffco - District PSAT 9 Achievement Results					Colorado PSAT 9 Achievement Results			
Year	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score
2024	5,311	930	475	454	57,283	882	451	430
2023	5,348	928	466	462	58,322	891	450	440
2022	5,427	922	467	455	58,616	885	451	434
2021	5,024	929	472	457	49,786	903	462	441
2020*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	6,052	943	472	471	63,042	906	457	448

All scores are mean scale scores

\* SAT/PSAT assessments were not administered in 2020 due to the COVID-19 pandemic.

Note that 2024 scores dropped across the state due to the [new digital SAT test format](#).

**District Matriculation Rates Into a College or Career Certificate Program**

The data in Table 13 below reflects the percentage of high school graduates who enroll in a career and technical education (CTE) postsecondary program, community college, or four-year institution of higher education during the summer or fall term immediately following graduation. Due to delayed reporting of military enlistment by the Department of Defense to the Colorado Department of Education (CDE), no Jeffco graduate enlistment rates are currently available. We are currently working with local military recruitment partners and reviewing student reported data in an attempt to better capture military enlistment rates. Matriculation data is not available for 2018-2019 as it would have been included in the 2020 performance framework report.

The percentage of students matriculating into a postsecondary program is close to pre-pandemic levels. The rate of students enrolling in a two-year institution has continued to increase since 2021 and now significantly exceeds our pre-pandemic percentage, and the number of students enrolling in a four-year institution of higher education is nearing pre-pandemic levels at 46% compared to 47% in 2018. CTE credential reporting processes with CDE shifted in 2022-2023 and we are exploring discrepancies between matriculation rate declines in this category compared to gains in certifications earned.

**Table 13.** Jeffco Matriculation Trends

District Matriculation Rates Into a College or Career Certificate Program					
Graduation Cohort	All Postsecondary Programs	2-year institute	CTE Credential*	4-year institute	Military <sup>^</sup>
2022 - 2023	63%	23%	8%*	46%	N/A
2021 - 2022	57%	13%	11%	40%	N/A
2020 - 2021	59%	10%	14%	41%	N/A
2019 - 2020	62%	11%	16%	43%	N/A
2018 - 2019*	N/A	N/A	N/A	N/A	N/A
2017 - 2018	65%	13%	9%	47%	N/A

\* CTE credential reporting processes with CDE shifted in 2022-2023 and we are exploring discrepancies between matriculation rate declines in this category compared to gains in certifications earned.

<sup>^</sup> Jeffco is working with local recruiters and gathering student reported data in order to report students matriculating into military programs. In addition, Jeffco is actively pursuing JROTC program opportunities.

### Other Career and College Pathway Metrics:

#### District Advanced Placement Exam Results & Course Enrollment

Advanced Placement (AP) Exams are administered each year in May and test students’ ability to perform at a college level. Students have the choice of taking the AP Exam or opting out after they complete an Advanced Placement (AP) course. Most four-year colleges in the United States and colleges in more than 60 other countries give students’ credit and/or advanced placement in college courses (meaning they allow students to skip the equivalent course once they get to college) based on AP Exam Scores - typically for scores 3 and above. The final score for each AP Exam is reported on a 5-point scale that offers a recommendation about how qualified a student is to receive college credit and placement. However, each college makes its own decisions about which scores qualify for credit or placement. Qualifying grades on AP Exams may earn students anywhere from 3 to 6 credits for a single course at most universities.

In 2024, 6,047 students took one or more AP exams which is an increase of 76 students from the previous year. More than 10,000 exams were taken by these students, of which 74% received a valid score of 3 or higher, meaning they are qualified, very qualified, or extremely qualified to receive college credit and placement. Tests taken in 2024 showed a 7 percentage point increase in students

earning a 3 or higher compared to the prior year. Refer to Table 14 below for more detailed score information.

**Table 14.** Jeffco Advanced Placement Performance Trends

District Advanced Placement Exam Results							
Year	Total # of Tests Taken	% of Students With Score of 1	% of Students With Score of 2	% of Students With Score of 3	% of Students With Score of 4	% of Students With Score of 5	% of Students With 3+ Score
2024*	10,267	7.0%	19.0%	27.0%	30.0%	17.0%	74.0%
2023*	10,144	11.7%	21.6%	28.4%	23.6%	15.0%	67.0%
2022	9,113	11.4%	20.9%	26.9%	24.0%	16.8%	67.7%
2021	9,873	15.0%	24.9%	27.2%	20.4%	12.4%	60.0%
2020	9,308	10.4%	20.5%	29.8%	24.6%	14.7%	69.1%

*\*Calculations do not include the additional aural and non-aural component subscores from the AP Music Theory exam or the additional AB subscore from the AP Calculus BC exam.*

**District International Baccalaureate Exam Results & Course Enrollment**

International Baccalaureate (IB) Exams align with college-level curriculum developed by the IB Organization at authorized high schools that serve students enrolled in the official IB Diploma Program. Exams, mainly essays, are taken after completing a course. Some colleges, including all state institutions in Colorado, offer college credit based on a student’s IB exam score - typically for scores 4 and above. The final score of each IB Exam is reported on a 7-point scale that offers a recommendation about how qualified a student is to receive college credit and placement. However, each college makes its own decisions about which scores qualify for credit and placement. Four high schools in Jeffco currently offer an IB Diploma Program: Alameda International Jr./Sr. High School, Dakota Ridge High School, Lakewood High School, and Standley Lake High School.

As reported in Table 15 below, 79.8% of IB Exams taken by high school students during the 2023 - 2024 school year received a valid score of 4 or higher, meaning they performed satisfactorily, good, very good, or excellent. Overall, this is a 2.3 percentage point decrease in comparison to the prior year; however, the number of total tests taken increased compared to the previous year.

**Table 15.** Jeffco International Baccalaureate Performance Trends

District International Baccalaureate Diploma Exam Results									
Year	Total # of Tests Taken	% of Students With Score of 1	% of Students With Score of 2	% of Students With Score of 3	% of Students With Score of 4	% of Students With Score of 5	% of Students With Score of 6	% of Students With Score of 7	% of Students With Score of 4+
<b>2024</b>	1,064	0.6%	4.3%	15.2%	27.9%	33.6%	15.7%	2.6%	79.8%
<b>2023</b>	969	0.9%	3.7%	13.3%	31.0%	32.4%	15.1%	3.6%	82.1%
<b>2022</b>	1,070	0.0%	3.7%	11.4%	22.2%	32.8%	24.7%	5.1%	84.8%
<b>2019</b>	1,050	0.4%	6.7%	12.5%	24.4%	31.5%	21.5%	3.0%	80.4%
<b>2018</b>	1,216	0.3%	2.1%	9.5%	24.3%	36.8%	22.6%	4.4%	88.1%

**Concurrent Enrollment Participation Rates & Approximate Cost Savings to Families**

Students in grades 9-12 may participate in available concurrent enrollment courses at no tuition cost to students or their families. Concurrent enrollment classes means that students are enrolled in their home high school and a college institution and they:

1. Take college-level classes for college credit on their high school campus, taught by a qualified high school teacher during the regular school day ([High School Select](#))
2. Take college-level classes for college credit on their high school campus in a synchronous or asynchronous remote format through the [College 4 All](#) program; or
3. Take college-level courses on an approved college campus through the [Campus Select](#) program (Enrollment approval is based on a set of eligibility criteria outlined in [Board Procedures](#)).

With the current cost per credit hour, just taking one concurrent enrollment course via any of the above options, provides a significant cost savings for our students and families. The example in Table 16 below illustrates the same guaranteed transfer (GT) course, but taken in three different modalities:

**Table 16.** Tuition Cost-Savings Example

Course Modality	GT College Course	Credits	Tuition Cost
CE as High School Select	ENG 1021: English Composition I	3	\$0
Traditional RRCC Student	ENG 1021: English Composition I	3	\$507.30*
Traditional CSU Student	ENGL 1020: Core Composition I	3	\$1,446.63

Table 17 below shows that during the 2023 - 2024 school year, 7,580 students were enrolled in a concurrent enrollment course, and collectively they earned 47,034 college credits, amounting to more than \$7.7 million in tuition savings (\*based on community college rates) passed on to students and families. This is an increase of 2,048 more students taking courses compared to the prior year. This increase is due to a growth in offerings at neighborhood high schools and Warren Tech as well as adding courses within the College 4 All program.

**Table 17.** Jeffco Concurrent Enrollment Participation and Savings

District Concurrent Enrollment Participation Rates & Approximate Cost Savings to Families			
Year	Total # of Students enrolled	Total College Credits Earned	Approx. Tuition Savings *CCCS rates
<b>2023-2024</b>	7,295	47,034	\$7,722,982
<b>2022-2023</b>	5,960	29,188	\$4,475,980
<b>2021-2022</b>	3,222	25,013	\$3,835,744
<b>2020-2021</b>	3,703	19,514	\$2,992,472

Beginning the 2021 - 2022 school year, Jeffco began a tuition reimbursement program to assist teachers in completing the last six graduate credits (or equivalent for CTE) towards meeting the Higher Learning Commission (HLC) requirements for offering concurrent enrollment. This initiative has resulted in an increase, on average, of two new concurrent enrollment teachers each year. Table 18 shows the teacher access and impact of this program over the last three years.

**Table 18.** Jeffco Concurrent Enrollment Participation and Savings

<b>District Concurrent Enrollment Tuition Reimbursement Impact</b>			
<b>Year</b>	<b>2021 - 2022</b>	<b>2022-2023</b>	<b>2023-2024*</b>
<b>Total # of Participating Teachers</b>	3	4	5
<b>Total Tuition Reimbursed</b>	\$9,825.38	\$9,050.33	\$21,740.59
<b>Total # of New CE Courses Added for Following SY</b>	6	1	9

*\*Additional tuition reimbursement funding was provided through the CEEI grant*

### Career Pathways and CTE Enrollment

CTE, or Career and Technical Education, provides students with hands-on training and skills for specific careers. This report will address overall student CTE participation status, specifically CTE concentrators. CTE concentrator status supports academic achievement<sup>1</sup>, provides multiple options for PWR gradation demonstrations, and guides students towards making informed decisions about their futures<sup>2</sup>, saving time and money when considering postsecondary training.

Jeffco has 160 total CTE programs across middle and high schools. There are 134 high school programs, of which 26 are offered through Warren Tech, and 24 Middle School Combined Exploratory programs. CTE courses and pathways are organized according to the Colorado Career Cluster model and include:

- Agriculture, Natural Resources & Energy
- Alternative Cooperative Education (ACE)
- Business, Marketing, & Public Administration
- Computer Science / Information Technology
- Engineering
- Health Science, Criminal Justice & Public Safety
- Hospitality, Human Services, & Education
- Media Arts
- Skilled Trades & Technical Sciences

Within each pathway, students are assigned a status based on their participation in CTE.

- Enrolled = 0.5 or 1 semester in any CTE pathway
- Participant = 1.0 or 2 semesters in a single CTE Pathway
- Concentrator = 2.0 or 4 semesters in a single CTE Pathway

<sup>1</sup> [What We Know About the Impact of Career and Technical Education: A Systematic Review of the Research](#)

<sup>2</sup> [Do They Feel Ready? Self-efficacy of Career and Technical Education High School Student](#)

Jeffco CTE seeks to increase the number of concentrators within each career pathway over time. Increased concentration leads to [higher graduation rates](#) and increased career readiness<sup>3</sup>.

The number of students who take at least one semester or more of CTE classes continues to increase each year. CTE programs in Jeffco with the highest enrollment numbers include:

- Business, Management, & Marketing
- Engineering
- Hospitality & Food Production
- Media Arts

In order to meet industry demand, Jeffco continues to expand opportunities in high skill, high wage, and in-demand career areas<sup>4</sup> such as:

- Computer Science / Information Technology
- Education
- Health Sciences
- Natural Resources

A complete list of career pathways and number of CTE students by CTE participation status is provided in Table 19 below.

**Table 19.** Number of Students by CTE Status per Program

Number of Students and CTE Status by Program 2023-2024			
Program	Enrolled	Participants	Concentrators
ACE CTE	332	190	56
Aeronautics/Aviation/Aerospace Science and Technology	58	58	58
Agriculture, Food & Natural Resources	99	62	21
Athletic Training/Sports Medicine	51	51	51
Behavioral Health	128	58	0
Business, Management, Marketing	3,339	1,036	146
Computer & Digital Technologies	677	382	136

<sup>3</sup> [Investigating the Relationship Between Career And Technical Education High School Course-Taking And Early Job Outcomes](#)

<sup>4</sup> [Colorado Talent Pipeline Report- Appendix B - 2024 Top Jobs](#)

Construction Trades	697	273	64
Corrections and Criminal Justice	371	192	84
Cosmetology	98	98	61
Drafting and Design Technology	7	4	0
Education	60	49	25
Emergency Management	25	25	25
Energy	51	47	0
Engineering	1,820	1,082	300
Fire Science Technologies	47	47	47
Health Science	762	591	69
Hospitality and Food Production	5,565	2,153	393
Interior/Fashion Design	520	351	40
Manufacturing Trades	685	340	201
Medical/Clinical Assistant	33	33	33
Multimedia	4,240	1,813	519
Nurse Aide - NA	38	38	38
Occupational/Physical Therapy	28	28	27
Outdoor Recreation Leadership	29	29	17
Theatre Technology	860	404	116
Vehicle Maintenance and Repair Technologies	529	272	168
Water Quality and Management	148	138	26
Welding	28	28	28

Tables 20 and 21 provide district-wide CTE student engagement status over three school years. This data is given to provide a picture of the change of CTE participation status overtime.

**Table 20.** CTE Student Status Trends - Deduplicated

CTE Student Status - Deduplicated						
Academic Year	Enrollment (.5 credit)		Participant (1.0 credit)		Concentrator (2.0 credit)	
	# of students	% total HS pop	# of students	% total HS pop	# of students	% total HS pop
2023 - 2024	13,766	55.3%	6,743	27.1%	1,831	7.4%
2022 - 2023	14,223	56.7%	6,433	25.7%	1,634	6.5%
2021 - 2022	11,840	46.6%	5,924	23.3%	1,912	7.5%

**Table 21.** CTE Student Status Trends- Total Counts

CTE Student Status - Total Counts			
Academic Year	Enrollment (.5 credit)	Participant (1.0 credit)	Concentrator (2.0 credit)
2023 - 2024	24,448	11,979	3,300
2022 - 2023	21,325	9,872	2,657
2021 - 2022	14,875	7,296	2,301

**District CTE Concentrator Graduation Rates**

Students reaching concentrator status in CTE programs within Jeffco consistently graduate at higher rates, in alignment with national trends. In 2022-2023 this was evident across all subgroups, as seen in Table 22 below, indicating that having a clearly defined postsecondary workforce goal, and aligned learning experiences, leads to increased high school success.

In summary:

- CTE concentrators demonstrated a 96.67% on-time graduation rate, significantly exceeding the overall Jeffco graduation rate of 85.0%.
- High graduation rates were observed across all racial and demographic groups within CTE programs, with rates generally above 94%.
- CTE programs appear to positively influence graduation outcomes, potentially mitigating disparities seen in overall graduation rates.

**Table 22.** Jeffco CTE Concentrators vs. Overall Graduation Rates

2022-2023 Graduation Rate for CTE Concentrators by Subgroup				
	CTE Concentrators with on-time Graduation	All CTE Concentrating Seniors	Graduation rate for CTE Concentrators	Overall Jeffco Grad rates
<b>Jeffco Overall</b>	1,365	1,412	96.7%	85.0%
<b>American Indian or Alaskan Native</b>	51	51	100.0%	86.8%
<b>Asian</b>	78	81	96.3%	93.7%
<b>Black</b>	33	34	97.1%	76.9%
<b>Hispanic</b>	316	326	96.9%	74.7%
<b>White</b>	1,268	1,315	96.4%	88.9%
<b>Native Hawaiian or other Pacific Islander</b>	*	*	100.0%	60.0%
<b>Two or more races</b>	48	51	94.1%	85.3%
<b>Individuals with Disabilities</b>	273	288	94.8%	69.8%
<b>Economically Disadvantaged</b>	357	373	95.7%	70.9%
<b>Limited English</b>	30	30	100.0%	64.6%
<b>Homeless</b>	18	21	85.7%	56.2%

### Industry Certificates

Industry certificates are credentials recognized by business and industry. The Colorado Department of Education, in collaboration with the Colorado Workforce Development Council, annually updates a list of approved certifications as part of the Career Development Incentive Program (CDIP). All approved certifications must align to a top job in the state of Colorado, be recognized by local industry leaders, and lead to a position that provides a liveable wage. Data reported in Table 23 includes only CDIP-approved certifications. Declines in the data, such as those between 2019-2020 and 2020-2021, resulted from certifications being removed from the approved list.

The number of students earning certifications has continued to rise, from 798 in 2021-2022 to 1,026 in 2022-2023, and 1,477 in 2023-2024 - a 43.96% increase from the previous year. The most-earned certifications in 2023-2024 were Solidworks, Entrepreneurship and Small Business, PMI Project Management, and Adobe Certified Professional Photoshop, reflecting student interest and preparation in diverse career pathways.

While we have seen significant growth in students accessing these opportunities across schools and programs, we do have gaps in the demographics of students earning industry certifications. In 2023-2024, for example, 77% of students earning an industry certification

identified as White and 13% as Hispanic, compared to 64% and 26%, respectively. Additionally, 21% of students earning a certification in 2023-2024 were economically disadvantaged, compared to an overall district average of 30%.

**Table 23.** District Industry Certifications

<b>District Industry Certifications Earned - Warren Tech Compared to Home High Schools</b>			
<b>Year Earned</b>	<b># of Students Earning Certifications through Warren Tech Programs</b>	<b># of Students Earning Certifications at Home High School</b>	<b>Total # of Students Earning Certification</b>
<b>2023-2024</b>	613	873	<b>1,486</b>
<b>2022 - 2023</b>	446	580	<b>1,026</b>
<b>2021 - 2022</b>	445	353	<b>798</b>
<b>2020 - 2021</b>	207	261	<b>468</b>
<b>2019 - 2020*</b>	846	189	<b>1,035</b>

Note: Industry Certification rates cannot be reliably trended prior to the 2020-2021 school year due to significant changes to the certifications approved. Approved certifications are updated annually at the state level.

### **Work Based Learning Student Experiences**

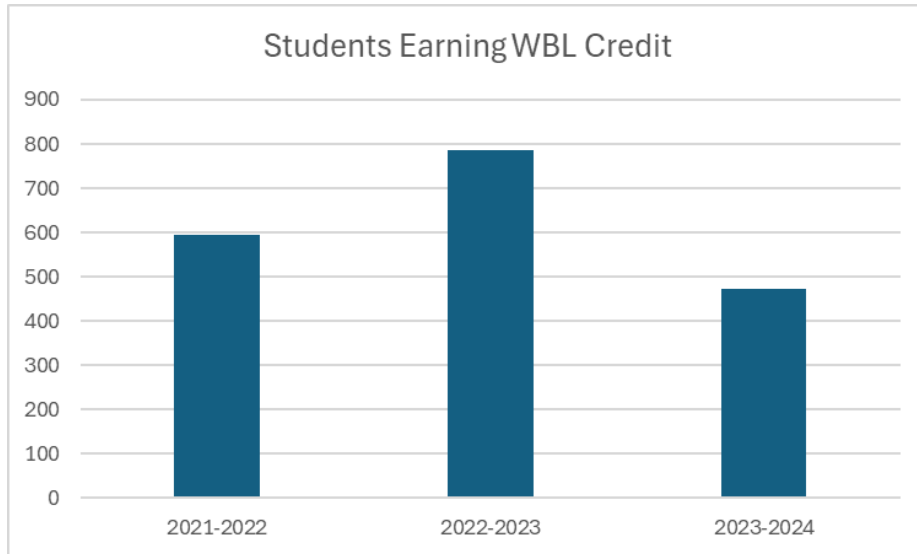
Work Based Learning (WBL) is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience. It combines skill development with training opportunities and is a key strategy in Colorado for developing talent and preparing Coloradans for the workforce and evolving labor market. WBL programs are instrumental in quality career pathways that enable students and job seekers to secure industry-relevant skills, certifications, and credentials, and advance to higher levels of education and employment. ([Quality Work Based Learning Indicators in Colorado: p. 1](#))

The Jeffco Career Links team in partnership with Jeffco high schools and Warren Tech are working to expand Work Based Learning opportunities for students to connect with industry partners. Some highlights from this past year include:

- In January, two impactful STEM career panels were held, connecting 40 multilingual learners from Arvada West and Golden High Schools with 10 diverse STEM professionals. Students engaged in meaningful dialogue, practicing critical thinking and communication skills, while exploring various STEM career paths. This initiative, a collaboration between Jeffco Career Links and Culturally Linguistic and Diverse Education, successfully provided representation and valuable learning opportunities.
- NASA HUNCH continues to thrive across Jeffco Schools with at least 7 schools invited to attend the Final Design Review at the Johnson Space Center. Jeffco Schools consistently represents 25 - 30% of all teams invited to NASA's Final Design Review from across the US.

Students also have the opportunity to earn credit for in-depth internships, apprenticeships, and other work-based learning experiences that include at least 60 hours of experience. The graph below in Figure 1 displays trends in Work Based Learning credit earned over the past three years.

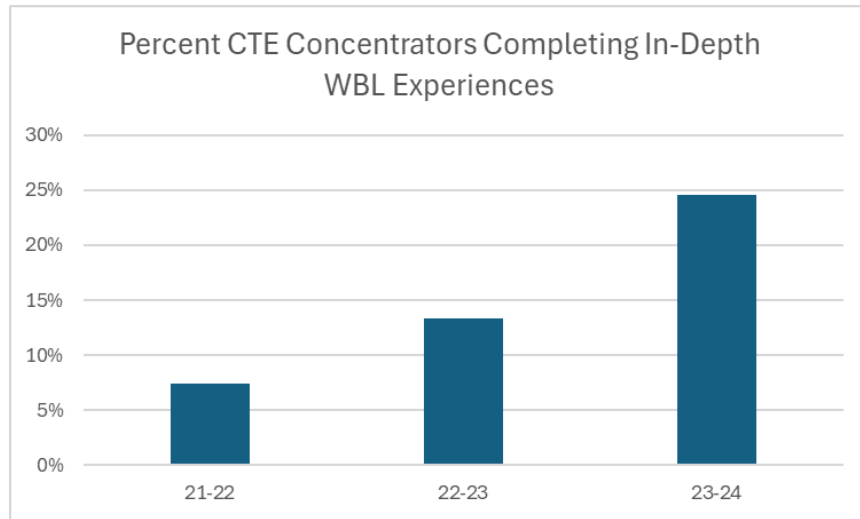
**Figure 1.** Jeffco Work Based Learning (WBL) Credit Trends



*\*The drop in 2023-2024 can be attributed to intentional system norming and alignment for credit bearing WBL experiences.*

In addition, students within CTE pathways experience in-depth Work Based Learning experiences, often referred to as “Learning Through Work”, throughout their courses. These experiences include embedded internships, school based enterprises, clinicals, and industry-sponsored projects. Figure 2 below shows the increase in CTE Concentrators that have completed a pathway-aligned “Learning Through Work” experience.

**Figure 2.** Jeffco CTE Concentrators Completing WBL Experiences Trends



### Jeffco Internship Program

Aligned to the goals of High School Reimagined and in order to develop a robust, district-wide internship program that is equitable and sustainable for all Jeffco students, the Jeffco Career Links team added an internship coordinator who is streamlining processes for students and industry partners to engage in internship opportunities. Early implementation has resulted in the following expanded opportunities :

- Fall Internship Hiring Fair with 5 partners and 27 students
- Spring Internship Hiring Fair with 20 partners for ~200 Mountain Area 11th Grade Students
- Spring Internship Hiring Fair with 25+ partners (April 10) open to all Jeffco Students

### G.R.O.W. Jeffco Career Hubs

The G.R.O.W (Get Ready for Opportunities at Work) Jeffco Career Hub pilot initiated in 2022-2023, and funded through Zoma and Beacon Foundation grants continues to gain momentum. A Career Hub is a fully staffed physical location inside of a Jeffco high school that is dedicated to increasing career awareness, exploration, and preparation by increasing how career pathway information and Work Based Learning opportunities are accessed by students and families. The grant funded pilot began with four high schools participating (Alameda, Arvada, Chatfield and Green Mountain), however as of 2024-2025, 14 Jeffco High Schools have engaged in the Career Hub model and are working to expand these opportunities for students.

During the summer of 2024, 47 students were invited, through their Career Hubs, to complete summer internships with the Jeffco Business and Workforce Center. Students gained valuable experiences, developed clarity around their postsecondary

and workforce goals, and had the opportunity to apply and further develop academic and durable skills. Student Video [HERE](#).

Table 24 below shows initial student survey results regarding their engagement and experience with their school’s Career Hub. Results demonstrate increased student engagement and understanding of postsecondary options, and also indicated a positive correlation between student engagement with the Career Hub and their reported understanding of postsecondary choices, high-wage, high-demand careers and growth in essential workforce skills. Students who reported higher levels of engagement with the Career Hub tended to give higher ratings of their understanding of high-wage, high-demand careers. Students who reported being "Very engaged" with the Career Hub often rated their growth of essential workforce skills highly.

**Table 24.** Student Career Hub Survey Results

Survey indicator	2023 - 2024	Fall 2024
Students reporting high engagement with the Career Hub	<b>17.9%</b>	<b>70.8%</b>
Students reporting high understanding of postsecondary choices	<b>65.7%</b>	<b>80.6%</b>
Students reporting high understanding of high-wage, high-demand careers	<b>78.6%</b>	<b>86.1%</b>
Students reporting high growth of durable skills	<b>58.6%</b>	<b>77.8%</b>

### Seal of Biliteracy Diploma Endorsement Trends

A seal of biliteracy is a credential given by CDE and/or Jeffco Public Schools that recognizes students who have studied and attained a high level of proficiency in two or more languages (one of which is English) by high school graduation. The Seal encourages students to learn a new language or languages while honoring the language, culture and experiences students already possess. In addition, it gives future employers and post-secondary institutions definitive evidence of a student’s language skills. All students in every Jeffco high school are eligible to earn a seal of biliteracy. Table 25 below provides 5-year trends for Jeffco’s Seal of Biliteracy.

**Table 25.** Jeffco Seal of Biliteracy Diploma Endorsement Trends

District Seal of Biliteracy Diploma Endorsement Trends				
Year	Total # of Student Recipients	Student Demographics	Option	Languages

2023 - 2024*	889 (17.4% of Jeffco graduates)  From 23 schools (2 Charters, 3 Option, 18 Neighborhood)	6% ELLs 16% Former ELLs 78% non ELLs	412 Colorado Seal  76 Jeffco Seal  401 Colorado and Jeffco Seal	Akan, Chinese, Dari, French, German, Japanese, Latin, Persian, Russian, Spanish, Vietnamese
2022 - 2023*	891 (17.1% of Jeffco graduates)  From 21 schools (2 Charters, 2 Option, 17 Neighborhood)	5% English Language Learner 13% Former English Language Learners 82% non-English Language Learner	391 Colorado Seal  137 Jeffco Seal  366 CO & District Seal	Chinese, Dutch, French, German, Portuguese Latin, Spanish, Polish, Vietnamese
2021 - 2022	950 (18.1% of Jeffco graduates)  From 23 schools (4 Charters, 1 Option, 18 Neighborhood)	3% English Language Learner 97% non-English Language Learner	566 Colorado Seal  384 Colorado and District Seal	Chinese, French, German, Japanese, Latin, Spanish
2020 - 2021	959 (17.7% of Jeffco graduates)  From 20 schools (3 Charters, 1 Option, 16 Neighborhood)	4% English Language Learner 96% non-English Language Learner	669 Colorado Seal  290 Colorado and District Seal	Chinese, French, German, Japanese, Latin, Russian, Spanish, Vietnamese
2019 - 2020	850 (16.2% of Jeffco graduates)  From 21 schools (2 Charters, 2 Option, 17 Neighborhood)	13% English Language Learner 87% non-English Language Learner	567 Colorado Seal  287 Colorado and District Seal	Chinese, French, German, Japanese, Latin, Spanish, Swedish, Russian

\*Beginning with the 2022-23 school year, shifts were made to the Jeffco Seal of Biliteracy qualifications in order to provide more students an equitable opportunity to receive the seal. Jeffco requires the additional qualification of an oral language proficiency exam but the GPA requirement of a 3.0 in English Language Arts (ELA) that the

*Colorado seal requires was shifted to allow students to be considered for the Jeffco seal as long as they met Jeffco's ELA graduation requirements. In addition, demographic information around students who had previously been considered multilingual learners, but have exited the program due to their academic proficiency in English is included for reference.*

**Science, Technology, Engineering, & Math (STEM) Diploma Endorsement Trends**

In May 2017, Colorado passed legislation allowing for a STEM Endorsed Diploma. To obtain a STEM Endorsed Diploma, students must earn four STEM-related credits beyond those required for graduation with a 3.5 GPA in those STEM courses, demonstrate a high proficiency in mathematics on a state or national assessment, and complete a STEM capstone project that demonstrates mastery of specific STEM skills.

In 2024, 29 students received a STEM Endorsed Diploma. Students earning the endorsement represented nine different high schools as well as Warren Tech programs. As shown in Table 26 below, there has been a steady increase of students earning this endorsement, and schools offering this opportunity, since the initial rollout at three high schools in 2018 - 2019.

Jeffco Public Schools recently finalized an agreement with the Colorado School of Mines that will guarantee admission for Jeffco students who graduate with a STEM Endorsed Diploma and meet other Mines specific admission requirements (GPA and math/science course completion). Students must note their STEM Endorsed Diploma status on their application to receive initial acceptance and provide a final transcript upon graduation to confirm eligibility. Students graduating in May of 2026 will be the first to have this opportunity available.

**Table 26.** District STEM Diploma Endorsement Trends

District Science, Technology, Engineering, & Math (STEM) Diploma Endorsement Trends	
Year	Total # of Student Recipients
2023 - 2024	29
2022 - 2023	31
2021 - 2022	27
2020 - 2021	25
2019 - 2020	20
2018 - 2019	16

**Jeffco Transition Services School (ages 18-21), School to Work Alliance Program (SWAP), & Project Search**

Transition services are available to prepare students with disabilities for adult life after they leave high school. They can be considered a bridge between school programs and opportunities for adult life, including higher education or training, employment, independent living, and community participation. Jeffco’s transition programming provides students with disabilities opportunities to experience positive post-school outcomes.

JTS maintains collaborations with adult agency partners to provide specific transition opportunities for our students. Specialized programs include *STEP-UP*’s partnership with the United States Geological Survey (USGS), Workforce Center’s partnership with *Rise Up Cafe at Jeffco’s Ed Center*, *Project Search* organization located and operated out of University of Colorado Health Campus and Children’s Hospital.

Tables 27 through 29 below provide additional information on transition programs and supports for transition-aged students.

**Table 27.** Jeffco School to Work Alliance Program (SWAP) Trends

Students Receiving School to Work Alliance Program (SWAP) Support	
Year	Total # of Students Enrolled
2023-2024	150
2022 - 2023	317
2021 - 2022	196
2020 - 2021	135

**Table 28.** Project Search UC Health Enrollment and Employment

Project Search Enrollment and Employment Outcomes - UC Health		
Year	Total # of Students Enrolled	Employed Post Program
2023 - 2024	*	82%
2022 - 2023	*	82%
2021 - 2022	*	82%
2020 - 2021	*	82%
2019 - 2020	*	87.5%

**Table 29.** Project Search Children’s Hospital Enrollment and Employment

Project Search Enrollment and Employment Outcomes - Children’s Hospital		
Year	Total # of Students Enrolled	Employment Post Program
2023 - 2024	*	82%
2022 - 2023	*	82%
2021 - 2022	*	82%
2020 - 2021	*	82%
2019 - 2020	*	70%

\*Student enrollment redacted for Tables 32 and 33 due to counts less than 16

## COMPLIANCE STATEMENT

### On Track:

#### High School Graduation Rate Successes

- Jeffco Public Schools’ graduation successes include 18 schools achieving 90% or higher graduation rates in the 2023-24 school year.
- Jeffco’s 17 neighborhood high schools achieved an average graduation rate of 93%, 9 percentage points higher than the state’s average.
- Jeffco’s overall on-time graduation rate for the Class of 2024 outpaced the state average for the seventh consecutive year.
- Schools with exceptional graduation rates include Addenbrooke Classical Academy, Two Roads Charter School and Doral Academy of Colorado that graduated 100% of their students.
- The following schools achieved on-time four-year graduation rates of 95% or higher:
  - Chatfield High School
  - Columbine High School
  - Conifer High School
  - D’Evelyn Jr/Sr High School
  - Doral Academy of Colorado
  - Evergreen High School
  - Golden High School
  - Green Mountain High School
  - Jefferson Academy Secondary School
  - Ralston Valley High School
- In addition, the following schools achieved significant improvement in on-time four-year graduation rates::
  - Columbine High School: 2.5 point increase

- Golden High School: 3.9 point increase
- Jefferson Jr/Sr High School: 5.2 point increase
- Lakewood High School: 2.5 point increase
- McLain Community High School: 2.7 point increase
- Ralston Valley High School: 3.7 point increase
- Wheat Ridge High School: 2.8 point increase
- Jeffco has made significant strides in supporting students from diverse backgrounds, with substantial improvements in graduation and completion rates for key subgroups:
  - English Language Learners: Graduation rates increased by 4.1 percentage points, showing the district's ongoing.
  - Students with Disabilities: Graduation rates increased by 1.1 points, and completion rates improved by 2.1 percentage points.
  - Economically Disadvantaged Students: Graduation rates improved by 1.7 percentage points, and completion rates increased by 2.5 percentage points.

### **Strong Outcomes for Postsecondary Workforce Readiness**

- Jeffco's CTE concentrators continue to have a graduation rate higher than the district graduation rate, with a 2022-2023 rate of 97% compared to 85%.
- The percentage of students matriculating to Community College / 2-year program now exceeds pre-pandemic rates at 23%, and 4-year matriculation has almost reached pre-pandemic rates at 46% vs 47%.
- The total counts in CTE classes / programs continues to grow..
- The total number of students earning certifications increased to over 1400 students earning certificates in Jeffco CTE programs during 2023-2024..
- In 2024, close to 25% of students concentrating in a CTE pathway also completed an aligned, in-depth, Work Based Learning experience.
- During the 2023-2024 school year, there was a large increase to 7,295 students participating in concurrently enrolled classes who collectively earned 47,034 college credits, amounting to over \$7.7 million in tuition savings passed on to students and families. The College4All synchronous remote program continues to support this increase.

### **Magic of Middle School**

- A steering committee has been formed to lead a strategic refresh of our middle schools that will ensure we empower students to transition to high school as well-rounded individuals, ready to navigate their futures with curiosity, compassion, and purpose. The Magic of Middle School work will create the conditions necessary for students to attain the durable skills that are the focus of High School Reimagined.

### **High School Reimagined**

- We actively engaged our high school principals in the High School Reimagined work this year by narrowing our focus on durable skills to the top four: communication, collaboration, leadership, and critical thinking. In addition, we began the process of implementing durable skills instruction alongside our core standards to ensure students are given ample opportunity

to gain proficiency in both skills. School Leaders are also working to support Quality Career Pathway opportunities at their schools, which include CTE programs that prepare students for a high demand careers with a liveable wage, include college credit and/or industry credentials, provide quality instruction through courses aligned to industry-defined skills and outcomes, and provide students with in-depth work-based learning experiences with a formalized industry partner.

- There has been intentional work with our South Area High Schools (Bear Creek, Chatfield, Columbine, Dakota Ridge) as part of a pilot program working to align pathways and opportunities for students. As a result, these schools are in the final stages of aligning to a common bell schedule that will allow students to access programs across schools. We are also coordinating efforts related to Work Based Learning and industry partnerships through a regional approach in this area.

### **Freshman Success Research Project**

- In order to make significant changes for freshman success, Jeffco's district research team will explore the following research questions from both a quantitative and qualitative perspective:
  - What are the characteristics of successful 9th grade students?
  - Using an early warning predictive statistical model, which ninth graders are not on track at the beginning of ninth grade, but make large gains to be back on track to graduate by the end of ninth grade?
  - What programs, practices, and policies are in place at each school to ensure freshman success?
  - What factors made a difference in supporting at-risk freshmen to have a successful ninth grade experience?
- The ultimate purpose of this project is to employ an appreciative inquiry approach to identify “bright spots” in district policies/processes, school-based innovations, and family-school partnerships that are helping ninth graders be on track to graduate during their freshman year in high school. Results from phases of the research will be reported starting March 2025 through January 2026.

### **Challenges:**

**Closing disproportionate gaps in graduation rates, dropout rates and CTE enrollment.** In Jeffco, students identified as having disabilities, being economically disadvantaged, or belonging to certain sub groups, such as Hispanic/Latino, Black/African American, and Native Hawaiian/Pacific Islander, experience lower graduation rates and higher dropout rates compared to the district's overall rates. Additionally, disparities are evident in terms of gender and enrollment in higher education post-graduation, with a noted underrepresentation in students earning Industry Certifications and concentrating in Career and Technical Education (CTE) programs across schools.

### **Supports for High School Interventions and Credit Recovery**

Multi-tiered System of Supports (MTSS) for students who are off-track are not consistent across all secondary schools. Our work with Freshman Success Academy at Wheat Ridge High School is informing promising practices in this space, however there is an ongoing need to implement best practices consistently across all schools to ensure students not on-track for graduation are identified early and provided with sufficiently robust support.

In addition, credit recovery opportunities within the school day are not consistently accessible, resulting in students often needing to wait until 11th or 12th grade to access these options via asynchronous online programming (Edgenuity). There is a need for consistent district-wide procedures and structures to support student credit recovery needs.

**High School Career Readiness Opportunities** In Jeffco, our College and Career Technical Education (CTE) pathways are a key component of career readiness. CTE pathways have specific requirements including industry advisory boards and alignment with the academic, technical, and durable skills necessary for a student to be prepared for the industry. As we face declining enrollment, we need to continue to weigh the resources and staffing necessary to maintain multiple pathways at comprehensive schools. The HSR South Pilot has focused on developing a strategy to meet this challenge. In addition, CTE pathways require highly qualified teachers with experience in the industry. It is difficult to recruit, train, and retain highly qualified teachers in industry areas that are high wage and high demand. In addition, effective CTE pathways provide students with in-depth Work Based Learning opportunities that are dependent on our industry partners. As industry demands change, our CTE and central staff are continually working to develop partnerships each year. It requires significant time and effort to ensure industry partners are prepared to provide and maintain these opportunities. Finally, we know that our CTE pathways cannot be the only opportunity for students to develop durable skills. Our core content teachers will need additional time, resources, and support to incorporate durable skills and relevant experiences into daily lessons. This includes time for teachers to collaborate across departments and reflect on the effectiveness of their teaching.

**AEC Landscape Work.** In Jeffco, alternative education is undergoing a realignment to better meet the diverse needs of students who may not thrive in traditional educational settings. In May 2023, the Board [resolved](#) that a landscape analysis of District Alternative Education Campuses (AECs) and resulting recommendations would guide stakeholder engagement and planning to ensure Jeffco has adequate AEC offerings and that those offerings are geographically accessible to the students who need and benefit from the programming. The district collaborated with Colorado Education Initiative from June 2023 through June 2024 to conduct a full scale [diagnostic review](#) of alternative education in Jeffco. The district collaborated with Cause Effect Advisory during the Fall 2024 semester ([report](#) dated Nov. 20, 2024) to further support a strategic realignment. The collaboration between external consultants, school leaders, and staff surfaced that referrals to our AECs from traditional schools are not strategic. Students are often placed where there is space instead of in the program that will best meet their needs. Despite the admirable

efforts of our AEC educators, staff, and school leaders to serve all the students they receive, this enrollment pattern has frustrated our goals for student achievement and graduation. Jeffco's 2023-24 AEC dropout rate was 16.7%, which is an increase of 2.9 points over the 2022-23 rate and seems to indicate an acceleration in AEC dropout rates since 2021-22. Trending may be impacted by changes in the schools designated as AECs. (AEC dropout data can be found in Table A-1 in the [Appendix](#).) Ongoing collaboration with stakeholders is supporting efforts to define the unique attributes of each AEC school and the students they serve, and ensure that each school is accessible to its target student population. Implementation of a revised AEC Landscape is anticipated in 2026-27.

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**APPENDIX**

Alternative Education Campus (AEC) School statistics for Dropout Rates are provided below in Table A-1.

**Table A-1.** Alternative Education Campus (AEC) School Dropout Rates

Alternative Education Campus School Dropout Rates			
Year		# of Dropouts	Dropout Rate
2023 - 2024	Jeffco AEC Schools	393	16.7
2022 - 2023	Jeffco AEC Schools	244	13.8
2021 - 2022	Jeffco AEC Schools	359	12.4
2020 - 2021	Jeffco AEC Schools	327	17.0
2019 - 2020	Jeffco AEC Schools	426	17.3

Charter school statistics for Postsecondary Workforce Readiness metrics are provided below in Tables B-1 through B-4.

**Table B-1.** Charter Graduation Trends

Charter Graduation Rates by Instructional Program Service Type (Categories)							
Year	Students with Disabilities	Limited English Proficient	Economically Disadvantaged	Migrant	Title I	Homeless	Gifted and Talented
2023 - 2024	77.8	26.1	67.9	0.0	20.6	50.0	95.7
2022 - 2023	77.8	25.0	50.5	N/A	17.9	42.9	93.1
2021 - 2022	64.7	18.9	45.8	N/A	10.2	30.0	86.7
2020 - 2021	57.1	13.0	45.5	N/A	11.9	23.1	96.4
2019 - 2020	60.6	23.4	42.4	0.0	13.3	35.3	83.9

**Table B-2.** Charter Dropout Rate Trends

Charter Dropout Rates by Instructional Program Service Type (Categories)							
Year	Students with Disabilities	Limited English Proficient	Economically Disadvantaged	Migrant	Title I	Homeless	Gifted and Talented

<b>2023 - 2024</b>	1.2	13.8	3.5	0.0	26.9	9.7	0.0
<b>2022 - 2023</b>	0.9	13.6	4.1	0.0	22.1	6.3	0.0
<b>2021 - 2022</b>	0.7	19.0	8.5	0.0	37.7	16.1	0.3
<b>2020 - 2021</b>	1.2	13.3	5.7	0.0	28.1	16.7	0.0
<b>2019 - 2020</b>	2.1	19.7	7.3	0.0	33.1	13.7	0.3

**Table B-3.** Charter Completion Rate Trends

<b>Charter Completion Rates by Instructional Program Service Type (Categories)</b>							
<b>Year</b>	<b>Students with Disabilities</b>	<b>Limited English Proficient</b>	<b>Economically Disadvantaged</b>	<b>Migrant</b>	<b>Title I</b>	<b>Homeless</b>	<b>Gifted and Talented</b>
<b>2023 - 2024</b>	81.5	26.1	67.9	N/A	20.6	50.0	100.0
<b>2022 - 2023</b>	77.8	25.0	51.6	N/A	17.9	57.1	96.6
<b>2021 - 2022</b>	64.7	21.6	50.6	N/A	12.2	60.0	86.7
<b>2020 - 2021</b>	60.7	13.0	46.5	N/A	15.3	23.1	96.4
<b>2019 - 2020</b>	60.6	25.0	44.0	N/A	15.7	35.3	83.9

**Table B-4.** Charter Early & Extended Graduation/Completion Rate Trends

<b>Charter Early &amp; Extended Graduation   Completion Rates by Cohort (Anticipated Year of Graduation)</b>					
<b>Cohort</b>	<b>3-year (Early)</b>	<b>4-year (On Time)</b>	<b>5-year (Late)</b>	<b>6-year</b>	<b>7-year</b>
<b>2024 - 2025</b>	0.6   0.9				
<b>2023 - 2024</b>	1.2   1.2	87.5   88.2			
<b>2022 - 2023</b>	0.3   0.6	81.9   82.6	84.6   85.3		
<b>2021 - 2022</b>	0.3   0.6	80.3   82.0	84.2   85.9	84.9   87.0	
<b>2020 - 2021</b>	0.8   0.8	79.0   79.6	81.9   83.8	85.2   87.1	84.4   86.3

## Key Definitions

### Advanced Placement (AP) Scores:

AP Exams are scored on a scale of 1 to 5. Many U.S. colleges grant credit and/or advanced placement (that means they let you skip the equivalent course once you get to college) for scores of 3 and above.

### Alternative Education Campus (AEC) Schools:

According to C.R.S 22-6-604.5, Alternative Education Campus Schools are schools defined as having a specialized mission, who have nontraditional methods of instruction delivery, who serve students with severe limitations, and whose student population is comprised of at least 90% “high-risk” students.

### 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 HSED, 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.

### CTE Concentrators:

Students who have taken at least 4 semesters of CTE classes within a particular pathway (2.0 credits).

### CTE Participators:

Students who have taken at least 2 semesters of CTE classes within a particular pathway (1.0 credits).

### 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.

**Economically Disadvantaged:**

Students who qualify for either the free or reduced lunch program. The Federal National School Lunch Act establishes eligibility for the *reduced price lunch program* for families with income up to 185 percent of the federal poverty level (in 2009, this amount was \$39,220 for a family of four). Families with income up to 130 percent of the federal poverty level qualify for the free lunch program (in 2009 this amount was \$27,560 for a family of four).

**Gifted and Talented:**

Students who have been formally identified, using district wide procedures aligned with CDE guidelines, as being endowed with a high degree of exceptionalism or potential in mental ability, academics, creativity, or talents (visual, performing, musical arts, or leadership).

**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.

**Homeless:**

According to the McKinney Act, a “homeless individual” lacks a fixed, regular, and adequate nighttime residence.

**International Baccalaureate (IB) Scores:**

IB Exams are scored on a scale of 1 to 7. Many U.S. colleges grant credit for scores of 4 or above.

**Instructional Program Service Type (IPST):**

Services provided by schools and/or districts for students identified as belonging to one or more of the following categories: Students with Disabilities, Limited English Proficient, Economically Disadvantaged, Migrant, Title I, Homeless, and Gifted and Talented.

**Limited English Proficient:**

This designation encompasses all students identified as either non-English proficient or limited English proficient. Non-English proficient (NEP) is a federal designation for students who have an additional language other than English and are at the beginning levels of English proficiency in the domains of speaking, listening reading and writing in English. Limited English proficiency (LEP) is a federal proficiency designation which applies to students at intermediate to advanced levels of English proficiency but who are still developing full proficiency in speaking, listening, reading or writing. Both groups receive direct English instruction services and differentiated instruction in general education classes. LIEPs must provide educationally sound in

theory and effective practices for all limited English proficient students (Castañeda standard) and must be designed to enable MLs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.

### **Migrant:**

Children who within the past three years, have moved across state or school district lines with or to join a migrant parent or guardian who has obtained qualifying temporary or seasonal employment in agriculture, fishing, or dairy. The Migrant Education Program (MEP) provides supplemental support to eligible migrant children and youth. The purpose of the program is to ensure that migratory children are not penalized in any manner by disparities among curriculum, graduation requirements, academic content and student academic achievement standards, and ensure that migratory children are provided with appropriate educational services and opportunities so they can succeed in school and graduate from high school being postsecondary education or employment ready.

### **PSAT and SAT Scores:**

Each of the assessments in the SAT Suite reports a total score that is the sum of the Reading and Writing section scores and the Math section score. Colorado accepts SAT section scores as a demonstration of graduation readiness.

#### *Ranges for Total Scores*

- SAT: 400–1600
- PSAT 10: 320–1520
- PSAT 8/9: 240–1440

#### *Ranges for Section Scores (Reading and Writing, Math)*

- SAT: 200–800
- PSAT 10: 160–760
- PSAT 8/9: 120–720

### **Students with Disabilities:**

Students who have been formally identified as having physical or health conditions that may have a significant impact on the student's ability to learn and therefore warrant placing the student on an Individual Educational Program (IEP).

### **Title I:**

Students in schools receiving grants under Title I, Part A of the Elementary and Secondary Education Act (ESEA) who are beneficiaries of educational resources paid with those Title I funds. For schools that operate schoolwide (SW) Title I programs, all students are considered Title I and are eligible for support and services. For schools that operate targeted assistance (TA) Title I programs, only students identified as at risk of failing to meet Colorado's academic achievement standards who receive supports and services paid with Title I funds are considered Title I students. School Title I designation and grant formulas are based on the numbers of students eligible for free or reduced cost meals (FRM).