

MONITORING REPORT

January 17, 2025

Policy: **1.1**

Policy Category: **Board Ends**

Period Monitored: Middle of year 2024-2025

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.

Tracy Dorland, Superintendent

Presented by: Dr. Kym LeBlanc-Esparza

TABLE OF CONTENTS

1. [Context](#)
 2. [Executive Summary & Data Reported](#)
 3. [Compliance Statement](#)
 4. [Appendix](#)
-

BOARD END AND POLICY 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 on:

- *annual state assessments*
- *beginning of the year to mid-year assessments*
- *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 six credits toward graduation requirements.

As measured by:

- DIBELS 8: K-3 district literacy assessment
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) grades 3-10 in reading and mathematics
- Credits earned by current 9th grade students
- Graduation demonstration for 12th grade students

CONTEXT & BACKGROUND

The Board received the last Board End 1.1 monitoring report via presentation in September 2024. This mid-year monitoring report provides the following updates:

- Winter 2024-25 DIBELS 8 achievement data
- Winter 2024-25 MAP Reading and Mathematics achievement and growth data
- Mid-year progress for 9th grade credits
- Mid-year progress for 12th grade graduation demonstrations

Jeffco Public Schools administers two districtwide interim assessments to monitor academic achievement progress throughout the school year. These data inform progress on strategic plan and District Unified Improvement Plan (DUIP) goals for 3rd grade reading, 5th and 8th grade mathematics, as well as high school success indicators.

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) is an online assessment given three times per year in grades 3 through 10 in reading and mathematics.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8) benchmark assessment is a teacher-administered test for kindergarten through third grade students given three times per year. DIBELS 8 complies with The Colorado Reading to Ensure Academic Development Act, known as the [Colorado READ Act](#), passed by the Colorado Legislature in 2012. All public schools must use a state-approved early literacy assessment to identify and provide students who are performing well below reading grade level with additional support through individualized READ plans.

Jeffco, along with many other districts and schools across the state, participates in the Colorado Department of Education's Early Literacy Assessment Tool (ELAT) grant, which requires the use of the DIBELS 8 benchmark assessment.

At the high school level, additional metrics such as credits earned and progress toward meeting [graduation demonstration requirements](#) are also reported. Per Colorado state statute, students must demonstrate readiness on at least one measure in Reading, Writing and Communicating, and one measure in Mathematics to graduate from high school.

Impacts on Student Outcomes

As we look at 2024-25 midyear data, we see very familiar patterns of achievement and growth. For the most part, we see modest gains in growth by most grade levels in both reading and math, and gaps within the performance of our historically underserved student populations. The previous two iterations of this monitoring report indicated that the factors of attendance, use of curricular resources in math, professional learning and fifth to sixth grade transition had outsized impacts on student performance and growth. We have seen some decrease in the number of students who are chronically absent, but it is still 1 in 4 students districtwide. Given the goals outlined in Jeffco Thrives 2025 and patterns within our data, the role of high quality curricular resources, aligned to standard has been broadened to include English language arts as well as math, as we have undertaken implementation of quality resources in both areas. The transition from fifth to sixth grade continues to have an impact on student achievement and growth, as illustrated by a multi-year data trend. Finally, we have added Multi-tiered Systems of Support or MTSS as an impact factor on student achievement and growth.

Attendance

As previously reported, the Associated Press brought national attention to the percentage of students who are chronically absent nationwide, as this number has been far higher than rates seen pre-pandemic. Chronic absenteeism is defined by a student missing 10% of school days, or approximately 18 days across the school year. The AP report stated that 25% of K-12 students nationally are chronically absent, up from 15% pre-pandemic. According to current data, the percent of students chronically absent nationwide sits at 26%. Further, during the 2022-23 school year, Colorado was tied for the sixth highest level of chronically absent students. According to CDE, the statewide percentage of students who were chronically absent in 2023-24 is 27.7%, which is a decrease of 2.4 percentage points from the previous school year. While Jeffco's percentage of chronically absent students is less than the Colorado average, we simply need to do all we can to ensure students come to school. You can't effectively teach students who are not here.

The average daily attendance or ADA for the first half of the 2024-25 school year is 93%, and the current percentage of students who are chronically absent in Jeffco is 21%. This number is a noticeable improvement over the data reported on the last two school years, but reflects only the first half of the school year thus far. The rate of students chronically absent for the 2023-24 school year was 25.3%, which was a .7% decrease from the previous school year.

Curricular Resources

Monitoring Report 1.3 received by the Board in January 2023, indicated that, at that time, Jeffco was using 20 different curricular resources for mathematics K-12. Prior to the 2022-23 school year, Jeffco lacked a districtwide, high quality, research and standards based curriculum to teach mathematics across our district. The district engaged in a curriculum adoption process, resulting in the selection of Illustrative Mathematics, Curriculum Associates iReady as well as HMH Into Math. However, the overwhelming majority of schools chose to implement Illustrative Math. Between the 2022-23 school year and the 2024-25 school year, three cohorts of schools implemented new, high quality mathematics resources. There were 24 schools in cohort 1, 60 schools in cohort 2 and 27 schools in cohort 3. Given the change in curriculum requires learning the curriculum through professional learning and collaborating with colleagues on unit planning and lesson design, educators continue to need time to become masterful at the use of these resources.

Similar to the district's lack of coherence in math resources, Jeffco was called out in Chalkbeat in September of 2020 - [What do Jeffco Schools Use to Teach Reading?](#)

[Jeffco Leaders Don't Know, and Neither does the Public](#). As of the 23-24 school year, as reported in monitoring report 1.3, new English language arts curricula, aligned to standards and the science of reading, was adopted and implemented in elementary schools, in alignment with Colorado READ Act requirements. Further, as was shared in the January 2024 monitoring report 1.4:

“Currently, the secondary literacy resources used in Jeffco’s classrooms vary widely from school to school and even from teacher to teacher in the same school. In order to support teachers with unit and lesson internalization, our central ELA team surveyed middle and high school teachers in the Fall of 2023 to gain greater insight around instructional resources used across all secondary ELA classrooms in Jeffco.”

As was also reported in monitoring report 1.3, secondary English language arts teachers participated in focus groups and surveys to support the selection of high quality curricular resources, aligned to standards. They identified three high quality resources in English Language Arts: HMH: Into Literature, Savvas: myPerspectives and McGraw: StudySync. This year there are 16 schools piloting one of the resources, with a number of middle, 7-12 and K-8 schools piloting each of the resources. The intention is to add additional implementation cohorts in the future.

The Review of Academic Functions observations, presented to the Board of Education in November 2021, pointed out a great need for alignment to standards and a need to increase academic rigor in classrooms to more appropriately challenge students and prepare them with the knowledge and skills they need to reach grade level proficiency. Implementation of new curriculum has been a necessity in Jeffco. In order to ensure the successful implementation of these new curricula, our educators must be provided adequate time to master the use of these resources, so they can support the success of every student. To support our educators with this effort, the district has increased teacher time with the addition of four non-student contact days over the past three years.

Professional Learning

Over the past three years, the district has also dedicated considerable time, energy and resources toward the professional learning of staff. Between the evolving needs of students, post-pandemic and the new curricular resource adoptions, our educators have committed a considerable amount of focus on their professional learning. Now we must recognize the learning process takes time, and we need to give our educators the support they need as they invest in their professional skills.

As was reported in previous monitoring reports, the district needs to continue to ensure that professional learning opportunities are high quality and relevant for

educators in Jeffco. According to Jeffco Listens data from the 2023-2024 annual employee survey, the percentage of educators who responded favorably to professional learning offerings in Jeffco being relevant to their work increased 4 percentage points from the previous year. Data also indicated that 47% of employees responded favorably when surveyed if activities, assignments and work asked of them helped them grow as a professional. This number was also an increase of 2 percentage points from the previous year. While there is improvement in these responses, the district also acknowledges that efforts to provide meaningful professional learning for a diverse group of educators continues to be a challenge. In addition to these data points, 80% of educators indicated that they felt the district has high expectations for their team, an increase of 2 percentage points over the previous year. Finally, 96% of educators responded favorably to how much their work means to them.

Fifth to Sixth Grade Transition

There is a definite pattern of decline in student performance and growth happening in the move from fifth to sixth grade. When we look at our predictive analytics tools for the 2023 CMAS, we see a much larger percentage of fifth-grade students exceeding their expected performance, than those that underperform expected performance. This trend is reversed in sixth grade, in both literacy and math. For the 2024 CMAS, the trend is similar for 5th grade but has improved slightly for 6th grade. For ELA, the same percentage of students are underperforming and exceeding performance and for math a higher percentage of students are overperforming compared to 2023. Therefore, we have tasked ourselves with digging deeper into the fifth to sixth-grade transition including:

- Emphasizing a sense of belonging and a culture of support to help students transition from the elementary model of education to a secondary model, which expects a greater level of student independence and autonomy
- Looking for promising practices in schools that do not see this decline in order to support more successful transitions across the district
- Creating a cohort of middle schools (Middle School Accelerator Project) to dig deeper into and define clear expectations for the Jeffco values, beliefs and practices of successful middle school models and effective student transitions

About The Middle School Accelerator Project: Jeffco is partnering with The New Teacher Project (TNTP) to provide support to six middle school principals, their academic leadership teams, and district instructional leaders. This support is centered around shared leadership, teacher preparation through collaborative learning structures, and establishing systems to monitor and communicate progress.

TNTP emphasizes that school transformation cannot be solely the responsibility of the principal; it necessitates a collective and collaborative effort involving the entire team and alignment with district leadership.

This project is focused on supporting school leaders to:

- Enhance their capacity to collaborate with teacher leaders to lead professional learning communities
- Establish school-wide accountability systems for teacher preparation (e.g., managing curricular resources, enhancing the creation and utilization of teacher exemplars)
- Implement targeted, student-centered walkthroughs to gather data and improve teaching practices

This project began in spring semester 2024. Not only was initial data promising, but the feedback from schools involved in the pilot was positive as well, therefore the project is continuing throughout the 2024-25 school year. For additional information, refer to the [September 4, 2024 Jeffco Board of Education study session](#).

Multi-tiered System of Support (MTSS)

The district has invested considerable resources and time into the implementation of high-quality curricular resources in language arts and math, as well as in social emotional learning. These resources, by and large, support the majority of students with what we often refer to as “best first instruction,” or Tier 1 core instruction in the classroom. When Tier 1 instruction alone is not enough for a student to successfully master content, we provide an additional layer of intervention strategies and materials to support the student to reach mastery of the standard. This can often be referred to as Tier 2 instruction as a part of a multi-tiered system of supports, or MTSS. While there are a considerable number of resources and interventions being used within Jeffco, our Student Success program evaluation called out a need for consistency and coherence around what resources and interventions should be used to support students in both academics and social, emotional, and behavioral needs. Further, the program evaluation report recommended that we create a system that is supported by data to address student needs through the fidelity of implementation of effective academic and social, emotional, and behavioral interventions.

The Chief of Student Success is partnering with the Chief Academic Officer and their respective teams to assess effective current practices and resources, needs, and gaps illustrated by our data, and to build out a Jeffco MTSS playbook and data dashboard system.

This work has just begun in January 2025 and is expected to continue throughout the 2025-26 school year.

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

EXECUTIVE SUMMARY & DATA REPORTED

In November 2021, Dr. Jaime Aquino shared observations, reflections and recommendations with the Board of Education as a part of a [Review of Academic Functions](#). His observations included:

- An obvious decline in student achievement in both reading and math since 2017;
- A perceived lack of urgency around improving achievement for all students;
- No systematic approach to identify, execute, and monitor strategies aimed at driving academic improvement;
- A weak and disjointed instructional program which has led to a lack of rigor and lack of alignment to standards.

In addition to observations, Dr. Aquino also offered recommendations for addressing the needs that were identified:

- Develop a multi-year instructional plan to serve as a roadmap, guiding work throughout the system; ensure a representative group of stakeholders provides feedback on the plan.
- Organize district teams to break down silos; realign roles and responsibilities to better support the work in schools.
- Organize teams that support the superintendent to consistently share an instructional vision and ensure that vision is aligned to school needs.
- Provide for easier access to comprehensive data reports that support school and district decision making.
- Conduct an in-depth study of schools that have promising practices in improving student achievement and growth. Evaluate and study schools that are beating the odds with sub-groups to identify replicable and sustainable programs, practices and structures. Once identified, share those practices across schools.

- Redefine expectations regarding autonomy vs. system coherence. The system can have coherence while still offering flexibility to schools to meet their unique characteristics or needs.

In January 2025, as we analyze the midyear student data, it is helpful to also reflect back on these recommendations as they relate to student achievement and growth. Significant change has taken place over the past four years to address the district challenges that impacted student success. These changes have required investment in high quality curricular resources aligned to standards, significant investment in professional learning for educators, a focus on more rigorous instruction aligned to standards, the development of a modern, comprehensive data culture and the evaluation and redesign of systems that support students with the most significant needs. Over the past two years, we have seen modest increases in student achievement and growth in our mid-year data. That said, one cannot discount the work that has been done and continues to be done by staff throughout the district to meet the recommendations, thus developing a culture of instructional excellence and ensuring every student has an extraordinary student experience in Jeffco.

As stated in previous versions of the 1.1 monitoring report, the theme of Jeffco’s 2024-25 midyear academic performance – as measured by state standardized testing and district assessments – continues to be a story of both truth and hope.

There is hope in both student performance and growth. District academic growth targets in reading and math have been set at the 55th percentile. NWEA Measures of Academic Progress, or MAP, is a districtwide assessment used at the beginning, middle and end of year to help indicate student academic needs and it is a predictive indicator of performance on CMAS.

A growth percentile of 50 is considered “typical.” In other words, if students perform at the 50th percentile in growth, they are demonstrating academic progress greater than or equal to half of the students in their comparison group. Data visuals later in this report indicate specifics for each grade level and the improvements made over previous years. Additionally:

- Nineteen schools showed growth in MAP math at the 55th percentile or higher and 22 schools showed growth in MAP reading at the 55th percentile or higher. Within those numbers, nine schools showed growth in both math and reading (bolded schools in Table 1 below):

Table 1. 2024-25 MAP Fall to Winter High Growth Performance by School*

MAP Reading (Required Grades)	MAP Mathematics
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<ul style="list-style-type: none"> ● Addenbrooke Classical Academy ● Bradford K8 South ● Coronado Elementary ● Elk Creek Elementary ● Evergreen High ● Fairmount Elementary ● Fremont Elementary ● Kyffin Elementary ● Lakewood High School ● Leawood Elementary ● Lukas Elementary ● Marshdale Elementary ● Meiklejohn Elementary ● Parmalee Elementary ● Peak Expeditionary at Pennington ● Ralston Elementary ● Ralston Valley High School ● Rocky Mountain Academy of Evergreen ● Shaffer Elementary ● Ute Meadows Elementary ● West Jefferson Elementary ● Wilmot Elementary 	<ul style="list-style-type: none"> ● Addenbrooke Classical Academy ● Bear Creek High ● Chatfield High School ● Collegiate Academy Charter ● Columbine High School ● Conifer High School ● Drake Middle School ● Evergreen High ● Fairmount Elementary ● Fremont Elementary ● Jeffco Virtual Academy ● Lakewood High School ● Lawrence Elementary ● Lukas Elementary ● Manning Options ● Marshdale Elementary ● Parmalee Elementary ● Patterson International ● Ralston Valley High School
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Note: MAP Median Growth Percentiles reported in this table combine MAP performance in all required grade levels (Reading 1st - 10th and Math 3rd - 10th).

Some truth is less comfortable. As seen in previous versions of 1.1, Jeffco typically outperforms the state on state assessments in almost every grade level, this can and should be an expectation in our district. The Board and Jeffco leaders have set a higher bar—that Jeffco will be a national leader offering a world class education. The truth is that we have work to do to reach this goal. While 50% of third graders performed at high average or high on the winter MAP assessment in reading, this is a two point increase from the fall, or beginning of the year assessment, with a slight decrease in third grade math proficiency, from 45% to 44%. It is also true that there are sizable gaps in performance for our students experiencing poverty, for those served by an Individualized Education Program (IEP), and our English Language Learners. For example when you look at all required grade levels that take MAP combined, Jeffco students who experience poverty performed:

- 30% below their peers who do not experience poverty in MAP Reading
- 31% below their peers who do not experience poverty in MAP Math

In response to our 2024-25 results, we continue to look to our goals and actions within Jeffco Thrives 2025. As we are within the third year of this plan, we continue to focus on two major initiatives: student outcomes and central services in support of student outcomes. Our focus includes, research-based solutions being implemented in the 2024-25 school year to improve student outcomes including:

- The use of data to identify bright spots and promising practices in schools, so those can be shared with other schools and replicated to support students
- The use of collaborative structures (School based ALTs, Professional Learning Communities (PLCs), Data Driven Instruction (DDI)
- Professional learning around lesson internalization (intentional lesson planning)
- Investments in high-quality curricular materials in literacy and math
- The tools and training to support a strong data culture including a regular schedule of learning walks at every school
- Strategies to build a culture of safety and belonging for all students

Further, the district Academic Leadership Team (ALT) has utilized BOY & MOY (beginning of year and middle of year) data to identify those bright spot schools with strong growth and performance in grades 3 through 10 reading and math, despite having higher than average at-risk student populations. The district ALT has been meeting with the ALT teams of these schools, looking at systems and structures, and promising practices they have in place to support student success. Examples of these schools include:

- Fremont Elementary with 37% of their students at risk, yet high growth/high performance for Reading on MAP and DIBELS;
- Columbine Hills where 32% of their student are at risk, yet they are high growth/high performance in Reading on both MAP and DIBELS;
- South Lakewood with 46% at risk, and high growth/high performance in Reading on MAP and several grades on DIBELS;
- Patterson with 53% at risk student population, and high growth/high performance in Reading on MAP;
- Weber Elementary with 33% at risk student population and high growth/high performance in Reading on MAP;
- Bear Creek High School with 39% at risk student population and high growth/high performance in Reading on MAP;
- Lakewood High School with 38% at risk student population and high growth/high performance in Mathematics on MAP.

Through our major initiative aligning central services in support of schools, the district created systems and structures such as the FRST team and HR partners that

support our principals and community superintendents, allowing them to focus on their role as instructional leaders growing a community of leaders. This work includes a deep analysis by the School Leadership team with a goal of strengthening their focus on instructional leadership and balancing the work of operational leadership. Additionally, the district has invested in providing the elementary schools with special education center-based programs with Assistant Principals to further strengthen leadership capacity and ensure a continued focus on instructional excellence, supporting the success of all students.

Literacy and Math Academic Growth Metrics

DIBELS 8 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 third grade. The legislation has identified interim and diagnostic assessments to be used with all primary grade students. DIBELS 8 Reading is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. In Jeffco, we utilize this assessment in grades K-3 to assess a student's reading level, and address learning needs to achieve grade level reading for all students. The use of DIBELS 8 Reading also addresses district compliance with the Colorado READ Act. This assessment is used with students three times per year. When a significant reading deficiency is identified for a student on DIBELS 8, the school must develop a READ plan for that student.

Based on 2024-25 middle of year data as of January 6, 2025, there are 4,761 students in grades K-3 in Jeffco who have an active READ plan. An additional 798 students may be eligible for READ plans. Currently, 1,458 students, or 26% of all third grade students, are supported by READ plans.

The data in Figure 1 below illustrate the percentage of students scoring in each DIBELS 8 performance band at the beginning and middle of this school year. It indicates improvement from fall to winter in the percentage of students at or above the grade level benchmark.

Figure 1. 2024-25 Beginning of Year (BOY) to Middle of Year (MOY) DIBELS 8 Performance Overall and by Grade Level



Performance descriptors

Status	Level	Likely to be performing at grade level at end of year?	Support Level
Blue	Above Benchmark	Yes; negligible risk (90% or higher chance of meeting goal)	core
Green	At Benchmark	Yes; minimal risk (80% or higher chance of meeting goal)	core
Yellow	Below Benchmark	No; some risk (20% or higher chance of meeting goal)	strategic
Red	Well Below Benchmark	No; at risk (less than 20% chance of meeting goal)	intensive

Upon deeper examination of the past two school years, we are able to see the change from the beginning of the year (BOY) to the middle of the year (MOY) assessments; outlined in Table 2 below.

Table 2. DIBELS 8 Beginning to Mid-Year Trends

2023-24 DIBELS 8 from BOY to MOY	2024-25 DIBELS 8 from BOY to MOY
6 percentage point increase in students exceeding benchmark from BOY to MOY	8 percentage point increase in students exceeding benchmark from BOY to MOY
5 percentage point increase in students meeting benchmark from BOY to MOY	2 percentage point increase in students meeting benchmark from BOY to MOY
11 percentage point increase in students who met or exceeded benchmark	10 percentage point increase in students who met or exceeded benchmark
7 percentage point decrease in the number of students performing well below benchmark	7 percentage point decrease in the number of students performing well below benchmark

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 digital adaptive test that adjusts to the ability and knowledge of the student. Educators use the results of the 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 assessments in the fall, winter and spring of each school year in grades 1-10 for reading and grades 3-10 for math.

At the beginning of the 2024-25 school year, district leadership provided an analysis of MAP growth data from fall of 2023 to spring of 2024. 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, each school leader received their specific fall to winter MAP results and data analysis. Overall district MAP BOY to MOY growth data were also provided to all leaders in January 2025.

MAP Achievement Quintiles
High 81-99
High Average 61-80
Average 41-60
Low Average 21-40
Low 1-20

MAP is an adaptive reading and math test administered three times per year in the following grades and content areas:

- Reading: all students grades 1-10
- Math: all students grades 3-8 and all high school students taking algebra 1, geometry or equivalent course

Results are normative - compares student results to one another rather than a grade level proficiency

Achievement results are reported as 5 performance levels or quintiles: High, High Average, Average, Low Average, and Low.

Figure 2. Jeffco Public Schools 2024 Elementary MAP Reading Fall and Winter Achievement (required grades 1-5)

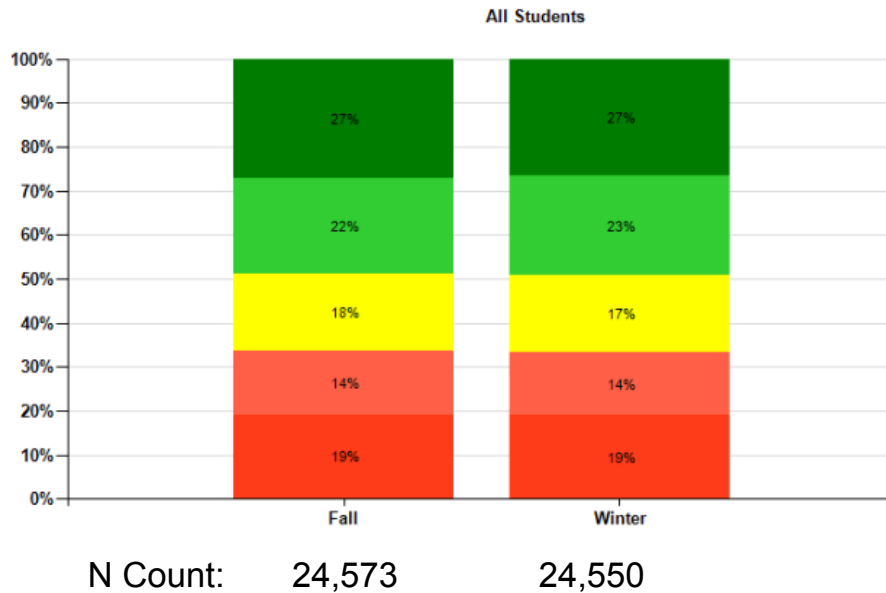


Figure 3. Jeffco Public Schools 2024 Elementary MAP Math Fall and Winter Achievement (required grades 3-5)

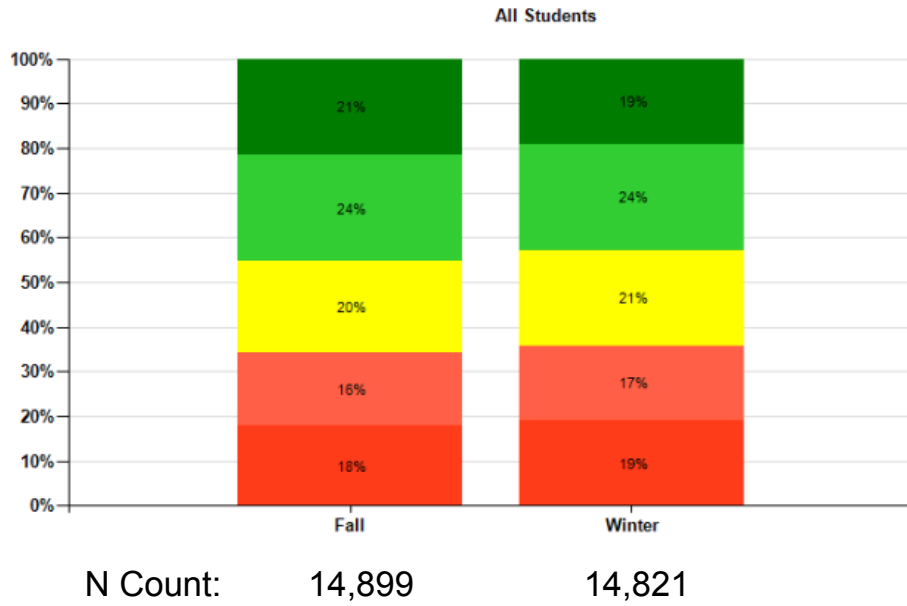


Figure 4. Jeffco Public Schools 2024 Middle Level MAP Reading Fall and Winter Achievement (required grades 6-8)

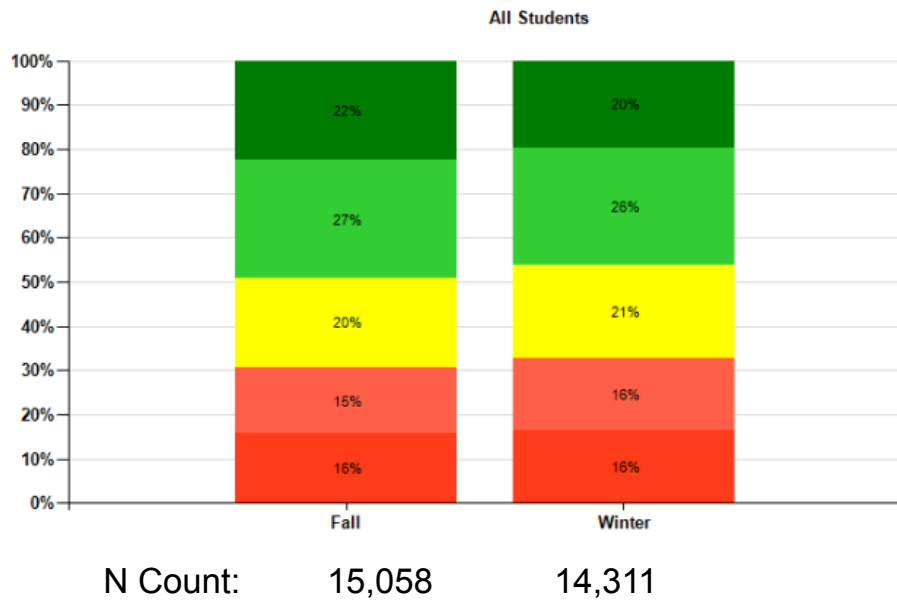


Figure 5. Jeffco Public Schools 2024 Middle Level MAP Math Fall and Winter Achievement (required grades 6-8)

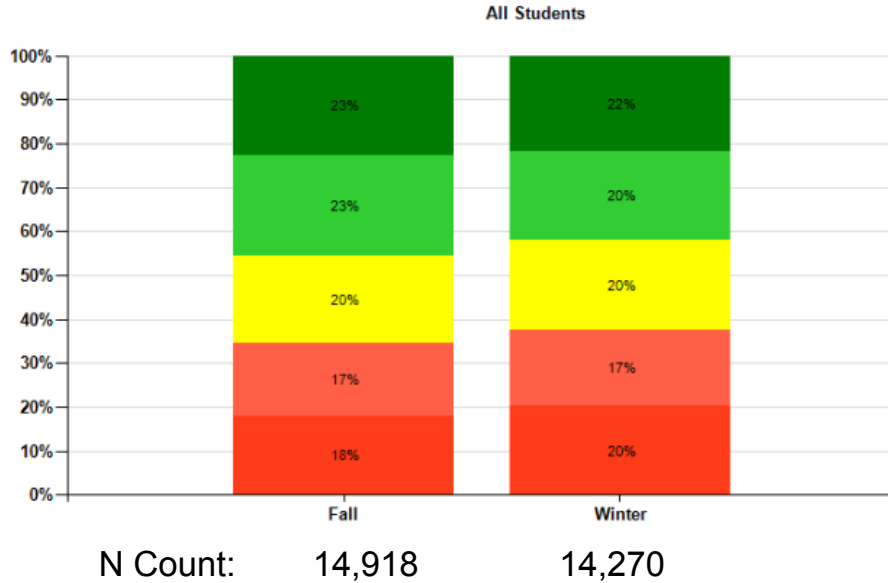


Figure 6. Jeffco Public Schools 2024 High School MAP Reading Fall and Winter Achievement (required grades 9-10)

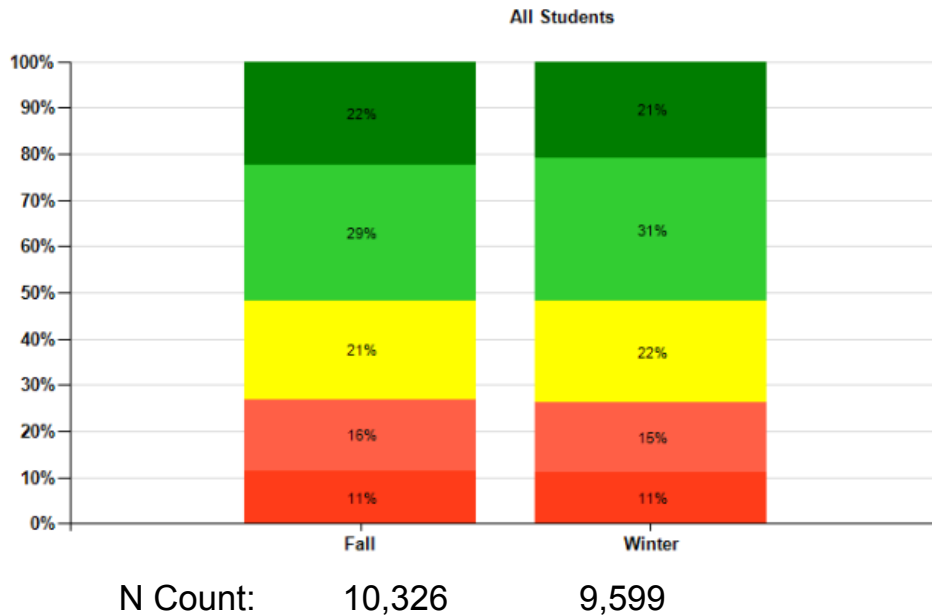
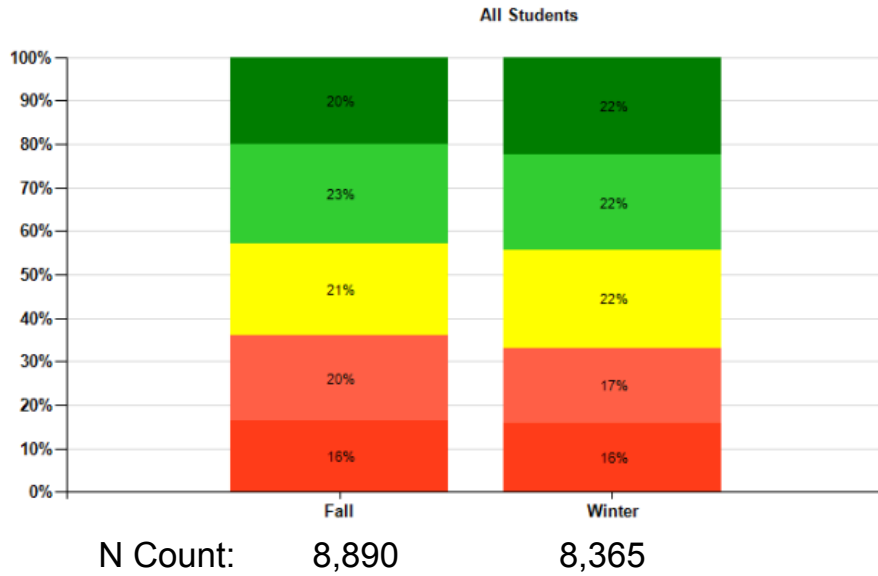


Figure 7. Jeffco Public Schools 2024 High School MAP Math Fall and Winter Achievement (required grades 9-10*)



* All students enrolled in Algebra I, Geometry, or equivalent course take MAP Math

Table 3. MAP Reading Median Growth Percentiles by Grade Level

Fall to Winter MAP Reading - Median Growth			
Grade	2022-2023	2023-2024	2024-2025
1	44	44	47
2	53	51	55
3	50	49	49
4	50	48	48
5	47	48	46
6	48	45	44
7	47	46	44
8	51	49	50
9	53	53	54
10	50	49	51

Table 4. MAP Math Median Growth Percentiles by Grade Level

Fall to Winter MAP Math - Median Growth			
Grade	2022-2023	2023-2024	2024-2025
3	42	42	45
4	35	41	45
5	40	42	39
6	44	39	41
7	44	45	43
8	49	52	51
9	56*	55*	56*
10	52*	50*	53*

*All students enrolled in Algebra I, Geometry, or equivalent course take MAP Math

Mid-Year Outcomes for Math and Reading Interventions

In Spring 2024, the district continued our commitment to purchase high quality supplemental supports for students: Lexia for ELA and Khan Academy Learning Paths (formerly known as MAP Accelerator) and Zearn for mathematics. Lexia, Learning Paths, and Zearn have been vetted to be aligned with Colorado State Academic Standards. While the Lexia Scope and Sequence deviates slightly from the scope and sequences of the core resources in Jeffco, the end of the year grade level content aligns. Khan Academy Learning Paths and Zearn offer a crosswalk to directly align Illustrative Math and Learnings Paths standards.

Students in Jeffco utilize three different Lexia programs; Lexia Core5 (K-5), Lexia PowerUp (6-12), and Lexia English (Multi-lingual) which is in early stages of a pilot.

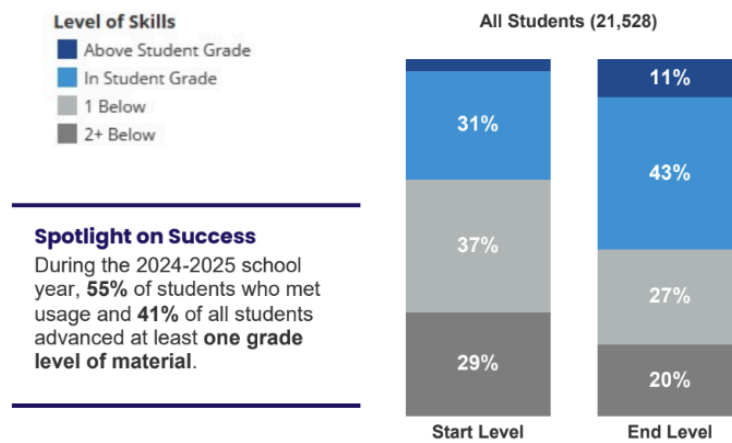
Lexia Core5 for K-5 Students: Lexia Core5 has been purchased for all Kindergarten through third grade students in Jeffco's neighborhood and option schools. Additionally, it has been expanded to fourth and fifth graders with a READ plan to offer continued support for those experiencing significant reading deficiencies.

Initial mid-year findings from the Lexia system reports, shown in Figure 8 below, indicate:

- Currently, 21,528 K-5 students have used Lexia Core5, meaning they have logged in and have completed the initial placement assessment.

- In alignment with Lexia Core5’s Curriculum and Scope and Sequence, 29% of students started 2+ grade levels below and now 20% are 2+ grade levels below.
- 37% were one grade level below and now 27% are one grade level below.
- 31% started with grade level material, and now 43% are working with grade level material.
- 41% of all students using Lexia have advanced at least one grade level of material.

Figure 8. Lexia Core 5 Fall to Winter 2024 Skill Level Change



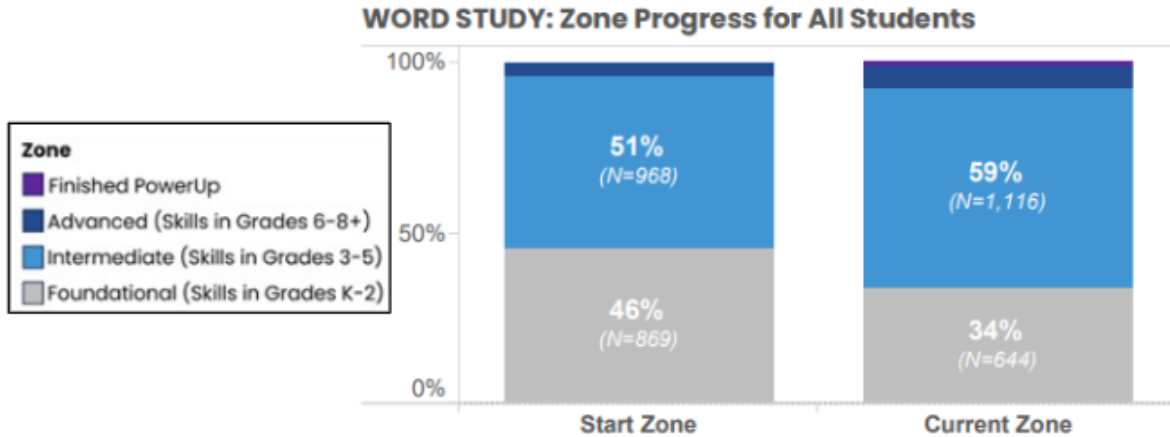
Lexia PowerUp for 6th-12th grades: Lexia PowerUp licenses have been purchased for 6th graders, exact numbers and for which populations are determined by each school. There are three strands of Lexia PowerUp, used by students in 6th-9th grades: Word Study, Grammar, and Comprehension. In order to ensure our secondary students have support in closing gaps in foundational reading skills, the focus of Lexia PowerUp implementation has concentrated on 6th grade use of the Word Study strand only. Each strand has a typical usage need of 45 minutes, or over 2 hours total each week. By focusing on Word Study, we’ve asked schools to commit to at least 45 minutes per week, adequate usage for just the word study strand.

Initial mid-year findings from the Lexia PowerUp system, shown in Figure 9 below, indicate:

- Currently, 2,115 6th graders have used Lexia PowerUp, meaning they have logged in and have completed the initial placement assessment.
- 46% started the year in the Foundational Zone (K-2 Skills) in Word Study. Currently, 34% are working in the Foundational Zone, a decrease of 12 percentage points.

- 51% started the year working in the Intermediate Zone (3-5 Skills) in Word Study. Currently, 59% are working in the Intermediate Zone, an increase of 8 percentage points.
- 3% of 6th grade PowerUp users started the year working in Advanced Word Study Skills (6-8 Skills). That has increased by 4 percentage points to currently 7%.

Figure 9. Lexia PowerUp Fall to Winter 2024 Zone Progress



Khan Academy Learning Paths, previously known as MAP Accelerator. The district has purchased 25,000 Khan Academy Learning Paths licenses to be used in grades 3rd - 8th. To maximize this investment, there has been an intentional focus for the 2024-25 school year on increased professional learning and support for schools using Khan Academy Learning Paths.

The data represented below has been sourced from the Khan Academy Learning Paths system. Initial mid-year findings indicate:

- Currently 32,356 3rd through 12th grade students are rostered in Khan Academy Learning Paths in 145 schools. A little more than two-thirds (67.9%) of students are considered active users, engaging between 1 to 15 minutes per week, which is a 17 percentage point increase from last school year.
- 7.4% of students have met the goal of 2+ skills earned toward proficiency each week. (Celebration: Edgewater averaged 17 skills last month, or ~4.25/week)
- 15.3% of active Khan Academy Learning Path users have leveled up 19 skills on average..

Zearn

Jeffco Public Schools is continuing to use Zearn Math, with free access, as part of the statewide investment in math learning acceleration.

- 18,988 Kindergarten through grade 8 students have logged into Zearn this year
- 148,639 digital lessons have been completed by students in the district this year
- K-2 students have the highest usage in Zearn

Ninth Grade Credits Earned

Research indicates that students who are on-track at the end of ninth grade are more than three and one-half times more likely to graduate from high school in four years than off-track students. The on-track indicator is a more accurate predictor of graduation than students' previous achievement test scores or their background characteristics. A [University of Chicago study](#) defined on-track as having earned at least five 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 six credits by the end of ninth grade.

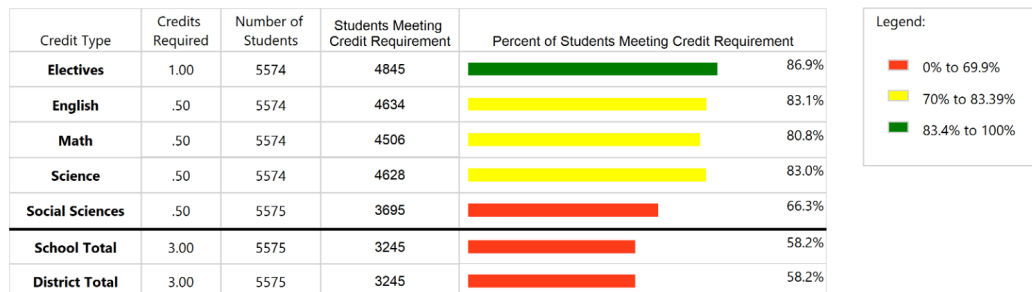
As of January 7, 2025, 58% of 2024-25 ninth graders had earned at least three credits. Because all high school transcripts have not yet been posted in the student information system, this percentage is expected to increase in the coming week after grades are finalized across all schools. The breakdown of credits for the fall semester of the 2024-25 school year earned by ninth grade students can be found in Figure 10 below.

Figure 10. 2024-25 Jeffco Mid-Year 9th Grade Credits Earned

9th Grade Credit Progress

Includes students expected to graduate in 2028 and were enrolled and completed the Fall Semester 2024-25 at the school.

Percent of 9th Grade students who met 3 required credits at All Schools: **58%**



Required by Colorado Statute for all public schools, Postsecondary Workforce Readiness measures show that students know how to apply and use what they have learned in Reading, Writing & Communicating (RWC) and Mathematics in a variety of ways and are prepared to pursue career and college pathways. More information about the [demonstration options](#) can be found on the district website.

Tables 5 and 6 below show progress for Jeffco’s current 12th grade students in completing these required demonstrations. As of January 6, 2025, 85% of seniors had met the RWC demonstration requirement and 82% met the math demonstration requirement.

Table 5. 2024-25 Jeffco Mid-Year Reading, Writing and Communicating (RWC) Graduation Demonstrations Attainment

RWC* Graduation Demonstration Progress

District

Percent of 12th grade students who met RWC demonstrations as of 1/15/2025: **85%**
 Percent of 12th grade students who met both RWC and Math demonstrations as of 1/15/2025: **79%**

Demonstration	Met**	
	#	%
Accuplacer Next Gen	212	4%
ACT	146	3%
ACT WorkKeys	37	<1%
AP Exams	1,933	35%
ASVAB	556	10%
SAT***	3,650	66%
Concurrent Enrollment	781	14%
Industry Certificate	719	13%
District Capstone	1,142	21%

* RWC = Reading, Writing and Communicating

** Includes duplicate counts when students meet multiple demonstrations

*** SAT includes State and National scores that met Colorado graduation demonstration requirements

Table 6. 2024-25 Jeffco Mid-Year Mathematics Graduation Demonstrations Attainment

Math Graduation Demonstration Progress

District

Percent of 12th grade students who met Math demonstrations as of 1/15/2025: **82%**

Percent of 12th grade students who met both RWC* and Math demonstrations as of 1/15/2025: **79%**

Demonstration	Met**	
	#	%
Accuplacer Next Gen	392	7%
ACT	143	3%
ACT WorkKeys	37	<1%
AP Exams	749	13%
ASVAB	556	10%
IB	15	<1%
SAT***	2,954	53%
Concurrent Enrollment	585	11%
Industry Certificate	719	13%
District Capstone	1,217	22%

* RWC = Reading, Writing and Communicating

** Includes duplicate counts when students meet multiple demonstrations

*** SAT includes State and National scores that met Colorado graduation demonstration requirements

COMPLIANCE STATEMENT

On Track:

Norm on instructional excellence. Twice a month during the 2023-24 school year, the chief academic officer, chief of schools, chief of student success, deputy superintendent and superintendent conducted articulation area leadership walks to reinforce the district's focus on instructional excellence. The ALT leaders have continued that practice through the fall of the 2024-25 school year, and the superintendent has begun independent learning walks twice a month as well. Both the superintendent and the ALT are scheduled to complete a walk in each articulation area by the end of the school year. The purpose of these leadership learning walks is to:

- Calibrate school and district leadership
- Create a culture of trust and collaboration between school leadership and district leadership
- Enhance collective leader efficacy
- Provide schools with instructional feedback
- Identify district-wide trends in instruction
- Promote continuous improvement toward shared district goals
- Identify bright spots and exemplar practice to utilize to build efficacy throughout our schools

Additionally, community superintendents have conducted 702 learning walks to date this school year, including 71 with Thriving School Support Teams (TSST), a team of district level educators dedicated to supporting an articulation area. These TSST teams meet with community superintendents to review data and each school's Unified Improvement Plan to ensure they are providing support and coaching to teams as appropriate. These practices offer an opportunity to norm on effective teaching and learning practices in a school and across our district.

Investments in quality, research and standards based curriculum. All Jeffco elementary schools now have consistent, district-supported, high-quality curriculum and materials for both Language Arts and mathematics.

Data dashboards in support of data literacy. District and school leaders now have access to over 20 different data dashboards, including a progress monitoring dashboard and a Jeffco Thrives dashboard. The data dashboard work has expanded to include specific dashboards for Thriving School Support Teams and community superintendents. In addition, the data modernization team has developed a teacher specific progress monitoring dashboard (PMD), with the help and input from teachers at elementary, middle and high school. Further, the team has collaborated with the professional learning team to provide educators professional learning around the usage of the dashboards. The rollout and implementation of the teacher dashboard was delayed beyond target date due to Infinite Campus migration challenges, but the dashboard is being made available to teachers in early February 2025.

Professional learning for the use of academic intervention resources in literacy and math throughout 2024-25

Building off the implementation of core literacy and math resources, the district focused on professional learning that integrates supplemental and intervention supports into an effective MTSS framework for literacy and math.

While a focus has continued on ensuring all students have access to well-planned best, first instruction during core instructional time, evidence-based interventions and supplemental resources are needed to ensure all student needs are being met.

Lexia Core 5 (K-5) and Lexia Power Up (6-12)

Lexia Core5 has been used by some schools for many years. Since paying for licenses centrally, we have thoughtfully planned differentiated learning opportunities to meet the needs of schools. Lexia PowerUp was first introduced centrally through a pilot in select middle schools during the 2023-24 school year. This year, as we expanded licenses for sixth graders, we intentionally connected with schools more frequently in order to address challenges in the fidelity of usage facing middle schools. Specifically in regards to schools using Lexia Powerup, we have worked with leaders to identify students to target with this program, supported ELA teachers with scheduling to decrease the impact on core instruction, and trained other content area teachers and support staff to monitor during Access or Advisement periods.

Professional Learning for Lexia Core5 and Lexia PowerUp is delivered in 3 different contexts.

- School leaders participate in Success Metrics sessions in which they review data alongside a Lexia Success Manager and plan for next steps in their building Lexia Implementation.
 - Core5: 88 sessions held in the fall of 2024 and 28 sessions scheduled in the remainder of the 24-25 school year
 - PowerUp: 43 sessions held in the fall of 2024 and 16 sessions scheduled in the remainder of the 24-25 school year
- Teachers and Paraprofessionals participate in school-based Professional Learning given by Lexia Professional Learning Facilitators.
 - Core5: 18 sessions held in the fall of 2024 and 8 sessions scheduled in the remainder of the 24-25 school year
 - PowerUp: 20 sessions held in the fall of 2024 and 4 sessions scheduled in the remainder of the 24-25 school year
- School Leaders, Teachers, and Paraprofessionals participate in Professional Learning hosted centrally and facilitated by Lexia.
 - Core5: 8 sessions held in the fall of 2024 and 1 session scheduled in the remainder of the 24-25 school year

- PowerUp: 3 sessions held in the fall of 2024 and 4 sessions scheduled in the remainder of the 24-25 school year
- 3 sessions will be delivered to teachers supporting Jeffco READS Summer Programming

These sessions are in addition to the 362 total Lexia Core5 sessions and 46 Lexia PowerUp sessions that were held last school year, 2023-24.

Khan Academy MAP Accelerator

There has been an intentional focus in the 2024-25 school year on increased professional learning and support for schools using Khan Academy Learning Paths. We have offered seven differentiated learning opportunities on getting started with the program and using the data within its reporting systems. Three additional opportunities are currently scheduled this Spring, with the possibility of adding more. We also offered one session in the Fall designed for school leaders to introduce the program and create an intentional plan of implementation for their building.

Zearn

There has been an intentional focus for the 2024-25 school year on increased professional learning and support for schools using Zearn. This learning includes how to effectively utilize the platform missions to supplement Illustrative Math core lessons. Additionally, the learning opportunities will ensure teacher clarity on the importance of aligning the lessons to the students' core instruction and how to create consistent opportunities for students to practice these along with knowing when and what to do if students are showing they need additional support. With grade-level lessons being the ultimate goal, we strive to ensure that all students achieve mathematical proficiency and beyond while building a strong foundation for future learning. Since the start of the year we have offered eight differentiated learning opportunities. Three additional opportunities are currently scheduled this Spring, with the possibility of adding more.

Orton-Gillingham OG, The Institute for Multisensory Education's (IMSE)

The latest training audit of Jeffco teachers from October 2024 reveals that our educators have completed 2,154 IMSE OG trainings. These trainings include Comprehensive OG+, Morphology, and Phonological Awareness. This recent data highlights that we have 1,632 Jeffco teachers certified or in the process of being certified in Orton-Gillingham across the district. Additionally, 78 of Jeffco's leaders currently have access to a complimentary asynchronous course designed to enhance the monitoring and implementation of OG across the school community. In addition, last spring we supported a Learning Lab with 18 teachers from 5 schools using OG. This year, we have placed a special emphasis on providing additional IMSE training for paraprofessionals to further support the

application of OG in K-2 classrooms. Currently, 33 additional paras are taking a special Educational Assistants course from IMSE. As a result of this professional learning and training, Jeffco teachers are equipped to deliver explicit literacy instruction for all learners, including those with dyslexia.

Challenges:

Closing gaps for our students experiencing poverty, served by an IEP, and our English Language Learners. While we have seen a small decrease in the achievement gap that existed in 2022-23 between our students of poverty and our overall district average, the district has significant work to do in order to meaningfully address the achievement gaps that exist for our students experiencing poverty, those served by an IEP, and our English Language Learners. The district commissioned a comprehensive study of student data and classroom instruction in the spring/summer 2024 to support the work of bridging the achievement gap between students experiencing poverty and their more privileged peers, with a focus on literacy and math standards. Recommended learning targets to address achievement gaps and ensure the success of all Jeffco students include :

- Coherence: Develop a common culture of Instructional Excellence
- Consistency: Monitor and Strengthen the Instructional Core
- Belonging: Develop a culture of Belonging and Deep Student Engagement

These recommendations are strongly rooted in research, and they align with the recommendations provided by Dr. Aquino in the Review of Academic Functions. Therefore the district introduced these targets as a part of Leadership Launch at the beginning of the 2024-25 school year, as we examined student performance and growth data, and the need to address the achievement gap of our most at risk students. This work will be ongoing throughout the 2024-25 and 2025-26 school years.

In addition, the district worked in collaboration with JCEA during negotiations to establish financial stipends for educators in Title 1 schools and for Special Education staff in order to support the recruitment and retention of high quality staff serving students with some of the greatest needs.

Prioritizing strong attendance. We must continue to share the research around the connection between student attendance and student success. Schools must continue to utilize communication campaigns around increasing attendance with families and students. We must work to reduce the number of students who are chronically absent through:

- strengthening our culture of safety and belonging
- building positive relationships with families and students
- positive recognitions of improved attendance

Our chronically absent rate for the 2023-24 school year was 25.3% and while this rate is lower than the state chronic absentee rate of 27.7%, 1 in 4 students missing more

than 10% of a school year is simply too high. In order to support our students to reach their biggest dreams, we need to ensure more students attend school on a daily basis.

Focusing on fifth to sixth grade transitions. Drops in performance at this specific transition point require a two-pronged approach that includes instructional practices and an emphasis on a culture of belonging. A cohort of middle schools are participating in a community of practice for a second year to dig into the data and receive more intensive support, with a focus on improving outcomes and culture. This work is being informed by promising practices in middle schools in and beyond Jeffco schools. Results of this work have helped to guide us in the development of the Magic of Middle School, a vision for ensuring middle school is a magical time for every Jeffco student. Within the Magic of Middle School project, leaders have spent time with adolescent medical and psychological development specialists. Leaders also focused on four major strategies at middle level: building a strong culture, focusing on grade level content-aligned to standards, use of high quality instructional practices, and letting students own the cognitive lift in learning. In utilizing these practices, middle level leaders have developed plans to support educators in addressing the needs of students at this critical point of development in every student's K-12 educational experience.

Ensuring students with reading deficiencies are on READ plans. A READ plan is a document that ensures that a student's reading deficiency is addressed and this plan remains with a student until they are reading at grade level. Aggregate, district reading data from state assessments indicate that we may be under-identifying students who should be on these plans. We are working specifically with elementary school leaders to reset understanding around the importance of initiating the READ plan process earlier within a student's K-3 experience to maximize the opportunity to provide early intervention.

Multi-tiered Systems of Support (MTSS). While significant efforts have been made by educators and central leaders to strengthen instructional practices across all tiers of support, we recognize the ongoing opportunity to enhance coherence in how we respond when students need additional support to master content or have already demonstrated mastery. Currently, there is variability in how intervention strategies and supports (Tier 2 and Tier 3) are implemented across the district.

To build on the strong foundation already in place, we are focusing on creating our district-wide MTSS playbook and data system. This work aims to provide greater clarity and alignment around effective intervention strategies, decision-making processes, and progress monitoring tools, ensuring every student has equitable access to the support they need to succeed academically, socially, and emotionally.

Resources

[Winter 2024-25 MAP Projected Proficiency Report](#)

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 2022-23, they will be counted in the 2022-23 dropout rate even if they later re-enroll in the 2023-24 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.

Khan Academy Learning Paths (formerly known as MAP Accelerator):

Learning Paths is a component of Khan Academy that accelerates student outcomes in 3rd-grade math through Geometry. This computer-based program provides a personalized learning path for each student based on their MAP Growth scores.

Lexia:

A vendor that creates research-based literacy programs for students of all abilities. Their programs are designed to help students develop essential reading and language skills.

Lexia Core5:

An adaptive computer-based reading program for K-5 students proven to accelerate literacy gains in the five pillars of reading: Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Lexia PowerUp:

An adaptive computer-based literacy program for students in grades 6th-12th designed to accelerate literacy gains in Word Study, Grammar, and Comprehension skills.

On Track to Graduate:

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 six 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 four unexcused days of school, and the student is considered truant when they have been absent 10 days or more that are unexcused.