



MONITORING REPORT

October 25, 2024

Policy: **1.3**

Policy Category: **Ends**

Period Monitored: **February 2024 - October 2024**

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

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Board End Policy and Interpretation

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

INTERPRETATION:

We interpret the following language:

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

To mean:

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

As measured by:

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

EXECUTIVE SUMMARY

In the Division of Teaching and Learning, we share the commitment that *“Every student should have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class - regardless of their race, ethnicity, or any other part of their identity.”* -([Opportunity Myth](#), TNTP) We also know that instructional excellence for all Jeffco students is grounded in high-quality instructional materials and practices aligned to research and data. To achieve this, our work and philosophy must prioritize the strong and responsive relationship between the teacher, the student, and the content to ensure success for every student across Jeffco Public Schools. ([Instructional Core](#), Elmore Leonard.) This belief is foundational to [Jeffco’s Instructional Excellence Arc of Learning](#) and the initiatives we engage in to serve the students of Jeffco Public Schools.

Throughout the 2023-2024 school year, we established systems and a clear vision to ensure greater access to high-quality instructional materials (HQIMs) in core content areas, opportunities for professional learning and collaboration, and persistent, effective practices aligned to the Instructional Excellence Theory of Action. Monitoring Report 1.3 reflects on our continued efforts to support stronger instruction through intentionally selected high-quality instructional materials for preschool, K-12 math, Secondary (6th - 12th grade) English Language Arts, Social Studies, and K-12 Science, coupled with professional learning to support the implementation of those resources, during the 2023-24 school year.

This year, we will also focus on Expanded Academic Learning as a strategy to align high-quality supplemental and intervention practices with core (Tier 1) instruction, resulting in improved student outcomes and greater coherence across our district. In this Monitoring Report, descriptions of intervention resources, data, and support for schools with implementation are also included.

Available and coherent instructional resources and professional learning are key to

improving student outcomes and opportunities, and this Report demonstrates how our district is “On Track” with many initiatives connected to these key conditions for student success. Still, these efforts must be coupled with intentional feedback loops with students, educators, and school leaders to ensure coherence and consistency. This is an ongoing challenge and a major area of focus as we move into the 2024-2025 school year. Through feedback and intentional collaboration across central teams and with schools across Jeffco, we will create the conditions for strong instructional practices in our schools.

The Board End 1.3 monitoring report was presented to Jeffco's Board of Education in November 2023. One year later, this report provides the following updates:

- Revised implementation plan for core resources in K-12 Science and secondary ELA
- K-12 core curriculum implementation update for K-12 math
- Implementation of intervention resources for math and literacy
- Curriculum under review and refresh

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

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

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

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

PK-12 CURRICULUM IMPLEMENTATION AND RESOURCE UPDATES

Preschool Curriculum Update

Following a thorough evaluation of preschool curriculum options, the Jeffco School Board adopted *The Creative Curriculum* for Preschool as the core resource for all district-managed preschools in March 2024. This comprehensive curriculum addresses

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

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

The implementation phase of a new curriculum resource is as important as the selection and adoption of that resource. The priority for the upcoming year is to ensure that all teachers and support staff have the training to use the new curriculum resource to enhance the academic and social development of every preschool student. In addition, instructional leaders must have the knowledge and skills to support high-quality implementation in their schools.

An Implementation Committee consisting of teachers and coaches from all articulation areas, TOSAs, Early Childhood Special Educators, and a CLDE TOSA developed a timeline for the roll-out of the professional learning and implementation expectations during the first year. This committee identified priorities for the initial implementation and will join Early Learning staff and building leaders to do Implementation Walk-Throughs in November. They will make recommendations for continued Professional Learning based on the data collected. This team also meets after each monthly Investigation to provide feedback to the department for implementation and professional learning.

In August 2024, all preschool staff participated in two full days of training on implementing the curriculum. In the feedback from the professional learning, participants expressed enthusiasm for the new resources particularly the comprehensive, ready-to-use resources and alignment with TS Gold, the preschool state assessment. Staff reported being excited about the ease of implementation of the new resource, and the high potential for student engagement in meaningful learning activities. Participants in the two days of learning also appreciated learning with all of the other preschool staff in the district and valued the opportunity to connect with others and feel supported in their learning journey. Staff was most concerned about challenges with accessing the online resources for planning and data collection. In

September, all preschool staff participated in a third full day of professional learning, provided by the vendor. The feedback from this date was mixed with 74% of the staff agreeing that they could take key learning from the sessions to implement in their work. Those who did not agree stated overwhelmingly that they would have preferred to use the time to plan for the upcoming unit, and dig deeper into the curriculum resources for the next few investigations.

Social Studies

Significant initiatives are underway across the state and in Jeffco to enhance social studies education and ensure alignment with the 2022 Colorado Academic Standards for Social Studies. Toward this aim, our collaborative partnership with iCivics to create and implement 8th Grade U.S. History curriculum continues, with 24 teachers in 14 middle schools participating in the third year of this partnership. This iCivics work included targeted professional development for 6th and 7th-grade teachers to incorporate the creation of inquiry tasks and strategies in middle schools, as well as the (1336) Holocaust & Genocide Summit, which focused on creating cohesive instruction about the Nazi Holocaust & Armenian Genocide in high school history education. We've also launched new high school civics blueprints to ensure alignment with the Colorado Academic Standards and Colorado Senate Bill 21-067. Additionally, the updated Colorado Academic Standards now include the legislated requirement of including minority histories, Holocaust studies, and a strong emphasis on civic engagement and project-based learning.

Mathematics Update

The implementation of [*Illustrative Math*](#) resources, K-12, began during the 2022-23 school year with the first cohort of 24 schools. This continued with the second cohort of 61 schools in 2023-24. The third and final cohort of 32 schools began implementation in the 2024-25 school year. By the end of 2024-25, all Jeffco K-12 schools will use new, high-quality instructional materials for core math instruction.

INTERVENTION RESOURCES FOR LITERACY AND MATH

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

Expanded Academic Learning

The new Expanded Academic Learning (EAL) department was created to develop a strategy and plan for programs to increase the quality of instructional time students experience while maximizing the use of supplemental and intervention resources. Our focus for tiered supports is on the whole child, supporting both academic Response to Intervention (RtI) alongside social, and emotional behavior support. Connections are being made across content areas, special education leaders and learning specialists,

CLDE leaders, and student services coordinators for MTSS. Our initiatives include the READ Act, Lexia Core5 and PowerUp, Orton Gillingham, Zearn, and MAP Accelerator.

Literacy Intervention Resources

Orton-Gillingham; Intervention to Support Teaching Foundational Literacy Skills

The *Institute for Multisensory Education's (IMSE) Orton-Gillingham (OG)* collection of trainings provides educators with evidence-based structured literacy content knowledge in the areas of phonics and word study, phonological and phonemic awareness, vocabulary, morphology, and text reading fluency. The latest training audit of Jeffco teachers reveals that our educators have completed 2,154 IMSE OG training. These trainings include Comprehensive OG+, Morphology, and Phonological Awareness. This recent data highlights 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. This year, we will place a special emphasis on providing additional IMSE training for paraprofessionals to further support the application of OG in K-2 classrooms. 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. [The Orton-Gillingham Approach](#).

Lexia Core 5 and Power Up

Built on the science of reading, *Lexia Core5* (grades K-5) and *Power Up Reading* (grades 6-12) are research-proven programs that accelerate the development of literacy skills for students of all abilities. The Division of Teaching and Learning, in partnership with school leaders and teachers, is continuing our work with these programs that started in August 2023. Schools continue to have vendor and central team support with implementation, professional learning, coaching, and partnering to look at student achievement, growth, and usage data. During the 2023-24 school year, 16,653 students used Lexia Core5. Notably, 11,411 (67%) began the year working on skills below their grade level in the Lexia Scope and Sequence. 8,741 (74%) of these students advanced at least one grade level of material in Lexia. On average, all students completed 3.09 Core5 levels, while those who consistently met usage completed 4.53 levels. Additionally, educators delivered 12,443 Lexia Lessons, and 42,170 Skill Builders, and issued 38,415 certificates throughout the year.

For the 2024-2025 school year, nearly 21,000 Jeffco students are utilizing Lexia Core5 or Lexia PowerUp. Lexia Core5 has been made available to all Kindergarten through Third Grade students in Jeffco's neighborhood and option schools. Additionally, it has been extended to fourth and fifth graders with a READ plan to offer continued support for those experiencing significant reading deficiencies. Lexia PowerUp is provided to select groups of sixth graders, as determined by individual schools. The continued success of the implementation of the program is supported by Lexia's professional learning opportunities and ongoing partnerships with schools.

Math Intervention Resources

NWEA MAP Accelerator

Map Accelerator is an online learning program that provides personalized support for students whether they are on, above, or below grade level in mathematics, including lessons, instructional videos, and practice problems for students in grades 3-8. Through continuing the strategic implementation of MAP Accelerator that began in March 2023, during the 2024-25 school year, our goal is to enhance student learning by increasing teacher proficiency, enhancing student engagement, creating clarity on when to use MAP Accelerator and fostering continuous support. We will do this by ensuring all educators are trained in utilizing MAP Accelerator effectively, utilizing MAP Accelerator to create personalized learning experiences for students, establishing clear guidelines for when to use MAP Accelerator, and creating a system for ongoing support and feedback for educators. Throughout the school year, staff will be trained on how to use data from MAP Accelerator to tailor specific students' learning needs, resulting in intentional use that results in improved student outcomes.

Zearn

Jeffco Public Schools is continuing to use *Zearn* Math, with free access, as part of the statewide investment in math learning acceleration. *Zearn* is a top-rated K-8 math learning platform that Colorado educators can use to provide additional practice with grade-level content. Teachers can adjust the sequence of learning to match the curriculum. During the 2024-25 school year, we will leverage *Zearn* as a key supplemental and intervention tool by strengthening the usage of *Zearn* for K-8th grade students through ongoing professional learning for teachers, coaches, and administrators. This learning will include how to effectively utilize the platform to create personalized math learning pathways for students. Additionally, the learning opportunities will ensure teacher clarity on the importance of aligning the lessons to the student's 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.

Guidance for Strategic Implementation: MAP Accelerator and Zearn

The EAL team, in collaboration with the math department, established [MAP Accelerator or Zearn Considerations](#) to support school leaders in determining which resource will best support the goals and students' needs of their school. With this clarity, schools can review their data and school goals to choose one of the two intervention resources. Following the decision, schools will be ready to leverage the resources to begin planning for seamless integration of Zearn or MAP Accelerator to create meaningful opportunities of practice for students; which in turn will ultimately empower students to take risks and achieve their goals.

Through the use of Map Accelerator and Zearn, we strive to create a responsive system that not only supports educators but builds on strong core instruction while aligning with high-quality supplemental and intervention practices resulting in improved student outcomes.

Centrally Funded Literacy Interventionist (LI) School Partnership

The Division of Teaching & Learning has placed 18 Literacy Interventionists in 18 impacted elementary schools, initiating a two-year partnership to improve systems supporting core literacy instruction. This collaboration targets district support to maximize student learning and achievement while enhancing teacher efficacy. As we strive for instructional excellence, this partnership aims to reduce dependence on interventions by strengthening core instruction, leading to lasting student growth.

The first step is to develop a clear literacy vision aligned with the school's strategic plan, serving as a guiding framework for instructional practices. Actionable goals will be established in partnership with school leaders, outlining specific, measurable targets tied to the Unified Improvement Plan (UIP), with regular reviews for accountability. To promote data-driven decision-making, one-on-one meetings for literacy data analysis will be implemented, informing instructional strategies and improving outcomes. Additionally, efforts will strengthen core instructional practices, reducing reliance on interventions and fostering sustainable growth. Intentional partnerships with district supports will target specific elements of literacy instruction. A system of continuous support and feedback will be established through bimonthly meetings and classroom walkthroughs, providing meaningful feedback to teachers and leaders.

Key outcomes include a measurable increase in K-3 students meeting literacy benchmarks, enhanced teacher capacity through targeted support, and a coherent instructional framework with consistent expectations. By strengthening core instruction, the need for interventions will decrease, and a systematic approach to data analysis will enhance decision-making and foster continuous improvement in literacy outcomes.

Last spring, these 18 schools committed to this partnership, attending professional learning on the importance of scheduling in literacy instruction. For the upcoming year, each school will form a Literacy Leadership Team to champion this work, attending four additional sessions focused on core instruction, differentiation, and data literacy. District partners will be matched with schools based on their needs to effectively target root causes. So far, leaders in these schools have reported appreciating the time set aside to specifically support the systems around core literacy instruction. Leaders are eager to continue working with their Literacy Leadership Teams on their goals. Intentional partnerships with district partners have begun, focusing on the use of the core literacy resources, differentiating based on student needs, and supporting internalization. Regular input is being gathered from the members of the Literacy Leadership Teams to continue to be responsive to school needs.

CURRICULUM CURRENTLY UNDER REVIEW AND REFRESH

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

The Division of Teaching & Learning is currently engaged in the curriculum review and refresh process for Science, and Secondary (6th-12th) English Language Arts (ELA). The work described below demonstrates how our district is now "On Track" in an area previously identified as a "Focused Acceleration" area. The information below articulates our ongoing curriculum plans, including current multi-year procurement plans for Science and Secondary ELA resources aligned to the [Jeffco Curriculum Adoption Cycle for Core Content Areas](#).

Science Resource Implementation and Adoption Cycle

During the 2023-24 school year, Jeffco stakeholder groups worked collaboratively to construct the Jeffco Science Instructional Vision. This collaborative visioning included engagement with K-12 teachers, teachers, school leaders, and instructional coaches across the district to create the following Jeffco Public Schools Science Vision.

Science Vision Statement

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

This vision engagement process with our school-based stakeholders supported the work of a Request For Proposal (RFP) process that gave the Division of Teaching and Learning information about current resources available for science instruction aligned with the Colorado Academic Standards that could bolster existing resources. Following Jeffco Board Policies IJ & IJM, over 50 teachers, leaders, central team members and community members from across the district participated in the resource and content review process. Additionally, empathy interviews were conducted with the majority of secondary science teachers to better understand the successes and challenges they were currently facing.

September - December 2023 RFP Process

- Secondary Science Teaching & Learning Listening Sessions (September - December 23)
- October 2023 K-12 Science RFP issued
- January 2024 K-12 constructing a Jeffco Science Instructional Vision

- Feb 2024 - March 2024 Resource Review Committees, along with recommendations to the CAO
- May 2024 Board approval

Below are examples of reviewer comments from the selected core resources during the RFP process in Jeffco:

Comments for *K-8 Imagine Learning Twig*:

- *Students would be very excited and eager to take on these concepts, and the concepts allow for accessibility. For example, Movie Magic (physics) is highly accessible for students to see the use, to relate, and to allow for different learning styles.*
- *Concepts were clearly established and scaffolded well to support the challenging activities and assignments. Many different ways to access the content.*
- *Students will be engaged with the unit phenomenon and content that matches standards in developmentally appropriate ways and allows students to think critically and solve problems. Unit titles are intriguing and would prompt curiosity in students.*

Comments for *Savvas Experience in Chemistry, Physics, and Biology*:

- *The text is amazing, containing pictures and videos along with the readings. There is the option to read the entire text aloud, or just a single vocabulary word.*
- *The virtual labs are beautifully made; they look like a real lab setup.*
- *In looking to make the switch to teaching using phenomenon and storylines, this is one of the best resources I've seen. I see places where I can keep what I know works well with kids in units, along with a better understanding of some concepts. Some of the new standards are not clear with what the knowledge expectations are and this resource helps.*
- *There are a variety of assessments for different parts of a unit. All seemed to be appropriate. There were even embedded exit tickets which made me think this curriculum could be easy to do unit and lesson internalization with it.*

The schedule in Table 1 below provides an estimated timeline for K-12 implementation over 4 years

Table 1. Jeffco Science Resource Implementation Schedule

Jeffco Science Adoption	2024-25	2025-26	2026-27	2027-28
Twig Science	Cohort 1 6th	Cohort 2 6th Cohort 2 7th	Cohort 3 8th	4th-5th Cohort 4
Savvas	Cohort 1 Chemistry	Cohort 2 Chemistry Cohort 2 Physics	Cohort 3 Biology	

[2024 Jeffco Science Resource Highlight Video](#): Students using the new resources in action during the 2024-2025 school year.

Secondary English Language Arts (ELA) Pilot, RFP, and Draft Implementation Plan

Jeffco strives to ensure instructional excellence for every student and is dedicated to developing students' proficiency in reading, writing, listening, and speaking as defined by the Colorado Academic Standards. A major consideration in reaching this goal is equitable access to high-quality instructional materials and resources, including complex and appropriate grade-level texts. While elementary schools received new core resources for literacy instruction over the past several years, resources to support secondary ELA instruction were not reviewed or refreshed at that time.

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. 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 into instructional resources used across all secondary ELA classrooms in Jeffco. The data collected through the Secondary Literacy Census survey affirmed the following conclusions:

- In our middle schools and high schools, the novel-centered approach to teaching English Language Arts is the predominant practice. At middle schools, the novel-centered approach emphasizes choice through book clubs, literature circles, and choice-independent reading structures. High schools, on the other hand, emphasize shared experiences through a whole class novel.
- Students gain access to texts in ways that are considered inequitable (e.g., some pay fees, others must buy their copies, and others access copies through their school or book room). There is a need to systematize how students access texts to resolve these inequities.
- Because of the need for continued guidance and support in text selection to ensure students experience diverse and complex perspectives, a committee of teachers is working to draft a list of recommended texts. They expect to publish their first list in early 2025.

Additionally, based on the findings of TNTP, there is a need to support teachers with lesson internalization, text selection, and consistent task expectations to ensure grade-level expectations, engaging content, and appropriate text complexity for all students.

During the 2023-2024 school year, the secondary ELA team collected feedback from Instructional Leaders, teachers, administrators, and coaches regarding options for core curriculum. Educators in buildings and at the central office had numerous and varied opportunities to preview curricula, and, as a result, thirteen schools opted to participate in a pilot of three resources: HMH *Into Literature*, Savvas *myPerspectives*, and McGraw *StudySync* in the school year 2024-25.

Participating Schools

- Alameda Jr./Sr. High (Year 3 of Grades 7-10)
- Bear Creek K-8 (Grades 6-8)
- Bradford (Grade 7)
- Carmody (Grades 6-8)
- Conifer HS (Grades 9-12)
- Creighton (Year 2 of Grades 6-8)
- Dunstan (Grades 6-8)
- Everitt (Grades 6-8)
- Foster K-8 (Grades 6-8)
- Jefferson Jr./Sr. High (Grades 7-10)
- Mandalay (Grades 6-7)
- Manning (Grade 6)
- Pomona Jr./Sr. High (Grades 6-7)
- West Jeff MS (Grades 6-8)

Teacher Support

In-person training sessions for all three resources were held in August 2024. More than 70 teachers, coaches, and administrators participated in these hands-on, vendor-led trainings. Follow-up sessions, both in-person and virtual, have continued for all pilot schools. In response to teacher requests, sessions in October and November have been planned and scheduled for individual schools to address their specific needs. The secondary ELA team continues to work with coaches, teachers, and vendors to provide the most targeted, relevant, and timely learning experiences throughout the year. Secondary Instructional Leaders have already asked for continued updates and engagement in the process, and building leaders have been offered role-specific training to support their leadership as well.

Future Implementation Plans: RFP Process

An RFP for ELA core resources for 6th-12th grades is currently in progress. A recommendation for a short list of approved resources will be made to the Board in January 2025. Following this, cohorts of interested schools may choose from high-quality resources for implementation over the following three years. The Secondary ELA team, along with district leadership, will continue to engage educators, school leaders, and stakeholders to help determine readiness and next steps.

Table 2: 2024-25 Jeffco English Language Arts Pilot/RFP and 4-Year Adoption Timeline

Secondary English Language Arts	2024-25 School Year Pilots and RFP Timeline			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Pilots	Introduction to: HMH "Into Literature" Saavas: "My Perspectives" McGraw Hill: "StudySync"	Continued support, coaching, professional learning, and feedback loops to inform future implementation in schools across Jeffco		
RFP	Issue date: Sept. 10 RFP Submission Deadline: Oct. 22	Curriculum Review: November 18 - December 13, 2024 Vendor selection: Dec 13	Board Agenda: Resource and Contract Approval Feb 13 Ordering for Cohort 1 schools	Delivery of materials and professional learning arranged for schools participating in Cohort 1
3-Year Plan for Adoption				
2025-26		2026-27		2027-28
8th grade for cohort 1 pilot schools Up to 12 new, interested schools		Cohort 2-8th grade Up to 12 new, interested schools		Cohort 3-8th grade Up to 12 new, interested schools

COMPLIANCE STATEMENT

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

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

On Track: As outlined in the [Intervention Resources for Literacy and Math](#) section above, this intervention work previously identified as a “Focused Acceleration” area in last year’s 1.3 monitoring report is now “On Track.” Strategic approaches for effective implementation of these literacy and math interventions have been implemented.

On Track: The Division of Teaching & Learning teams have continued to maintain landing pages for all content areas and grade levels across Jeffco. Whether a grade or content utilizes a purchased and approved core resource or it is content where our central content teams have created instructional lessons and units for teachers’ use, coherent instructional resources can be found on the [Instructional Resources Landing Pages](#).

These pages include resources connected to grade-level standards, curriculum platforms and tools (where applicable), tools for engaging in planning, internalization, and professional learning communities, as well as resources to academically monitor students’ progress. The teams in the Division of Teaching & Learning regularly monitor the feedback from embedded surveys to ensure these tools are meeting teachers’ and students’ needs in providing instructional excellence and extraordinary student experiences.


A sample page for grade 5 math is provided in Figure 1 below.

Figure 1: Jeffco Instructional Resources Content Landing Page Example

Grade 5 (Click to ILC)
2024-2025 *Illustrative Mathematics*

MTSS
Coming Soon

Development of Reasoning
Coming Soon



The Story of Grade 5: [\(Click to learn more\)](#)

In Grade 5, students begin with an invitation to engage in grade-level mathematics, are introduced fractions early in the year, and postpone multi-digit multiplication and division algorithms until later in the year. This progression allows students time to develop big, conceptual ideas and reinforce fluency work from earlier grades before demanding procedural fluency in new grade 5 content. It also decreases the likelihood that students will be perceived as not ready for new grade-level topics because of their proficiency with computation.

Year At A Glance-Jeffco teachers will follow the unit order below. (Click units below)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Finding Volume 12 - 14 days 8/15/24 - 9/3/24	Fractions as Quotients & Fraction Multiplication 18 - 23 days 9/4/24 - 10/7/24	Multiplying & Dividing Fractions 19 - 23 days 10/8/24 - 11/11/24	Wrapping Up Multiplication & Division w. Multi-digit Numbers 18 - 22 days 11/12/24 - 12/18/24	Place Value Patterns & Decimal Operations 22 - 26 days 12/19/24 - 2/7/25	Decimal & Fraction Operations 19 - 23 days 2/10/25 - 3/14/25	Shapes on the Coordinate Plane 14 - 20 days 3/24/25 - 4/18/25	Putting It All Together 18 - 24 days 4/21/25 - 4/28/25

Major Focus of Grade 5

Major Grade Level Content

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations - Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understanding of multiplication and division to multiply and divide fractions.

Measurement and Data

- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Supporting Grade Level Content

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.

Additional Grade Level Content

Operations and Algebraic Thinking


- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Instructional Practices

[8 Highly Effective Teaching Practices](#)



[The 5 Practices for Orchestrating Mathematical Discourse](#)

Math Language Routine Posters
[English](#) [Spanish](#)

End of Year Fluency Expectations

- Fluently multiply multi-digit whole numbers using the standard algorithm (5.NBT.B.5).

[Landing Page Feedback](#)

Figure 1 (cont'd): Jeffco Instructional Resources Content Landing Page Example

Grade 5 Unit 1 (Click to ILC)

Finding Volume (12-14 days) 8/15/24-9/3/24


Centers

Family Support

Major Gr. Level Content

Supporting Gr. Level Content

Additional Gr. Level Content



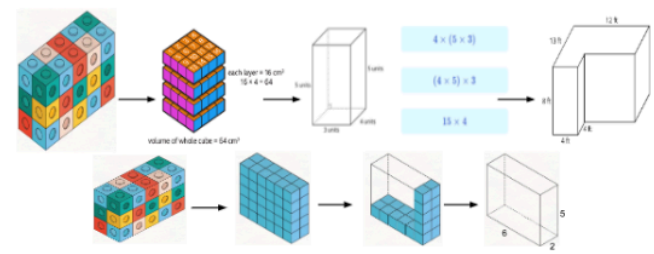
Know the Math: Students find the volume of right rectangular prisms and solid figures composed of two right rectangular prisms.

Section A Goals (Lessons 1-4)	Section B Goals (Lessons 5-7)	Section C Goals (Lessons 8-12)
<ul style="list-style-type: none"> ● Describe volume as the space taken up by a solid object. ● Measure the volume of a rectangular prism by finding the number of unit cubes needed to fill it. ● Use the layered structure in a rectangular prism to find volume. 	<ul style="list-style-type: none"> ● Describe the calculations from the previous section as length x width x height or area of base x height ● Find volume using length x width x height or area of base x height 	<ul style="list-style-type: none"> ● Find the volume of a figure composed of rectangular prisms

Mathematical Progression (Supporting The 5 Practices) Mathematical Progression

Students first learn volume as the space in a 3D shape. They measure rectangular prism volume by stacking cubes and counting. They understand volume by visualizing layers and multiplying the area of the bottom layer (base) by the number of layers (height). Then, they apply this understanding to use multiple expressions to calculate volume. Finally, they apply these volume concepts to composite figures.

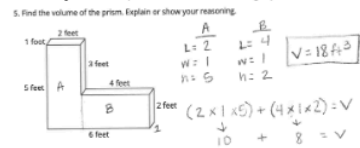
Students move from building concrete figures with cubes to finding the volume of abstract diagrams fully and partially filled with cubes, then to unfilled diagrams.



End of Unit Assessment Proficiency (Problem 5)

Find the volume of the prism. Explain or show your reasoning.

Sample Student Response (Double click image)



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Challenge: Change Management

Change is hard. Effective implementation of high-quality instructional materials alongside learning more responsive instructional practices to use those materials well requires intensive collaboration, support, and feedback. Learning something new can sometimes lead to feelings of increased anxiety or stress. We recognize this is a natural part of the change process and have prioritized high levels of support to teachers. We strive to understand the needs and support the wide range of experience across educators in our schools. We are deeply committed to building partnerships with educators to ensure the time, money, and energy invested in core and intervention resources create a more coherent and consistent instructional program for our students. It's through listening to our students, parents, leaders, and fellow educators that we refine our strategies and ensure they resonate with and meet the range of needs in our school communities. As we continue to pilot and implement new resources and powerful practices in the school year 24-25, we are learning side-by-side with Jeffco teachers and leaders through the following structures:

- Division of Teaching & Learning *Academic Leadership Team (ALT)*
- Content-specific *Instructional Leaders* groups
- Intentional and collaborative *Learning Walks*

The Division of Teaching & Learning is comprised of a number of employees, including many teachers (TOSAs), who serve our schools in Jeffco. Starting in the Fall of 2024, our Division ALT has come together to collaborate on the district's mission, vision, and values and our alignment to the District's strategic plan. The central TOSAs serving on this committee provide valuable insights into the challenges and triumphs of our school-based educators and their feedback informs our decision-making as a Division in support of schools.

In the 2024-2025 school year, we have also expanded content-specific (ELA, Math, Science, Social Studies, Electives) opportunities for teachers to serve as *Instructional Leaders* through participation on central committees, meeting monthly, focused on their content area. Instructional Leader groups allow teachers in the field to learn together, network, give feedback on district initiatives, and engage in planning with central teams. In addition to providing intentional feedback loops and teacher leadership opportunities, the various Instructional Leaders groups serve as district Teacher Advisory Committees (TAC.)

The Division of Teaching & Learning is also prioritizing time in schools and classrooms through content-specific and Thriving Schools Support Teams (TSST) learning walks. In our ongoing implementation and support of Illustrative Math and Twig Science, the central Math and Science teams are working with teachers, instructional coaches, and school leaders during 54 math learning walks and 8 science learning walks this Fall, with

more to come in the Spring 2025. (Content-specific learning walks are planned at all schools using Twig or Illustrative Math this year, as a continuing practice from the previous two school years.) These learning walks allow Math and Science team members to receive feedback and learn from educators and leaders implementing these new curricula, providing the central teams the context necessary to adjust our support in service of schools and students.

Challenge: Program Effectiveness

Program evaluation conducted by Jeffco's Assessment & Research team comparing our five core resources for elementary literacy instruction has illuminated differences in student outcomes by resource. Table 2 below illustrates that in both HMH cohorts and on average in the Non-HMH group, average student performance was higher than forecasted, indicating accelerated learning. In EL schools, however, students performed as expected and in CKLA schools, students, on average, performed lower than forecasted. Despite the average actual CMAS score indicating accelerated learning, the CMAS cut score for "Met Expectations" starts at 750 and only two literacy resource groups (HMH Cohort 2, 752.2 and Open Court, 772.1) met/exceeded that performance level. We are beginning conversations with schools about current resources in use that may not be yielding intended results as well as requiring that schools only use approved resources when making new purchases. These are supported resources that the district provides professional learning to use effectively..

We have created structures to support building coherence across programs and contents through intentional collaboration with district partners, including our Purchasing department. Together, the Division of Teaching & Learning, schools, and our internal departments have access to the [Jeffco Public Schools Approved Resources](#) list which is updated on an annual basis. Schools are aware of the resources that are approved to purchase, and our Purchasing department leverages this list in their approval process, as well. This includes reaching out to Division leadership when a request to purchase is not on a current approved resource list. This allows us the opportunity to speak with the requesting school in order to understand the need the school is trying to fulfill that cannot be achieved through approved resources.

*Note that Open Court results should be interpreted with caution since it is used by high-performing schools with very few students needing additional support (e.g., special education, multilingual learners, free/reduced lunch eligible, etc.).

Challenge: Academic Freedom and Resource Coherence

Our work to ensure the use of high-quality instructional materials in every classroom is not meant to lessen the importance or expertise of our teachers and the choices they make each day in their classrooms. While it can be perceived that way, the reality is that core curricular resources allow school systems to norm on grade-level expectations and reduce the variability that occurs when choices are made at an individual level outside of

research-based and universally agreed-upon criteria. Comprehensive, core resources used systemically provide:

- Greater continuity for students who move between schools during a school year, minimizing interruptions to their learning
- Reduced “gaps” or redundancies in a student’s learning trajectory as they matriculate through grade levels due to a more consistent scope and sequence that connects one year’s learning to the next in a logical, sequential order
- Consistent, grade-level instruction across all classrooms
- More time for teachers to spend planning for instructional delivery rather than searching for materials
- A research-based, guaranteed, viable curriculum that is transparent to all stakeholders
- Opportunities for increased central support to schools
- Opportunities for more students to master grade-level standards

For many years, there’s been strong evidence within our achievement and growth data that speaks to an uncomfortable truth. We are serving *some* of our students in Jeffco very well but there is a predictability as to who will be successful as a student in Jeffco and who may not, and this predictability falls along socioeconomic lines. Our students and families deserve better, which means we are going to have to become more agile, skilled, and intentional with evaluating our resources and practices for impact and making the changes necessary to serve all students well in the future. If we do not change what we have been doing, we cannot expect to get different results.

Table 2: 2023-24 CMAS Outcomes by Jeffco Literacy Resource

Grade 3 students, 2023-2024 Student counts from enrollment, not based on number of students taking assessment		HMH Cohort 1 1,099 students, 18 schools	HMH Cohort 2 2,321 students, 41 schools	Non-HMH 1,082 students, 20 schools	Non-HMH literacy resources			
					EL 519 students, 10 schools	Open Court 224 students, 3 schools	CKLA 177 students, 4 schools	Wonders 162 students, 3 schools
Grade 3 CMAS Reading	Average CMAS Actual Score	744.5*	752.2*	742.2*	731.9^	772.1*	728.8**	745.5*
	Average CMAS Predicted Score	741.9	749.6	740.4	732.9	761.1	733.3	741.5

* Outperformed average predicted achievement score

^ Performed at average predicted score

** Underperformed average predicted achievement score

The research recommended additional areas to explore, including in-depth school-level analyses to better understand the processes and structures contributing to reading success for K-3 students, focus on dual language schools to identify the best approaches for literacy instruction for multilingual students, and an examination of the disparities between student groups to identify and scale practices in schools where opportunity gaps have decreased.

APPENDIX

Instructional Resource Selection

[District Learning Resource Review Process](#)

Standards vs Curriculum

<https://www.cde.state.co.us/communications/standardsvscurriculum>