



## MONITORING REPORT

September 4, 2024

Policy: **1.1**

Policy Category: **Board Ends**

Period Monitored: End of year 2023-2024

*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

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#### 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*

As measured by:

- CMAS English Language Arts and Mathematics assessments
- PSAT and SAT assessments
- 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 9th grade students
- Graduation demonstration for 12th grade students

*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.*

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## **CONTEXT & BACKGROUND**

The Board received the last Board End 1.1 monitoring reports via presentation in September 2023 and February 2024. This beginning year monitoring report provides an overview of Jeffco Schools' end of year performance for the measures identified in the paragraph above.

The Colorado Department of Education (CDE) requires that students take the Colorado Measure of Academic Success (CMAS) assessments annually, in grades three through eight for CMAS English Language Arts (ELA) and Mathematics to measure grade level expectations, based on the Colorado Academic Standards.

Given to all students in grade 11, the SAT is aligned with the coursework of Colorado schools and focuses on the skills and concepts that indicate college and career readiness. The SAT also serves as an admission test and is accepted by colleges

across the United States. The PSAT is the practice version of the SAT for 9th- and 10th-graders.

Jeffco 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.

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

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## EXECUTIVE SUMMARY & DATA REPORTED

### Impacts on Student Outcomes

As we analyze and review 2023-24 data, seven trends emerge that appear to have an overall influence on student outcomes. Those factors were:

- Positive Influences:

- Implementation of high quality curricular materials
- Targeted and intentional tutoring and intervention
- Professional learning focused on literacy and math
- Challenging Influences:
  - Opportunity gaps for historically underserved students
  - Fifth to sixth grade transition
  - Student ownership of cognitive work
  - Student engagement and relevance of content

*Last year we additionally identified attendance as a significant impact on student outcomes, noting that we had over 25% of students chronically absent. In fact, CDE's official calculation for 2022-23 indicated that Jeffco's percentage of students who were chronically absent was 28.3%. Chronic absenteeism is defined by a student missing 10% of school days, or approximately 18 days across the school year. Recently Colorado Public Radio published a story highlighting the fact that Colorado has the fifth highest chronic absentee rate in the country at 31%. That equates to almost one third of Colorado students missing 18 or more days of school in a year.*

*In 2023-24, with intentional messaging and school efforts to communicate the importance of attendance, this number decreased by 3% from the previous year. The overall district average daily attendance rate was 91.7%. This will continue to be a priority focus for our district.*

### **Positive Influences**

#### *Curricular Resources - Math*

Monitoring Report 1.3 received by the Board in January 2023, indicated that 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 2024-25 school year will include the final phase of implementation of mathematics curriculum with 29 schools implementing a new resource. Achievement and growth data in mathematics is already showing indications of positive impact from the schools that implemented new curriculum in phases 1 and 2.

#### *Targeted and intentional tutoring and intervention*

In the spring of the 2022-23 school year, the district introduced a plan and resources for high dosage tutoring in literacy and math through the use of Lexia and MAP Accelerator. Elementary schools were able to utilize Lexia throughout the 2023-24 school year for students in need of additional support, and MAP Accelerator was available to both elementary and secondary schools. Schools that utilized the

resources at least 30 minutes a week saw significant improvements in student growth and acquisition of skills.

### *Professional Learning*

With the implementation of new curricular materials in K-12 mathematics and elementary literacy over the past two years, the district made strategic investments in professional learning for teachers. Further, in alignment with the recommendations in our Jeffco report on addressing opportunity gaps and research based best practice, principals received monthly professional learning on lesson internalization. Finally, academic leadership team members conducted learning walks, side by side with leaders from every articulation area in Jeffco, to deepen our collective understanding of instructional excellence and what we strive for around providing our students with extraordinary student experiences.

## **Challenging Influences**

### *Opportunity Gaps for Historically Underserved Students*

In 2022-23, Jeffco introduced a new strategic plan, Jeffco Thrives 2025. One of the goals within the plan was to develop a robust data culture, with tools to support educators and leaders with real time data visuals that incorporated multiple sources of data. These new tools provided a clear view of the gaps that have existed within Jeffco data for years. It illustrated significant differences in various student populations meeting standards in literacy and math, and the number of students needing READ plans to support their literacy development. These tools provided the district with clarity around opportunity gaps that exist for students who experience poverty, students who are multilingual and students who experience a disability. In recognizing these opportunity gaps, the district engaged a national education partner to help identify patterns and trends in student experience as well as to make recommendations for reducing those gaps and improving outcomes for all students. Their observations, focus group interviews and analysis of student data yielded recommendations for greater consistency, coherence and student engagement and belonging. These recommendations are helping to refine and focus district work within the Our Learners: Our Future priority of our strategic plan.

### *Fifth to Sixth Grade Transition*

Last year, Monitoring report 1.1 indicated a definite pattern of decline in student performance and growth happening in the move from fifth to sixth grade. Also as reported, the district highlighted three tasks to address this pattern:

- 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 to support more successful transitions across the district
- Creating a cohort of middle schools to dig deeper into the Jeffco values, beliefs and practices of successful middle school models and effective student transitions

With these tasks in mind, the district engaged an education partner to conduct deeper analysis involving direct observations and focus group input in a cohort of middle schools. The observations and analysis indicated a need for greater coherence, consistency and belonging for students and families. Specifically, recommendations were made in support of the implementation of high quality curricular materials aligned to standards, greater use of strong instructional strategies and providing students the opportunity for agency and ownership of the cognitive work. The district also conducted a retreat with all middle school principals with a focus on “The Magic of Middle School”. This experience included panel discussions by medical and adolescent psychology experts as well as coaching and collaborative planning sessions for middle school leaders. This work will continue to be a focus throughout the 2024-25 school year.

#### *Student ownership of cognitive work*

Each year our students and staff take an annual survey which provides the district with feedback on the student experience as well as staff culture and climate etc. Over the past two years, students have provided feedback on whether they feel the content of their learning is challenging, whether it is engaging and whether they are excited to go to class and learn. The percentage of students who respond to these prompts favorably, especially at the secondary level gives us a great deal of room for improvement. In fact, in the spring of 2024 only 19% of our secondary students reported being excited about going to class and 51% felt their teacher’s expectations of them were high. Beyond our student data, when Jeffco engaged with a national education partner to look at opportunity gaps for our historically underserved students, one of the major findings was that our students needed to carry more of the cognitive load in the learning process. In Jeffco we often refer to this as breaking a cognitive sweat, and our national partners recommended that we work to ensure that this is happening more frequently and consistently for students.

#### *Student engagement and relevance of content*

The world that our students will navigate today, as they complete their K12 educational experience, is very different from the one their parents faced after high school. However, the educational experience, and the high school experience particularly, has not changed significantly over that time period. Our generation Alpha students are also different. They have different interests, needs and goals for their future. As stated above, our annual student survey data provides an

opportunity to receive direct feedback from our students regarding their experience in our schools. In the winter 2024 data, only 19% of secondary students reported feeling excited about going to class, and 37% report an interest and excitement in what they are learning. All of this data points toward a need to reimagine the high school experience and strengthen the middle school experience to ensure we are providing students an opportunity to learn in a way that is relevant to their needs and about the things that matter to them.

**Literacy and Math Academic Growth Metrics**

**Colorado Measure of Academic Success (CMAS):**

The Colorado Department of Education provides data indicating the percentage of students at each performance level on the CMAS assessment. Our district studies this data for each grade level, disaggregated demographic data, as well as data by school. Tables representing student performance as well as student growth can be found below.

Table 1 below shows CMAS comparisons for English Language Arts (ELA). For the one-year change from 2023 to 2024, five grade levels showed improvement, and one declined from the prior year. Middle level has not caught up to pre-pandemic performance, while elementary has surpassed 2019 scores for two grade levels.

**Table 1. Jeffco CMAS English Language Arts (ELA) Percent Met/Exceeded**

Grade Level	CMAS ELA %Met/Exceeded Includes CSLA in Grades 3 and 4				
	2019 <small>(pre-pandemic)</small>	2023	2024	Δ from 2023	Δ from 2019
3	46%	48%	51%	+3	+5
4	55%	53%	51%	-2	-4
5	54%	56%	57%	+1	+3
6	51%	49%	50%	+1	-1
7	52%	50%	51%	+1	-1

<b>8</b>	51%	48%	<b>49%</b>	+1	-2
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ELA -English Language Arts

The data below indicates that while all grade levels have made improvement, middle school grades with the most tenure with Illustrative Math are showing the strongest increases from the previous year. While CMAS math achievement performance has shown improvement in all grade levels, grades 6 and 7 have not yet returned to pre-pandemic levels as shown in Table 2.

**Table 2. Jeffco CMAS Math Percent Met/Exceeded**

Grade Level	CMAS MATH %Met/Exceeded				
	2019 <small>(pre-pandemic)</small>	2023	2024	Δ from 2023	Δ from 2019
3	46%	48%	<b>49%</b>	+1	+3
4	38%	40%	<b>41%</b>	+1	+3
5	40%	42%	<b>43%</b>	+1	+3
6	35%	32%	<b>33%</b>	+1	-2
7	39%	31%	<b>37%</b>	+6	-2
8	42%	39%	<b>42%</b>	+3	0

Table 3 below shows CMAS and P/SAT academic growth performance by grade level. Academic growth is a measure of how students progressed from one year to the next compared to students who performed similarly on last year’s state tests. The growth percentile is like a pediatrician’s growth chart where a child’s height at the 50th percentile means s/he is taller than half of the children in the same age group.

For the entire state of Colorado, the 50th median growth percentile is “typical” performance for academic growth. Jeffco’s growth exceeded the typical state performance in four of seven state tests for English language arts and six of eight grade levels for mathematics (shaded green in the table below). This level of growth provides the opportunity to identify promising practices worth replicating in other schools.

For the district overall, however, the median growth percentile scores for some groups (e.g., students eligible for free/reduced lunch, students with individualized learning programs, multilingual learners, and Black and Hispanic students) do not

reach the 50th percentile, or “typical” growth performance level.

**Table 3. Jeffco Schools’ 2024 Academic Growth for CMAS and P/SAT**

Grade Level	ELA/RW*	Math
4	54	51
5	54	46.5
6	45	47
7	47	52
8	49	56
9	N/A	61
10	55	52
11	57	51

\*ELA - CMAS English language arts; RW - P/SAT Reading & Writing

- CDE does not calculate growth from 8th grade CMAS to 9th grade PSAT for English language arts

### High Academic Growth by School

- English Language Arts (ELA): 58 schools achieved high median percentile growth
  - 45 schools at the 55th to 64th percentile
  - 9 schools at the 65th to 69th percentile
  - 4 schools at the 70th percentile or higher
- The 13 schools that achieved high growth at the 65th percentile or above for 2024 ELA/reading and writing include:
  - Bradford K-8 South
  - Dennison Elementary School
  - Devinny Elementary School
  - Fairmount Elementary School
  - Kendallvue Elementary School
  - Marshdale Elementary School
  - Mitchell Elementary School
  - Parmalee Elementary School
  - Ralston Elementary School
  - Red Rocks Elementary School
  - Stober Elementary School
  - Weber Elementary School
  - West Woods Elementary School
- Math: 51 schools with high median percentile growth
  - 38 schools at the 55th to 64th percentile

- 7 schools at the 65th to 69th percentile
  - 6 schools at the 70th percentile or higher
- The 13 schools that achieved high growth at the 65th percentile or above for 2024 mathematics include:
  - Conifer Senior High School
  - D'Evelyn Junior/Senior High School
  - Dennison Elementary School
  - Doral Academy of Colorado
  - Green Gables Elementary School
  - Meiklejohn Elementary
  - Parmalee Elementary School
  - Patterson International School
  - Ralston Elementary School
  - Ralston Valley Senior High School
  - Slater Elementary School
  - Stober Elementary School
  - Weber Elementary School

Five schools, Dennison Elementary, Parmalee Elementary, Ralston Elementary, Stober Elementary, and Weber Elementary, earned noteworthy 2024 academic growth performance in both ELA and math.

### **DIBELS 8 Foundational Literacy Performance Data**

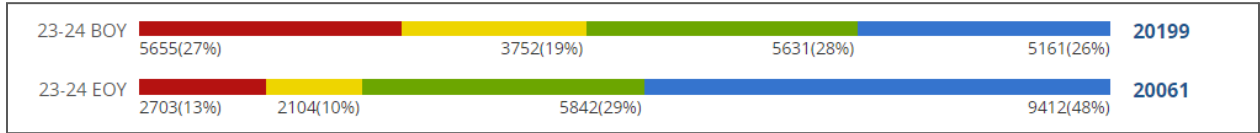
Learning to read is an elemental building block of learning. Therefore, Colorado has specific legislation aimed at addressing the need to ensure all students are reading on grade level by third grade. The legislation has identified interim and diagnostic assessments to be used with all primary grade students. In the 2023-2024 school year, Jeffco implemented DIBELS 8, 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 test 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 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, the school must develop a READ plan for that student. Students who score well below grade level on DIBELS 8 are provided a READ plan.

Based on 2023-24 end of year data, there are 4,973 students in grades K-3 in Jeffco who have an active READ plan. Currently, 1,352 students, or 26% of all third grade students, are supported by READ plans.

The data below illustrates the percentage of students who are in each DIBELS 8 performance band at the beginning and end of the 2023-2024 school year. These results indicate a significant increase in the number of students who meet or exceed the benchmark by the end of the year, which aligns with the performance trends observed with Jeffco’s previous READ assessment, Acadience.

**Figure 1. DIBELS 8 Jeffco Fall 2023 to Spring 2024 Performance (grades K-3)**



Note: BOY = beginning of year | EOY = end of year

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

As shown in Figure 1 above, the overall district performance showed notable improvement last school year.

- In 2023-24 from beginning of year (BOY) to end of year (EOY):
  - 23-percentage point increase in students exceeding or meeting benchmark from BOY to EOY
  - 9-percentage point decrease in students who performed below benchmark
  - 14-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 computer adaptive test that adjusts to the ability and knowledge of the student. Educators use the results of the NWEA MAP assessments to better understand students’ individual needs. Because the assessment is a growth measure, it can track the growth of the student between testing events and over multiple years of testing.

Jeffco students take both the reading and math assessments in the fall, winter and spring of each school year.

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

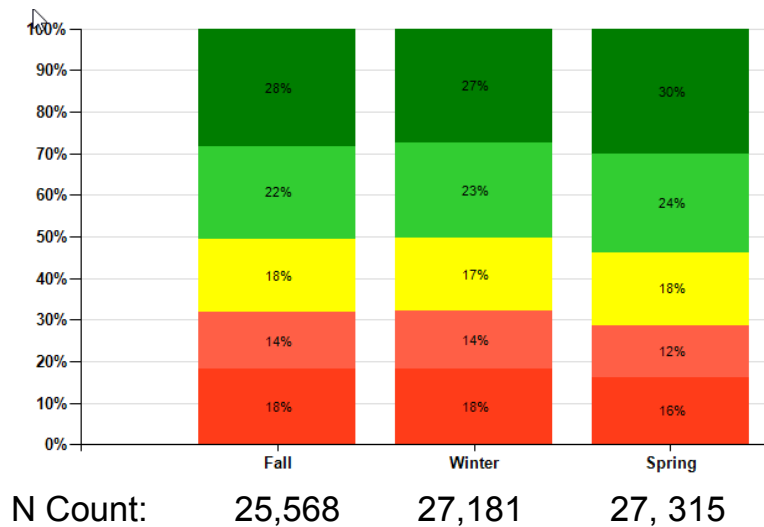
Results are normative - compares student results to one another rather than a grade level proficiency

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

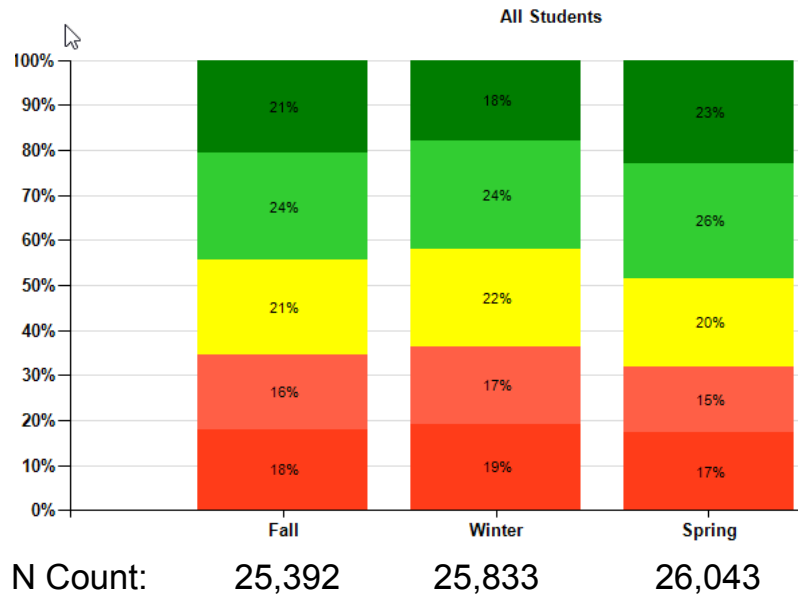
The district data can be found in the figures below:

### MAP 2023 -2024 Achievement

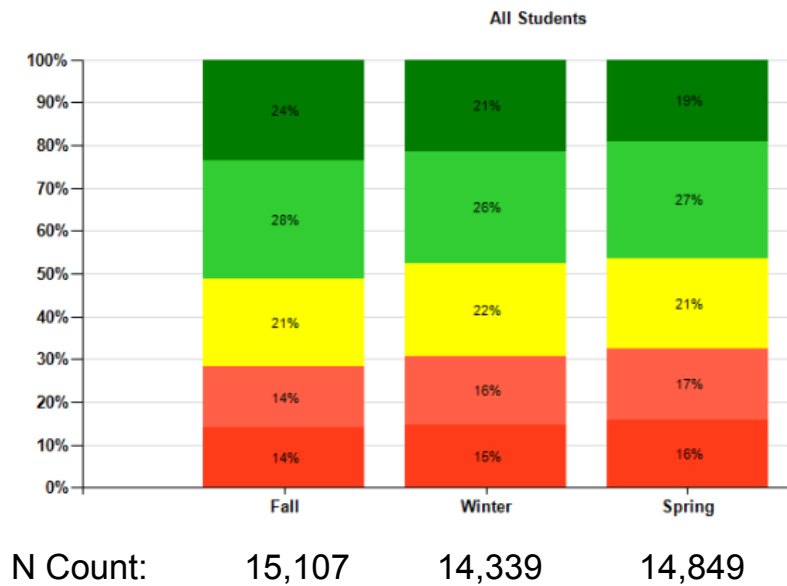
**Figure 2. Jeffco Public Schools 2023-2024 Elementary MAP Reading Fall, Winter, Spring Achievement**



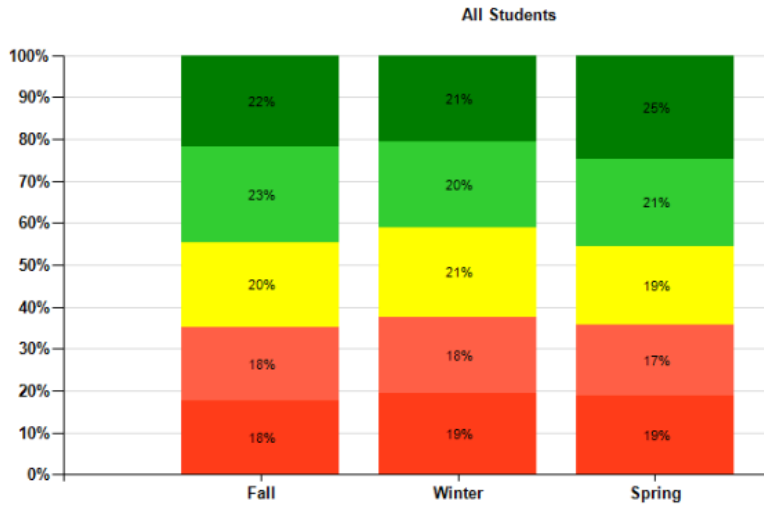
**Figure 3. Jeffco Public Schools 2023-2024 Elementary MAP Math Fall, Winter, Spring Achievement**



**Figure 4. Jeffco Public Schools 2023-2024 Middle Level MAP Reading Fall, Winter, Spring Achievement**

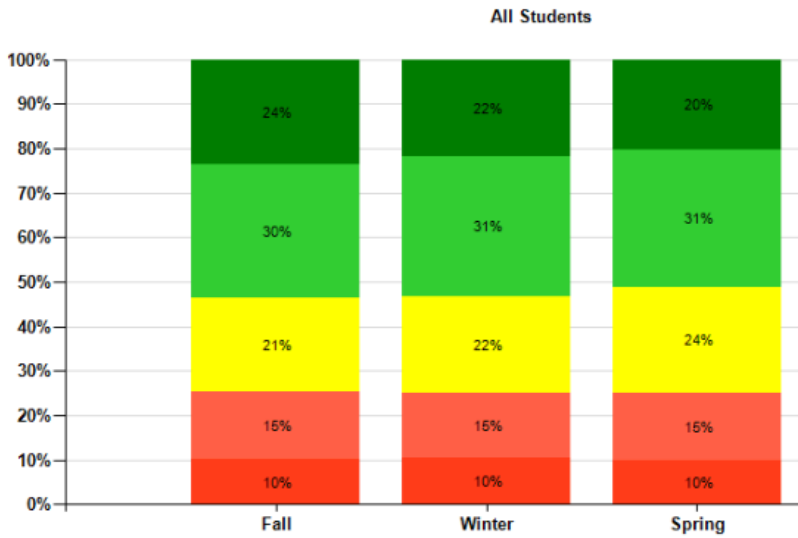


**Figure 5. Jeffco Public Schools 2023 Middle Level MAP Math Fall, Winter, Spring Achievement**



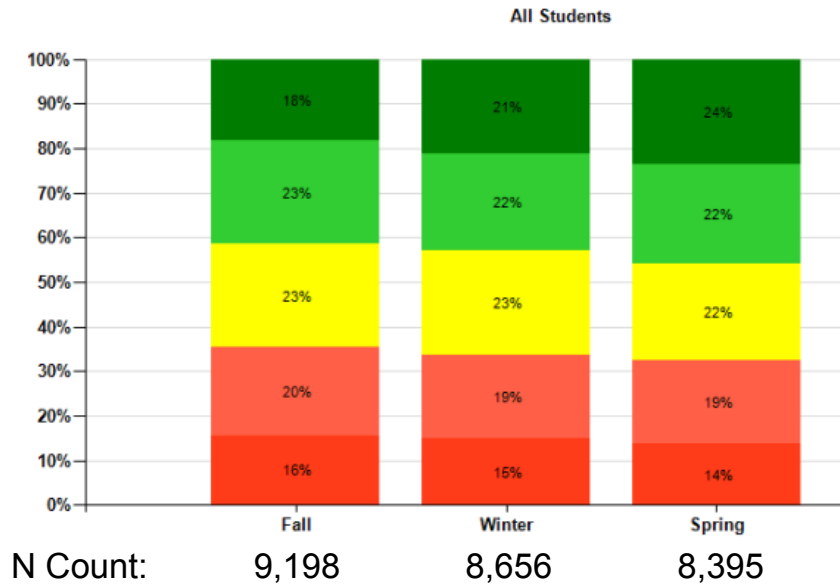
N Count:            15,057            14,365            14,761

**Figure 6. Jeffco Public Schools 2023-2024 High School MAP Reading Fall, Winter, Spring Achievement**



N Count:            10,826            9,989            9,912

**Figure 7. Jeffco Public Schools 2023 High School MAP Math Fall, Winter, Spring Achievement**



**MAP  
2023-2024 Growth**

**Table 4. Fall to Spring MAP Math Growth Trends**

Fall to Spring MAP Math - Median Growth Percentile				
Grade	2020-2021	2021-2022	2022-2023	2023-2024
3	50	64	59	60
4	55	63	52	57
5	46	54	52	52
6	42	54	49	49
7	41	53	47	53
8	42	55	55	55
9	47*	58*	52*	60*
10	43*	55*	58*	58*

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

**Table 5. Fall to Spring Reading Reading Growth Trends**

Fall to Spring MAP Reading - Median Growth Percentile				
Grade	2020-2021	2021-2022	2022-2023	2023-2024
1	-	-	60	59
2	-	-	69	64
3	47	59	61	57
4	45	58	57	54
5	47	53	51	50
6	40	46	49	42
7	40	48	49	44
8	44	50	52	44
9	44	51	55	47
10	44	50	52	45

**PSAT & SAT Assessments for grades 9, 10 and 11**

The SAT is a college entrance exam administered each spring to all 11th graders in the state of Colorado. It focuses on the essential skills and concepts that matter most for college and career readiness, including:

- mathematical concepts, skills, and practices important for success in career training programs
- reading, comprehending, and writing high-quality essays supported by evidence.

The PSAT, or Preliminary SAT, assesses the same skills and knowledge as the SAT in a way that makes sense for ninth and 10th graders. In addition to helping students prepare for the SAT, the PSAT helps identify students’ potential for success in advanced coursework. Both exams can be used to identify student strengths and improvement opportunities and help students decide on next steps.

For the 2023-24 school year, the P/SAT assessments moved to an online format and the content of the digital tests changed to shorten the administration time. Due to these revisions, the 2024 results serve as a new baseline since trending prior years will not be reliable.

The Median Growth Percentiles (MGP) for PSAT and SAT, however, demonstrate strong academic growth for all high school grade levels and content areas tested. An MGP at the 50th percentile represents typical growth across the state of Colorado.

For 2024, all grades exceeded typical growth levels and most exceeded the 55th percentile, surpassing district unified improvement planning targets. The median growth percentiles for some student groups (e.g., students eligible for free/reduced lunch, students on individualized learning programs, multilingual learners, and Hispanic and Black students) did not meet the state typical growth threshold at the 50th percentile, reinforcing the district strategic directive this year regarding strengthening the instructional core for all students. More detailed data for each grade level can be found in Tables 6 and 7 below.

**Table 6. Colorado 2023-24 PSAT/SAT R & W**  
**Reading and Writing 2024**

Grade	Achievement		Growth
	Total Students	Mean Scale Score	Median Growth Percentile
9	5,366	475	N/A
10	5,272	496	55
11	5,309	525	57

**Table 7. Colorado 2023-24 PSAT/SAT Math**  
**Mathematics 2024**

Grade	Achievement		Growth
	Total Students	Mean Scale Score	Median Growth Percentile
9	5,366	454	61
10	5,272	467	52
11	5,309	501	51

**Ninth Grade Credits Earned**

Research indicates that one strong predictor of on time graduation is to be considered on-track at the end of ninth grade. In fact, students who are on-track 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. The [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.

By the end of 2023-24 school year, 74% of ninth graders had earned at least six credits, per Figure 8 below. This includes students who earned credits over the summer between their ninth and 10th grade year. The breakdown of credits earned can be found in the table below

**Figure 8. Incoming Sophomores 9th Grade Credit Progress**

### 9th Grade Credit Progress

Includes students expected to graduate in 2027 and were enrolled and completed the Spring Semester 2023-24 at the school.

Percent of 9th Grade students who met 6 required credits at All Schools: **74%**

Credit Type	Credits Required	Number of Students	Students Meeting Credit Requirement	Percent of Students Meeting Credit Requirement
<b>Electives</b>	2.00	5807	5193	89.4%
<b>English</b>	1.00	5807	4909	84.5%
<b>Math</b>	1.00	5807	4687	80.7%
<b>Science</b>	1.00	5807	4854	83.6%
<b>Social Sciences</b>	.50	5807	5206	89.7%
<b>School Total</b>	6.00	5807	4277	73.7%
<b>District Total</b>	6.00	5807	4277	73.7%

Legend:

- 0% to 69.9%
- 70% to 83.39%
- 83.4% to 100%

Includes students expected to graduate in 2027 and were enrolled and completed the Spring Semester 2024 at the school.

### Twelfth Grade Graduation Demonstrations

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 8 and 9 below show progress for Jeffco's current 12th grade students in completing these required demonstrations. As of August 9, 2024, 76% of seniors had

met the RWC demonstration requirement and 65% met the math demonstration requirement.

### Table 8. Reading, Writing, and Communicating Graduation Demonstration

Percent of incoming 12th grade students who met RWC demonstrations as of 8/20/2024: **76%**  
 Percent of incoming 12th grade students who met both RWC and Math demonstrations as of 8/20/2024: **62%**

Demonstration	Met**	
	#	%
Accuplacer Next Gen	69	<1%
ACT	64	<1%
ACT WorkKeys	2	<1%
AP Exams	1,928	35%
ASVAB	405	7%
SAT***	3,601	66%
Concurrent Enrollment	149	3%
Industry Certificate	674	12%
District Capstone	605	11%

\* 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 9. Math Graduation Demonstration

Percent of incoming 12th grade students who met Math demonstrations as of 8/20/2024: **66%**  
 Percent of incoming 12th grade students who met both RWC\* and Math demonstrations as of 8/20/2024: **62%**

Demonstration	Met**	
	#	%
Accuplacer Next Gen	104	2%
ACT	63	<1%
ACT WorkKeys	2	<1%
AP Exams	747	14%
ASVAB	405	7%
SAT***	2,568	47%
Concurrent Enrollment	267	5%
Industry Certificate	674	12%
District Capstone	790	14%

\* 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 cabinet team conducted 18 learning walks throughout the district. 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

Additionally, community superintendents will continue to lead learning walks with the Thriving School Support Teams, 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, across our district. These learning walks will continue during the 2024-25 school year. In addition, the superintendent will be conducting additional learning walks monthly, focusing on a different articulation area each month. The purpose of these learning walks will be focused on instructional excellence. They will look for connections between the school's focus and what they see in the classroom observations. Further, the superintendent will engage with teachers to talk about instruction and student outcomes. Finally, the superintendent will also engage directly with a small group of students to listen to their perspective on the student experience. This work will continue throughout the 2024-25 school year.

**Investments in quality, research and standards based curriculum.** All Jeffco elementary schools now have consistent, district-supported, high-quality curriculum and materials for Language Arts. New math curriculum has been provided to all schools over the past three years. In addition, there are six middle schools piloting new, high-quality Language Arts curriculum, aligned to state standards.

**Data dashboards in support of data literacy.** District and school leaders now have access to 15 wide scale data dashboards, including a progress monitoring dashboard and a Jeffco Thrives dashboard. The Progress Monitoring Dashboard has already been revised to incorporate feedback from leaders on what data is needed for full scale analysis and what visuals help do that. In addition, the data modernization team has worked with over 20 schools, K-12 to develop, pilot and roll-out a teacher focused dashboard. Access will be expanded to all teachers in late fall of 2024. Further, a two day data camp experience was developed and community superintendents and principals participated in this learning experience. During the 2024-25 school year, assistant principals, instructional coaches and Thriving School Support Teams (TSST) will participate in data camp as well.

**Professional learning for the use of curricular resources in literacy and math.** With the implementation of high quality curricular materials, aligned to standards in K-12 mathematics and elementary literacy, the district also invested strategically in professional learning opportunities for teachers throughout the 2023-24 school year. Further, in alignment with the recommendations in our Jeffco report on addressing opportunity gaps and research based best practice, principals received monthly professional learning on lesson internalization.

## Challenges:

**Closing gaps for our students experiencing poverty, served by an IEP, and our Multilingual Learners.** This was an area of challenge in the 2023-24 school year. The district engaged with a national education organization to observe instruction, engage in focus groups with students, staff and families and to provide recommendations for closing achievement gaps of historically underserved students. This includes students experiencing poverty, students served by an IEP and our multilingual learners. Within this work, recommendations for greater coherence and consistency as well as strengthening students' sense of belonging and deepening student engagement. The district has utilized these recommendations to refine the instructional excellence and extraordinary student experience work within Jeffco Thrives 2025. These recommendations are being used to guide professional learning for leaders and are being utilized by community superintendents to guide their instructional leadership work with principals.

As stated previously, while the district continues to identify opportunity gaps as an area of challenge, a great deal of work has begun and will continue throughout the 2024-25 school year. For example, the district is addressing the achievement gap for students with disabilities through a comprehensive Student Success Program evaluation, which will guide our response to challenges like closing opportunity gaps. This evaluation, crucial for shaping our future services, will inform a multi-year, multi-phase plan to improve outcomes for students with disabilities. Additionally, learning specialists have been expected to complete the Science of Reading training alongside general educators and many have participated in Orton-Gillingham training as well. The district also implemented a two-day beginning-of-year training for center program teachers and paraeducators, emphasizing instructional excellence and belonging. Furthermore, Student Success work is being aligned with district goals by using baseline data to create targeted professional development that focuses on coherence, consistency, and belonging for students with IEPs. To further support diverse student needs, we have revamped our mental health allocation model for the 2024-25 school year, shifting from a school size-based approach to one based on the number of students with IEPs requiring mental health services. Finally, the district is introducing a central evaluation team to manage initial assessments, allowing school-based mental health providers to focus more on direct student services.

**Prioritizing strong attendance.** Last year, we showcased both national and local data around attendance and set a goal to decrease the number of students who were chronically absent, missing more than 10% of a school year. Given the timely [report on August 15](#) by Jenny Brundin of Colorado Public Radio stated, Colorado has the fifth highest rate of chronically absent students in the nation at 31%. While Jeffco's rate of chronic absenteeism is less than the state average at 25.8%, it is slightly higher than the national average, this is also still over one quarter of students missing 18 or more days of school. As last year's report stated, we can't teach students who aren't here. We must continue working 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

**Focusing on fifth to sixth grade transitions.** As reported in the September 2023 1.1 report, the district has continually experienced a drop in the average of students who meet or exceed standards between fifth and sixth grade. 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 participated in a community of practice during the 2023-24 school year to dig into the data and receive more intensive support, with a goal of shifting outcomes and improving culture. This work helped to illustrate the need for a broader scope of work, thus informing “The Magic of Middle School” work outlined within the strategic plan. Middle school leaders convened and collaborated within a two day leadership retreat, focused on improving the student experience, and thus, student outcomes at middle school. As stated previously in this report, leaders learned from medical professionals and adolescent psychology experts on the needs of our students and they collaborated on how to embrace the wonderful stage of growth and development that our middle school students experience. Results of this work have already begun to inform district and school leadership in analyzing and shifting professional practices, collaborative structures and the professional learning needs of our educators at the middle level. This work will continue throughout the 2024-25 school year, with an emphasis on strengthening educators’ use of strong instructional strategies and providing students agency so that they learn to ‘break a cognitive sweat’ in their learning.

**Right size and refocus elementary summer programming to better support our students on READ Plans** It was determined that our summer programming, JSEL - Jeffco Summer of Early Learning, was no longer getting the desired student outcomes with the model we had been using due to student outcomes, expense, and staffing. We “re-imagined” this program with the rationale to improve any future offerings of elementary summer programming. The new program, Jeffco READS, is a program only for students entering first, second and third grades who are on a READ Plan. Class sizes were smaller than in previous years and all teachers were IMSE Orton Gillingham trained. All students received a 30 minute explicit OG lesson each day, in addition to whole group Heggerty phonemic awareness lessons, and shared reading comprehension lessons using HMH Into Reading resources. Students engaged in Lexia each day with consistent instruction as needed by another trained staff. Teachers administered an OG spelling assessment pre/post with significant [results](#) in the four week program.

### **Alignment of the Instructional Core and leadership development through the school leadership team**

During the Jeffco Thrives implementation so far, we have conducted hundreds of observations, focus group conversations with teachers and students, and looked at

learning artifacts. All of this data has helped Jeffco get focused on coherence around a common culture of instructional excellence, consistency in the instructional core and the development of belonging through authentic student engagement. At the heart of this work is the school leadership team. Historically the community superintendent role supported school leaders through problem solving and operational guidance, with a lesser impact on instructional leadership. In order to improve student outcomes, we must have our academic leaders focused more on strengthening our culture of instructional excellence. Therefore, the Chief of Schools is leading work within the School Leadership team to shift the priorities of school leadership, and specifically to refine the work of the community superintendent. Our community superintendent team is focused on supporting and facilitating professional learning for school leaders around instructional excellence and they are prioritizing time to get into classrooms alongside school leaders. This focus will help to strengthen the instructional core and will lift up the awesomeness that is happening in so many classrooms throughout the district.

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## APPENDIX

### Resources

[Spring 2024 MAP Projected Proficiency Report](#)

### Key Definitions

#### **Academic Achievement**

Academic achievement describes a student's level of proficiency at a point in time.

#### **Academic Growth**

Academic growth describes the changes in achievement over a given time frame (e.g. beginning-of-year benchmark to end-of-year benchmark, Grade 3 to Grade 4).

#### **Chronically Absent Rate**

A student absent 10 percent or more of the days enrolled during the school year is chronically absent. All absences are included - unexcused and excused. The rate is the percentage of students enrolled who are chronically absent.

#### **Median Growth Percentile**

Median growth summarizes the academic growth percentiles of a population, such as a student group, school, or district. It is calculated by ordering individual student growth percentiles from lowest to highest, and identifying the middle score, which is the median.

**Performance Level**

A performance level describes the concepts and skills students are expected to demonstrate within a range of scores on a particular test. The number of performance levels as well as their meaning may be unique to each test and content area.

**Student Growth Percentile**

Student growth percentiles are a percentile ranking from 1-99 representing a student's academic progress as compared to their academic peer group.