

# MONITORING REPORT

## February 4, 2026

Policy: **1.1**

Policy Category: **Board Ends**

Period Monitored: Middle of year 2025-2026

*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: Renee Nicothodes

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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 in:*

- *annual state assessments*
- *beginning of the year to mid-year assessments*
- *mid-year to end of year assessments*

*Average growth is measured at the 50th percentile. Further, students in 9th grade will be on track to graduate by earning at least six credits toward graduation requirements.*

As measured by:

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

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## CONTEXT & BACKGROUND

The Board received the last Board End 1.1 monitoring report via presentation in September 2025. This mid-year monitoring report provides the following updates:

- Winter 2025-26 DIBELS 8 achievement data
- Winter 2025-26 MAP Reading and Mathematics achievement and growth data
- Mid-year progress for 9th-grade credits
- Mid-year progress for 12th-grade graduation demonstrations

Jeffco Public Schools administers two districtwide interim assessments to monitor academic achievement progress throughout the school year. These data inform progress on the 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

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

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

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

- Develop a multi-year instructional plan to serve as a roadmap, guiding work throughout the system; ensure a representative group of stakeholders provides feedback on the plan.

- Organize district teams to break down silos; realign roles and responsibilities to better support the work in schools.
- Organize teams that support the superintendent to consistently share an instructional vision and ensure the vision is aligned with school needs.
- Provide for easier access to comprehensive data reports to support school and district decision-making.
- Conduct an in-depth study of schools that have promising practices in improving student achievement and growth. Evaluate and study schools that are beating the odds with sub-groups to identify replicable and sustainable programs, practices, and structures. Once identified, share those practices across schools.
- Redefine expectations regarding autonomy vs. system coherence. The system can have coherence while still offering flexibility to schools to meet their unique characteristics or needs.

### IMPACTS ON STUDENT OUTCOMES

In January 2026, as we analyze the mid-year student data, it is helpful to also reflect back on these recommendations as they relate to student achievement and growth.

Jeffco has set a high expectation: To become a national leader in offering a world-class education. While the district generally surpasses state performance on standardized assessments, achieving this higher goal requires continued effort.

To track progress toward this ambitious vision, the District Unified Improvement Plan (DUIP) focuses on four key performance indicators:

- Percentage of students reading at or above grade level by the end of 3rd grade.
- Percentage of students proficient in math in 5th and 8th grade.
- Percentage of 9th-grade students "on track" to graduate (earning at least 6 credits).
- Percentage of students demonstrating postsecondary workforce readiness in at least one measure in Reading, Writing, and Communicating (RWC) and one measure in mathematics.

#### **Mid-Year 2025-26 Performance Snapshot:**

At the mid-year mark, district assessments show ongoing improvement, though performance gaps persist:

- **Reading:** 59% of third graders scored at high average or high on the winter MAP assessment.
- **Math:** 48% of fifth-grade students and 50% of eighth-grade students scored at

high or high average on the winter MAP Math assessment.

- **Graduation Track:** 87% of 9th-grade students were on track with at least 3 credits.
- **Postsecondary Readiness:** 87% of students demonstrated readiness in at least one RWC measure, and 84% demonstrated readiness in at least one mathematics measure.

Overall, the 2025-26 mid-year academic performance, measured by district assessments, reflects a theme of continuous improvement. The district has undertaken significant changes over the past four years to address challenges impacting student success. These foundational changes include investment in high-quality, standards-aligned curricular resources, targeted professional learning for educators, the development of a modern, comprehensive data culture, and the evaluation and redesign of systems supporting students with the most significant needs. These performance indicators will be discussed in greater detail later in this report.

## Attendance

As previously reported, the Associated Press brought national attention to the percentage of students who are chronically absent nationwide, as this number has been far higher than rates seen pre-pandemic. Chronic absenteeism is defined by a student missing 10% of school days, or approximately 18 days across the school year. The [AP report](#) stated that 25% of K-12 students nationally are chronically absent, up from 15% pre-pandemic. According to current data, the percentage of students chronically absent nationwide sits at 26%. Jeffco's chronically absent rate for the 2024-25 school year was **26.6%**, and while this rate is lower than the state chronic absentee rate of 28.4%, 1 in 4 students missing more than 10% of a school year is simply too high. The percentages for students of color, students with disabilities, multilingual learners, and at-risk students are higher, ranging from 37.2% to 44.5%. To support our students in reaching their biggest dreams, we need to ensure more students attend school daily.

## Fifth to Sixth Grade Transition

Historically, there has been a pattern of decline in student performance relative to predictions during the transition from fifth to sixth grade. In 2023, CMAS data showed a sharp contrast: while fifth graders largely exceeded their predicted expectations, sixth graders reversed this trend. This was particularly true in Math, where underperformance was higher than outperformance (16% underperformed, 13% outperformed). However, recent projections indicate a positive shift. In both Math and Reading for 2025, sixth-grade students are now more likely to outperform their predictions than underperform (e.g., 18% outperformed vs. 11% underperformed in

Math) compared to 2024. In Math, this trend holds across all demographic groups (e.g., students with an IEP, at-risk students, multilingual learners), whereas in Reading, there is a similar proportion of outperformers and underperformers across all groups. Although the margin of outperformance remained higher among fifth graders, sixth graders in 2025 demonstrated a greater tendency to exceed rather than underperform expectations, representing a significant improvement from 2023 results.

Over the past year, Jeffco's research team worked closely with the Magic of Middle School Steering Committee to provide research-based recommendations for improving the 5<sup>th</sup> to 6<sup>th</sup> grade transition experience. As a result, each middle school is in the process of developing a three-year transition plan that aligns with these recommendations. Key considerations include more emphasis on vertical teaming with elementary schools to share data and coordinate transition activities, prioritizing lessons on executive functioning and other social-emotional skills, ensuring a sense of belonging and social integration, and empowering families to help their middle schooler become more academically independent.

Building on our previous findings, we are further refining our approach to the fifth-to-sixth-grade transition by:

- Deepening our emphasis on belonging and support structures to better scaffold the shift from elementary learning to the increased independence and autonomy required in the secondary model.
- Scaling the promising practices identified in high-performing schools to build a standardized, district-wide framework for successful student transitions.

### **Multi-tiered System of Support (MTSS)**

The district has invested considerable resources and time into the implementation of high-quality curricular resources in language arts and math, as well as in social-emotional learning. These resources, by and large, support the majority of students with what we often refer to as “best first instruction,” or Tier 1 core instruction in the classroom. When Tier 1 instruction alone is not enough for a student to successfully master content, we provide an additional layer of intervention strategies and materials to support students in mastering essential concepts and skills. This is often referred to as Tier 2 instruction within a multi-tiered system of supports, or MTSS.

While there are a considerable number of resources and interventions being used to meet academic needs in Jeffco, a recent Student Success program evaluation called out a need for consistency and coherence around what resources and interventions

should be used to support students in both academics *and* social, emotional, and behavioral needs. Further, the program evaluation report recommended that we create a system that is supported by data to address student needs through the fidelity of implementation of effective academic *and* social, emotional, and behavioral interventions. Data related to academic intervention are addressed later in this report. Social, emotional, and behavioral data will be included in Monitoring Reports 3.1 and 3.3 later this year.

The Chief of Student Success is partnering with the Chief Academic Officer and their respective teams to assess effective current practices and resources, needs, and gaps illustrated by our data, and to build out a more standardized approach to intervention.

As part of this effort, the district launched a cross-departmental Proactive Behavior and Safety Team (PBST) to strengthen Tier I prevention and Tier II intervention systems, and improve consistency and coherence across behavior, safety, attendance, and belonging. Similarly, just as the Academic Leadership Team (ALT) supports the district's Unified Improvement Plan (DUIP) through instructional excellence and extraordinary student experiences, PBST serves as its counterpart in supporting the DUIP's culture of safety and belonging through a prevention (Tier 1) and intervention (Tier 2) lens. PBST is currently engaging in a structured data review alongside ALT to identify system-level patterns, understand root causes, and inform aligned Tiered supports across all academic and non-academic domains.

## **LITERACY AND MATH ACADEMIC GROWTH METRICS**

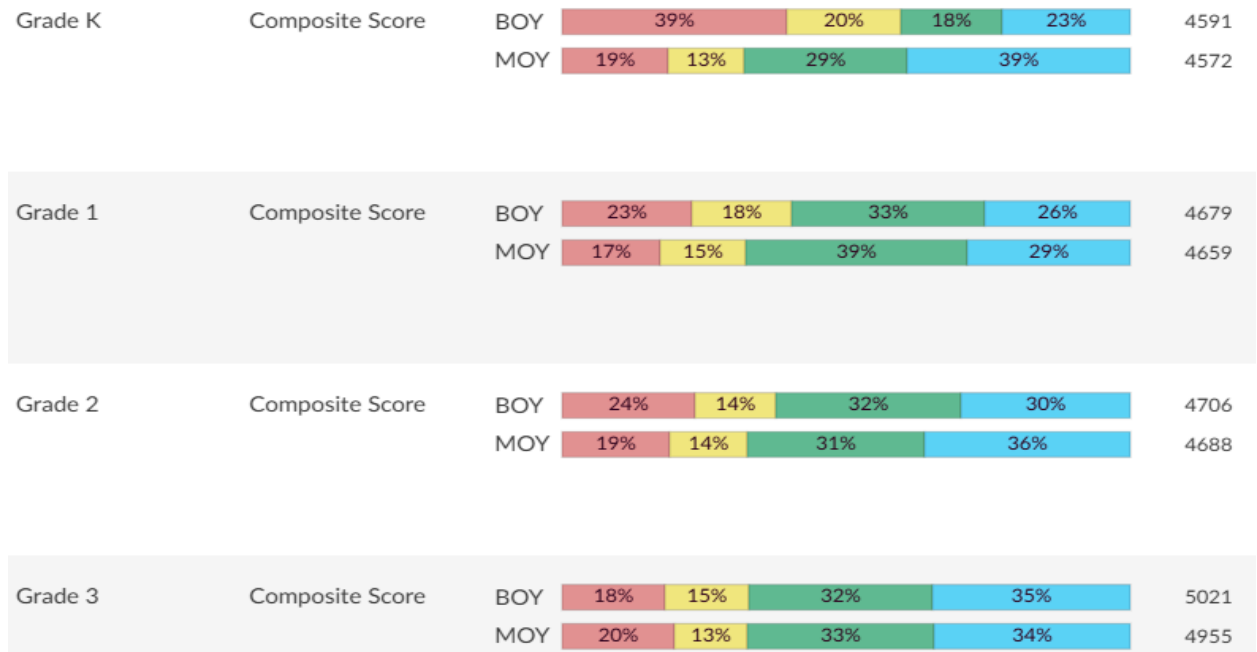
### **DIBELS 8 Literacy Performance Data**

Learning to read is a foundational building block of learning. Therefore, Colorado has specific legislation aimed at ensuring all students are reading on grade level by the end of third grade. The legislation has identified interim and diagnostic assessments to be used with all primary grade students. In compliance with the Colorado READ Act, Jeffco uses DIBELS 8 Reading as our universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. In Jeffco, we utilize this assessment in grades K-3 to assess a student's reading skill development and address learning needs to achieve grade-level reading for all students. This assessment is used with students three times per year. When a significant reading deficiency is identified for a student on DIBELS 8, the school must develop a READ Plan for that student.

Based on 2025-26 middle-of-year data 4,689 Jeffco students in grades K-3 have an active READ plan. Currently, 1,367 students, or 23% of all third-grade students, are supported by READ Plans.

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

**Figure 1. 2025-26 Beginning of Year (BOY) to Middle of Year (MOY) DIBELS 8 Performance Overall and by Grade Level**



## Performance descriptors

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

Upon deeper examination of the past two school years, we see the change from the beginning of the year (BOY) to the middle of the year (MOY) assessments, outlined in Table 1 below.

**Table 1. DIBELS 8 Beginning to Mid-Year Trends**

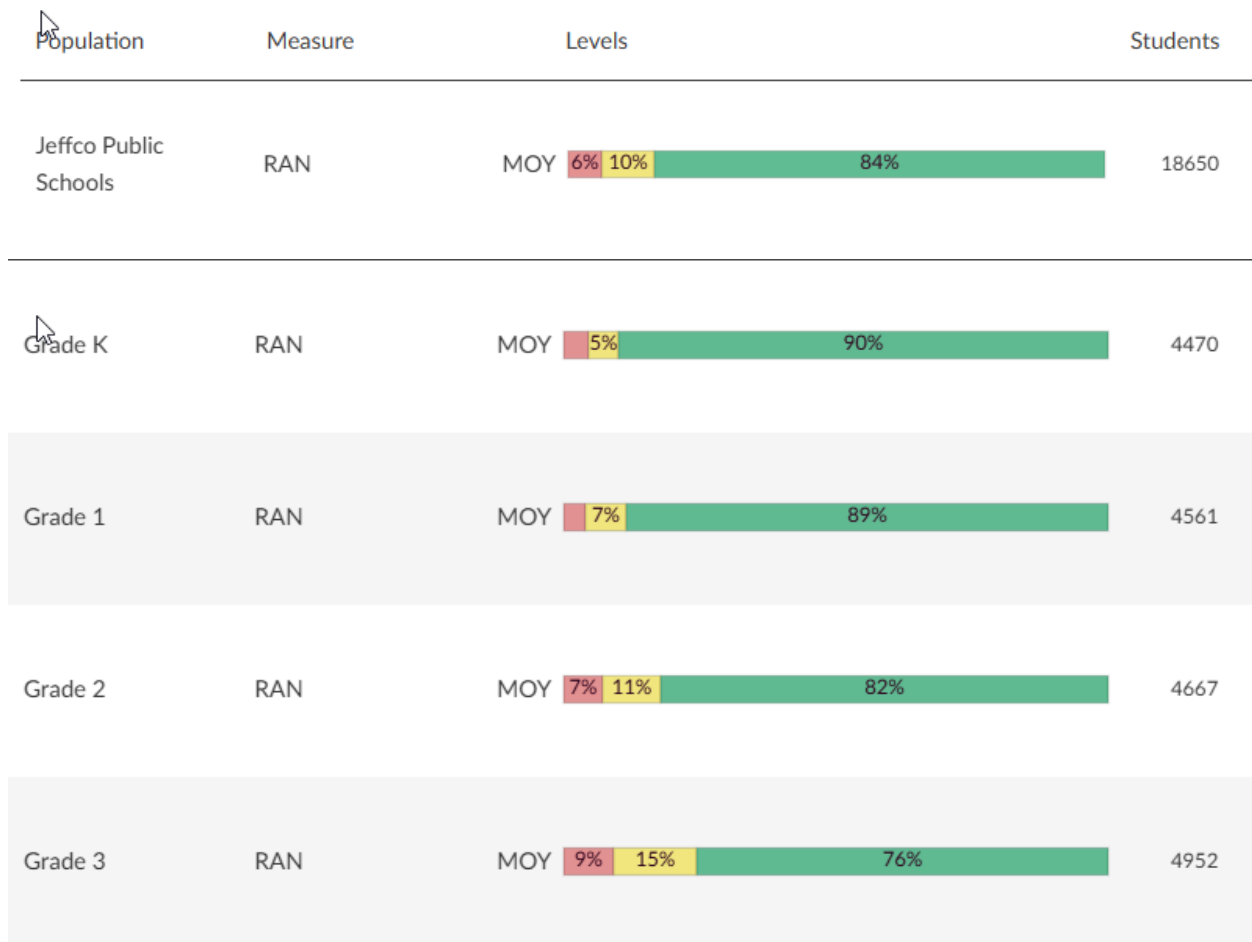
2024-25 DIBELS 8 from BOY to MOY	2025-26 DIBELS 8 from BOY to MOY
A 7 percentage point increase in students <b>exceeding</b> the benchmark from BOY to MOY	A 6 percentage point increase in students <b>exceeding</b> the benchmark from BOY to MOY
A 2 percentage point increase in students <b>meeting</b> the benchmark from BOY to MOY	A 4 percentage point increase in students <b>meeting</b> the benchmark from BOY to MOY
A 7 percentage point <i>decrease</i> in the number of students performing <b>well below the benchmark</b>	A 7 percentage point <i>decrease</i> in the number of students performing <b>well below the benchmark</b>

### Rapid Automatized Naming (RAN)

Jeffco implemented an additional measure of DIBELS 8, Rapid Automatized Naming (RAN), this school year, during the winter benchmark. RAN indicates how quickly students can see a familiar symbol, retrieve the name of the symbol, and say it out loud. RAN is considered a measure of phonological processing, specifically the retrieval of phonological information. Rapidly naming symbols requires coordination of the same processes as reading: attention, working memory, visual processing, phonological processing, etc. Research has documented that RAN is used as a predictive measure. Deficits in rapid automatized naming are a robust indicator of risk for dyslexia in children (Gaab, 2017).

Figure 2 below summarizes the results for RAN levels overall and disaggregated by grade. Out of the 19% of our K-3 students who have a well-below benchmark composite score for all the DIBELS 8 subtests, this graph shows 6% are showing additional signs for continued reading difficulties, such as dyslexia. According to Amplify, studies from the University of Oregon indicate that approximately 15% of students may score at risk on the RAN subtest, so Jeffco is well below that threshold.

**Figure 2. 2025-26 Middle of Year (MOY) DIBELS 8 RAN Performance Overall and by Grade Level**



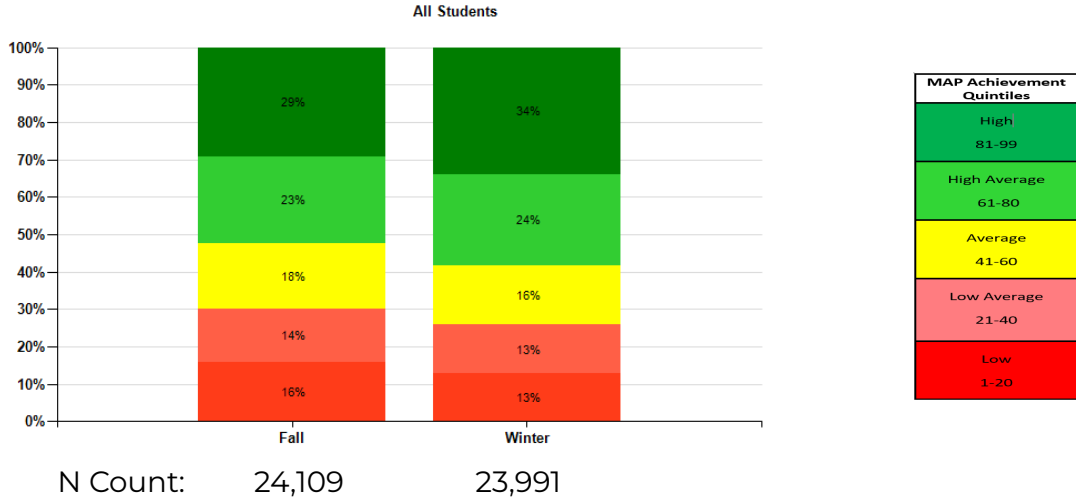
**NWEA Measures of Academic Progress (MAP)**

NWEA MAP is a nationally normed, standardized achievement test that measures what students know and informs what they are ready to learn next by using a digital adaptive test that adjusts to the ability and knowledge of the student. All Jeffco students take MAP assessments in the fall, winter, and spring of each school year in grades 1-10 for reading and grades 3-8 for math, and all high school students taking algebra 1, geometry, or equivalent courses. Results are normative, comparing 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. Figures 3 through 8 below provide mid-year MAP overall achievement results for all elementary, middle, and high schools.

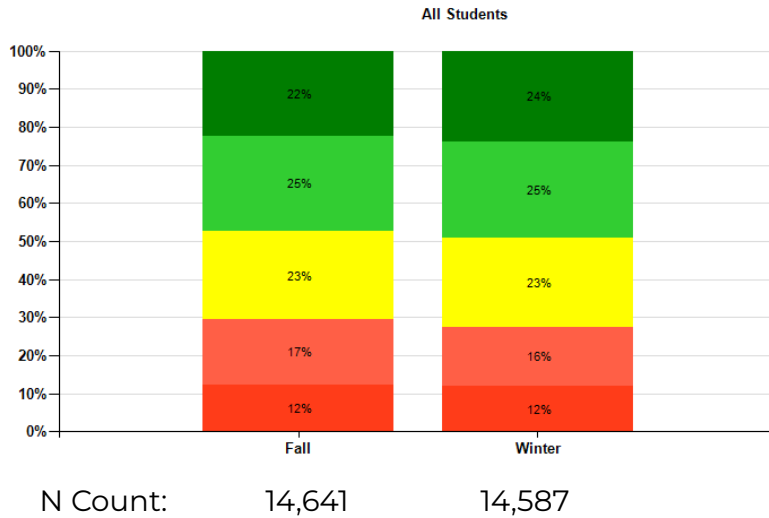
NWEA updated MAP in two distinct ways over the summer of 2025. The updated 2025 norms were released, and the adapting algorithm was also updated. These two

changes affect how the data show student growth compared to national norms; therefore, caution should be used when interpreting these results.

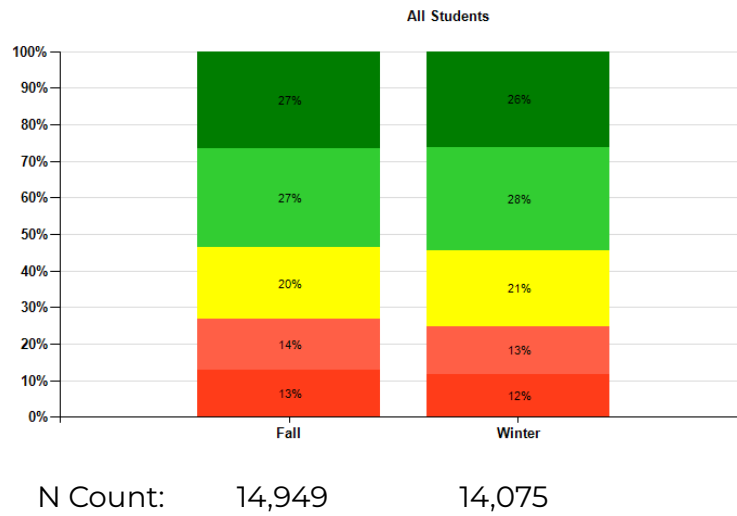
**Figure 3. Jeffco Public Schools 2025 Elementary MAP Reading Fall and Winter Achievement (required grades 1-5)**



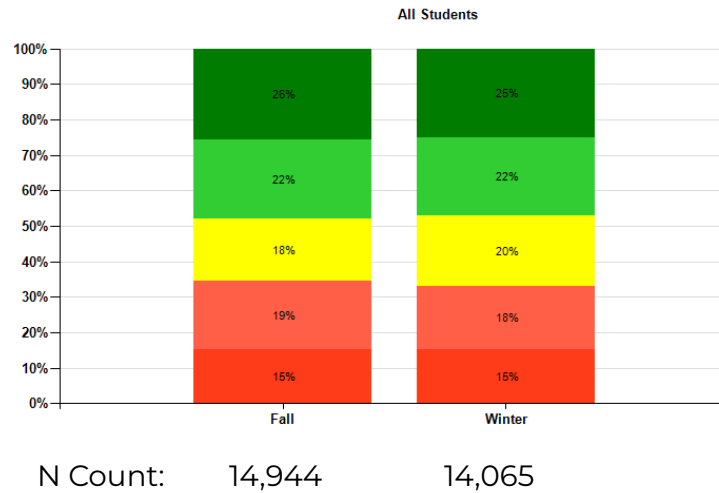
**Figure 4. Jeffco Public Schools 2025 Elementary MAP Math Fall and Winter Achievement (required grades 3-5)**



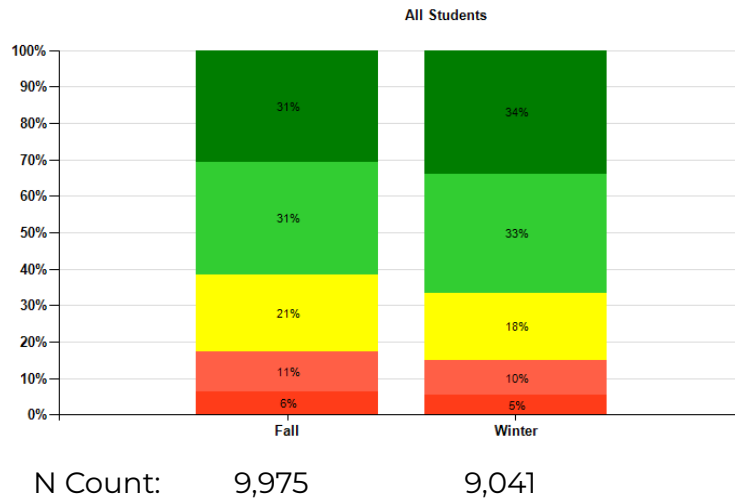
**Figure 5. Jeffco Public Schools 2025 Middle Level MAP Reading Fall and Winter Achievement (required grades 6-8)**



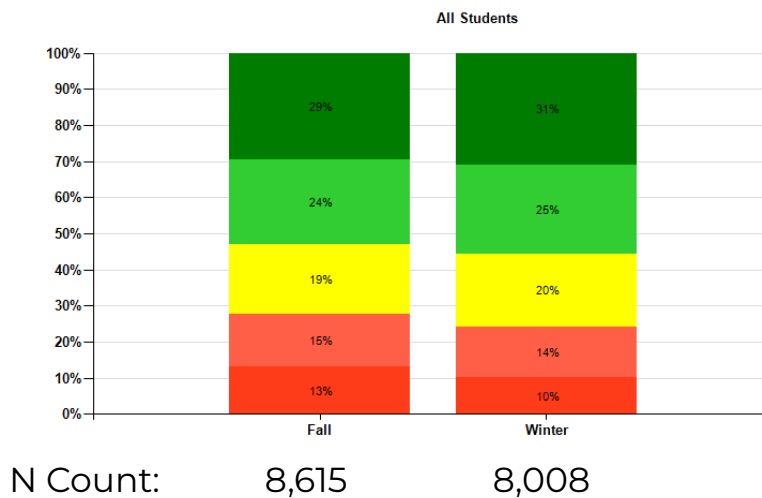
**Figure 6. Jeffco Public Schools 2025 Middle Level MAP Math Fall and Winter Achievement (required grades 6-8)**



**Figure 7. Jeffco Public Schools 2025 High School MAP Reading Fall and Winter Achievement (required grades 9-10)**



**Figure 8. Jeffco Public Schools 2025 High School MAP Math Fall and Winter Achievement (required grades 9-10\*)**



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

A growth percentile of 50 is considered “typical.” In other words, if students perform at the 50th percentile in growth, they are demonstrating academic progress greater than or equal to half of the students in their comparison group. Tables 2 and 3 below provide mid-year MAP median growth percentiles for Reading and Mathematics.

**Table 2. MAP Reading Median Growth Percentiles by Grade Level**

<b>Fall to Winter MAP Reading - Median Growth</b>			
<b>Grade</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>1</b>	44	47	<b>64</b>
<b>2</b>	51	55	<b>65</b>
<b>3</b>	49	49	<b>60</b>
<b>4</b>	48	48	<b>62</b>
<b>5</b>	48	46	<b>59</b>
<b>6</b>	45	44	<b>58</b>
<b>7</b>	46	44	<b>57</b>
<b>8</b>	49	50	<b>58</b>
<b>9</b>	53	54	<b>61</b>
<b>10</b>	49	51	<b>60</b>

**Table 3. MAP Math Median Growth Percentiles by Grade Level**

<b>Fall to Winter MAP Math - Median Growth</b>			
<b>Grade</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>3</b>	42	45	<b>56</b>
<b>4</b>	41	45	<b>54</b>
<b>5</b>	42	39	<b>52</b>
<b>6</b>	39	41	<b>47</b>
<b>7</b>	45	43	<b>53</b>
<b>8</b>	52	51	<b>57</b>
<b>9</b>	55*	56*	<b>59*</b>
<b>10</b>	50*	53*	<b>55*</b>

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

Additional performance results by student demographic group are available in the [Appendix](#). These results show continued performance gaps for some historically underserved populations such as students eligible for free or reduced lunch and students with a disability.

Table 4 below provides a list of high-growth schools for mid-year MAP performance this school year. Ten schools showed growth in MAP math at the 65th percentile or higher, and 29 schools showed growth in MAP reading at the 65th percentile or higher. Within those numbers, six schools showed growth in both math and reading (bolded schools in Table 4 below):

**Table 4. 2025-26 MAP Fall to Winter High Growth Performance by School\***

MAP Reading	MAP Mathematics
<ul style="list-style-type: none"> <li>● Belmar School of Integrated Arts</li> <li>● Bergen Elementary</li> <li>● Bradford K8 South</li> <li>● Brady Exploration School</li> <li>● Coronado Elementary</li> <li>● Dennison Elementary</li> <li>● <b>Fairmount Elementary</b></li> <li>● <b>JA Coal Creek Canyon</b></li> <li>● Kendallvue Elementary</li> <li>● Kyffin Elementary</li> <li>● Maple Grove Elementary</li> <li>● <b>Marshdale Elementary</b></li> <li>● Meiklejohn Elementary</li> <li>● Mortensen Elementary</li> <li>● Normandy Elementary</li> <li>● <b>Parmalee Elementary</b></li> <li>● Prospect Valley Elementary</li> <li>● Ralston Elementary</li> <li>● <b>Ralston Valley High School</b></li> <li>● Rooney Ranch Elementary</li> <li>● <b>Shaffer Elementary</b></li> <li>● Sierra Elementary</li> <li>● Stober Elementary</li> <li>● Stott Elementary</li> <li>● Three Creeks K-8</li> <li>● Ute Meadows Elementary</li> <li>● Vanderhoof Elementary</li> <li>● West Woods Elementary</li> <li>● Wilmot Elementary</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Fairmount Elementary</b></li> <li>● Fremont Elementary</li> <li>● <b>JA Coal Creek Canyon</b></li> <li>● Jefferson Academy Elementary</li> <li>● Jefferson Academy Secondary</li> <li>● <b>Marshdale Elementary</b></li> <li>● <b>Parmalee Elementary</b></li> <li>● <b>Ralston Valley High School</b></li> <li>● <b>Shaffer Elementary</b></li> <li>● Slater Elementary</li> </ul>

Note: MAP Median Growth Percentiles reported in this table combine MAP performance in all required grade levels (Reading 1<sup>st</sup> - 10<sup>th</sup> and Math 3<sup>rd</sup> - 10<sup>th</sup>).

MAP median growth at the 50th percentile is considered typical compared to the national norms. The District Unified Improvement Plan (DUIP) has set the 55th percentile for growth goals. Table 5 below provides a summary of the count of

schools achieving these growth percentiles from fall to winter 2025. Refer to the [Appendix](#) for the full list of schools.

**Table 5. 2025-26 MAP Fall to Winter Typical to High Growth Performance\***

MAP Median Growth Percentile at 50th or Higher School Counts		
	MAP Reading	MAP Mathematics
MGP 50-54	17	25
MGP 55-64	72	53
MGP 65+	29	10
<b>Total</b>	<b>118</b>	<b>88</b>

Note: MAP Median Growth Percentiles reported in this table combine MAP performance in all required grade levels (Reading 1<sup>st</sup> - 10<sup>th</sup> and Math 3<sup>rd</sup> - 10<sup>th</sup>)

**MID-YEAR OUTCOMES FOR MATH AND READING INTERVENTIONS**

Our district remains committed to providing high-quality supplemental supports for literacy and math: Lexia for ELA and Khan Academy Learning Paths (formerly known as MAP Accelerator) and Zearn for mathematics. Lexia, Learning Paths, and Zearn have been vetted to be aligned with Colorado State Academic Standards.

**Lexia Core5 for K-5 Students:** The decision was made in Spring 2025 to continue to purchase Lexia Core5 for all Kindergarten through third grade students in Jeffco's neighborhood and option schools, as well as for fourth and fifth graders on a READ Plan. Overwhelming feedback from teachers and leaders indicated that Lexia was a valued resource, making an impact on closing gaps for all readers, especially those experiencing significant reading deficiencies.

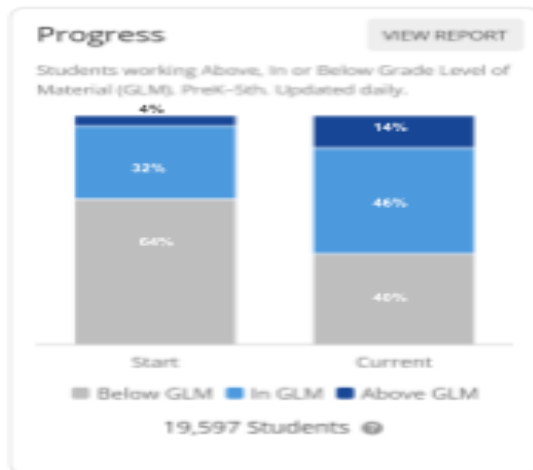
**Lexia Core5 for K-5 Students:** Mid-Year Data 2025-2026

- More students than in prior years are using Lexia Core5: **19,597** students are currently using Lexia Core5 compared to 15,087 last year at this time.
- Jeffco has **decreased** the percentage of students **working below grade level** from BOY to MOY from 64% (12,626) to 40% (7,834). Last year at this time, 47% of students were working in below-grade-level material, a decrease of 7-percentage points.
- Jeffco has **increased** the percentage of students **working at grade level** from BOY to MOY 32% (6,217) to 46% (8,999). Last year at this time, 43% of students were working at grade-level material, an increase of 3-percentage points.
- Jeffco has **increased** the percentage of students **working above grade level** from BOY to MOY from 4% (754) to 14% (2,764). Last year at this time, 11% of

students were working in above-grade-level material, an increase of 3-percentage points.

Figure 9 below shows the increase in students performing “above” and “in” grade level for Lexia Core5 progress from BOY to MOY this school year.

**Figure 9. Lexia Core5 Mid-Year Progress**



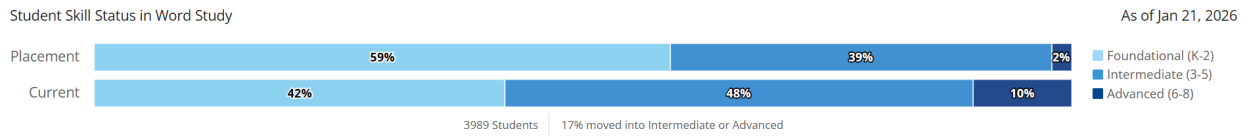
**Lexia PowerUp for ELA 6th-8th Grade Students:** Lexia PowerUp has been purchased for 6th-grade students in Jeffco's neighborhood and option schools. Additionally, most middle schools have extended the license access to 7th and 8th graders with a READ Plan to offer continued support for those experiencing significant reading deficiencies. While Lexia PowerUp addresses three components of reading (Word Study, Grammar, and Comprehension), our focus has been on Word Study to fill the gaps of foundational reading skills. With the adoption of the new ELA curriculum resources in middle schools, grammar and comprehension skills will be addressed during Core instruction.

**Lexia PowerUp:**

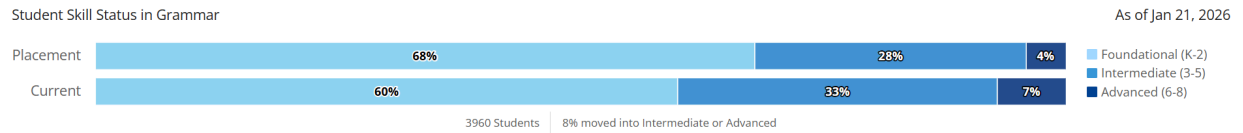
- More students than the previous year are using Lexia PowerUp. **4,024 students** are currently using Lexia PowerUp compared to **1,525** at this time last year.
- Jeffco has **moved 17% of students** from foundational skills in word study into intermediate and advanced, a key component of reading acquisition at the middle level. Comparatively, last year at this time, 12% of students moved, an increase of 5-percentage points.
- Jeffco has **increased the percentage of students** working at the intermediate or advanced level in grammar from BOY 32% to MOY 40%. This is an 8-point increase. Comparatively, last year at this time, 5% of students moved, an increase of 3-percentage points.

- Jeffco has **increased the percentage of students** working at the intermediate or advanced level in comprehension from BOY 57% to MOY 70%. This is a 13-point increase. Comparatively, last year at this time, 7% of students moved, an increase of 6-percentage points.

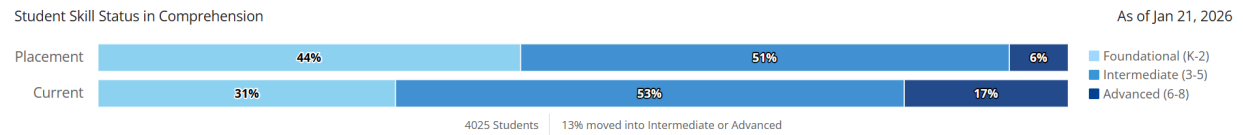
**Figure 10. Lexia PowerUp Mid-Year Progress**  
**Lexia PowerUp Fall to Winter 2026 Progress in Word Study**



**Lexia PowerUp Fall to Winter 2026 Progress in Grammar**



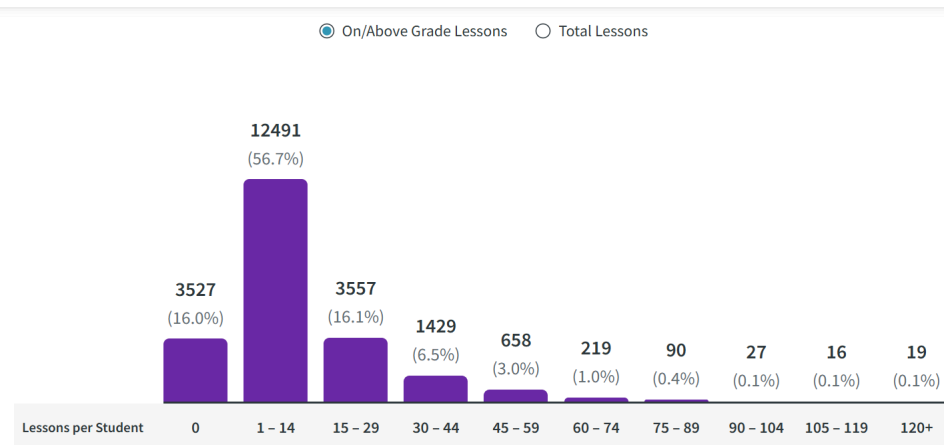
**Lexia PowerUp Fall to Winter 2026 Progress in Comprehension**



**Zearn**

Jeffco is currently averaging 11.7 for on or above grade level lessons per student at MOY compared to 8.3 lessons for the entirety of the school year last year.

**Figure 11. Zearn Mid-Year Progress**



### Learning Paths by Khan Academy

- 13,581 students are using Learning Paths.
- Jeffco has an average of 0.9 skills to proficient or above year to date, compared to 0.6 the previous year.

**Figure 12. Mid-Year Progress for Learning Paths Skills Leveled Up by Month**

#### Skills to proficient

[View report](#)

Target: Students achieve 2 skills to proficient or above weekly in Math in courses added by teachers [Edit](#)

Math

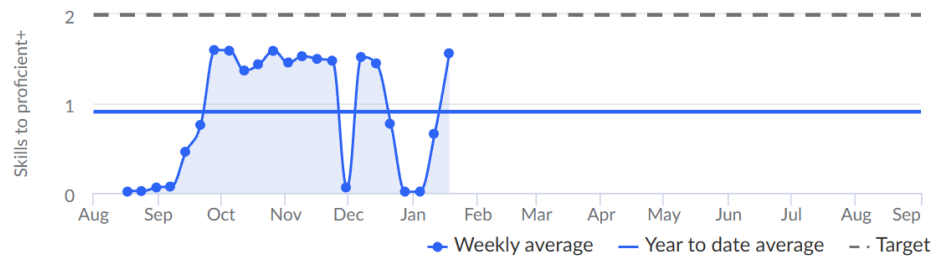
Last week average

**1.6** skills

0.4 from target

Year to date average

**0.9** skills



**Table 6. Learning Paths Skills Leveled Up Trends**

Learning Paths Skills Comparative Data Year over Year	Active Learners Avg. Skills	Active Learners Avg. Skills to Proficient+	% Active Learners with 2+Skills to Proficient Weekly
<b>2025-26</b>	24.2	28.5	29.0%
<b>2024-25</b>	19.0	14.0	7.4%
<b>Comparison</b>	5.2 pt. increase	14.5 pt. increase	21.6 pt. increase

### NINTH GRADE CREDITS EARNED AND GRADUATION DEMONSTRATIONS

Research indicates that students who are on-track at the end of ninth grade are more than three and one-half times more likely to graduate from high school in four years than off-track students. The on-track indicator is a more accurate predictor of graduation than students' previous achievement test scores or their background characteristics. A [University of Chicago study](#) defined on-track as having earned at least five credits in ninth grade and no more than one semester F in a core course. Therefore, the district has identified the goal of all ninth-grade students earning at least six credits by the end of ninth grade.

As of January 2026, approximately 87% of 2025-26 ninth graders had earned at least three credits. The breakdown of credits for the fall semester of the 2025-26 school year earned by all grade levels can be found in Figure 13 below.

**Figure 13. 2025-26 Jeffco Mid-Year High School Credits Earned**

## Credit Progress

Jeffco Public Schools

Grade	Anticipated Credit	Total Student Count	Student Count Completing Credits	Percentage
9th	3.0	5,718	4,951	86.6%
10th	9.0	5,520	4,614	83.6%
11th	15.0	5,671	4,717	83.2%
12th	20.0	6,064	5,260	86.7%

Reports any credit earned regardless of alignment to graduation requirements; Jeffco Open School, Jeffco Central Services, Connections Learning Center, and Mountview Youth Center schools excluded from Jeffco Public Schools Total.

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 7 and 8 below show progress for Jeffco’s current 12th-grade students in completing these required demonstrations. As of January 15, 2026, 87% of seniors had met the RWC demonstration requirement, and 84% met the math demonstration requirement (a 2-point increase for each content area compared to last year).

**Table 7. 2025-26 Jeffco Mid-Year Reading, Writing, and Communicating (RWC) Graduation Demonstrations Attainment**

## RWC\* Graduation Demonstration Progress

District

Percent of 12th grade students who met RWC demonstrations as of 1/15/2026: **87%**  
 Percent of 12th grade students who met both RWC and Math demonstrations as of 1/15/2026: **82%**

Demonstration	Met**	
	#	%
Accuplacer Next Gen	213	4%
ACT	136	2%
ACT WorkKeys	61	<1%
AP Exams	2,049	37%
ASVAB	393	7%
SAT***	3,789	69%
Concurrent Enrollment	1,318	24%
Industry Certificate	832	15%
District Capstone	1,260	23%

\* 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 8. 2025-26 Jeffco Mid-Year Mathematics Graduation Demonstrations Attainment**

## Math Graduation Demonstration Progress

District

Percent of 12th grade students who met Math demonstrations as of 1/15/2026: **84%**  
 Percent of 12th grade students who met both RWC\* and Math demonstrations as of 1/15/2026: **82%**

Demonstration	Met**	
	#	%
Accuplacer Next Gen	553	10%
ACT	125	2%
ACT WorkKeys	61	<1%
AP Exams	782	14%
ASVAB	393	7%
IB	54	<1%
SAT***	3,011	55%
Concurrent Enrollment	813	15%
Industry Certificate	832	15%
District Capstone	973	18%

\* 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:

**Norming on instructional excellence.** Twice a month, central instructional leaders and articulation area principals conduct articulation area leadership learning walks. The purpose is to:

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

Additionally, community superintendents have conducted 614 learning walks to date this school year, including 20 with Thriving School Support Teams (TSST), a team of district-level educators dedicated to supporting an articulation area. These TSST teams meet with community superintendents to review data and each school's Unified Improvement Plan to ensure they are providing support and coaching to teams as appropriate. These practices offer an opportunity to norm on effective teaching and learning practices in a school and across our district.

**Investments in high-quality instructional materials.** All Jeffco elementary and the majority of middle schools now have consistent, district-supported, high-quality curriculum materials for both language arts and mathematics. More information about the district curriculum can be found in [Monitoring Report 1.3](#), presented to the Board in October 2025.

**Providing High Quality Literacy Intervention Materials for Secondary Teachers.** In the Spring of 2025, we offered all middle and high school interventionists, learning specialists, coaches, and ELA teachers to be trained in and receive the resource for 95% Groups *Morpheme Magic*. *Morpheme Magic* is a 4th through 12th grade intervention resource that is deeply aligned with the science of reading, which provides a systematic way to teach prefixes, suffixes, and root words, to ultimately strengthen students' decoding and vocabulary abilities.

**Strengthening and standardizing data utilization.** The district continues to develop dashboards for central and school leaders, as reported in [Monitoring Report 2.3](#), presented to the Board in September 2025. New data needs have surfaced across

school and district leaders now that they have more than 20 distinct data dashboards to support data access and understanding. Users of the data dashboards have expressed the desire to enhance their online experience by:

- Streamlining access to similar data
- Highlighting key metrics that best serve as leading indicators of school performance and student success
- Identifying notable data patterns that indicate a change in student/school performance
- Support in the interpretation and application of a body of evidence to further continuous improvement.

The Assessment & Research, Educational Data Services, and Teaching & Learning teams have prioritized the following data literacy work to attend to these needs:

- Reorganize the data dashboards and report portal (dashboard landing page) to align with how users engage with the data to complete essential job functions
- Revise and enhance the layout of popular dashboards to spotlight prioritized data and reduce unnecessary information
- Refine data displays to align across dashboards and make it easier for users to locate notable data patterns
- Pair professional learning opportunities and support sessions for data dashboards with the release of key student and school performance results

### **Dyslexia Screener Launch (RAN)**

In May 2025, Colorado's SB 25-200 mandated universal grades K-3 dyslexia screening by the 2027-2028 school year. Ahead of this, Jeffco committed to launch screening for all K-3 students in December 2025. In partnership with Jeffco's Dyslexia Advisory Committee, the mission to proactively identify at-risk students, provide timely intervention, and foster inclusive literacy success through K-3 screening and partnerships was established.

A Central Task Force, informed by focus group conversations, planned the screener launch, focusing on professional learning for educators and confident communication with families and caregivers. Community engagement included a Dyslexia Simulation (60+ attendees) and a *Dyslexically Successful Panel* (169 attendees, 111 live-stream views) to build empathy and share experiences.

### **Challenges:**

#### ***Ensuring a Strong Foundation PK-5 for all learners***

**Focus on closing learning gaps for our students experiencing poverty, served by**

**an IEP, and our Multilingual Learners.** While we have seen small decreases in the achievement gaps between students experiencing poverty and our overall district average over the past few years, the district has significant work to do to meaningfully address the achievement gaps that exist for our students experiencing poverty, those served by an IEP, and our multilingual learners (see [Appendix](#)). The district commissioned a comprehensive study of student data and classroom instruction in the spring/summer of 2024 to support the work of bridging the achievement gaps. Recommendations from this study pointed to the importance of establishing:

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

These research-backed recommendations are central to our District Strategic Plan.

**Foundational literacy skills**—which include phonemic awareness, phonics, fluency, vocabulary, and comprehension—are the essential building blocks upon which all future learning is constructed. Without these foundational literacy skills, the transition from learning to read to reading to learn becomes an insurmountable barrier. A strong foundation in elementary is not just about meeting a state mandate; it is the prerequisite for all secondary success.

In Jeffco, we are tightening elementary systems to ensure every teacher is an expert in high-quality, evidence-based literacy instruction. This includes a strategic push for 4th and 5th-grade educators to fulfill the CDE Science of Reading requirement. By extending this expertise into the upper elementary grades, we can ensure that teachers will be even more equipped to bridge the gap for students who haven't yet mastered word recognition while simultaneously building the background knowledge and verbal reasoning required for complex secondary texts. Thus, reducing the intervention burden on our secondary schools allows them to focus on the deep, disciplinary literacy that prepares students for college and career success. Currently, we have 208 4th and 5th-grade teachers who have fulfilled the CDE READ Act requirement, which is 58% of all current 4th and 5th-grade teachers.

### ***Magic of Middle School***

**Focusing on fifth to sixth-grade transitions.** Drops in performance at this specific transition point require a two-pronged approach that includes instructional practices and an emphasis on a culture of belonging. A cohort of middle schools is participating in a community of practice for a second year to dig into the data and receive more intensive support, with a focus on improving outcomes and culture. This work is being informed by promising practices in middle schools in and beyond Jeffco schools. Results of this work have helped to guide us in the development of

the Magic of Middle School vision to ensure middle school is a magical time for every Jeffco student. Within the Magic of Middle School project, leaders have spent time with adolescent medical and psychological development specialists. Leaders also focused on four major strategies at the middle level: building a strong culture, focusing on grade-level content-aligned to standards, using high-quality instructional materials and practices, and shifting the cognitive load to students during instruction. Middle school leaders are developing research-aligned plans for strong middle school transitions for students, as well as plans to support educators in addressing the needs of students at this critical point of development in every student's K-12 educational experience.

**Closing literacy learning gaps for middle school students.** Historically, the transition to middle school has been a point of opportunity for our students on READ Plans. At the start of the 2025-26 school year, 17% (929 out of 5,534) 6th graders entered middle school still on a READ Plan, contributing to a total of 2,454 READ Plans at the secondary level. To decrease these numbers and ensure students are supported appropriately as they matriculate, we are:

- **Streamlining Exit Criteria:** We have refined our secondary assessment protocols to more accurately measure grade-level competency. Since the start of the 2025-26 school year, we have successfully exited 13% (320/2,454) of our 6th through 12th grade students on READ Plans from READ Plans by verifying their mastery of foundational skills.
- **Increased professional learning opportunities for Secondary READ Coordinators** to build their capacity in the Science of Reading and support them in planning and implementing building-level systems designed to strengthen foundational literacy and successfully transition students off READ Plans.
- **Creating Dyslexia Awareness for Secondary:** Additionally, beyond grades K-5, we will launch Dyslexia 201 for secondary educators in January 2027, further ensuring that all Jeffco staff are aware of what Dyslexia is and build empathy for how it can impact student learning.

### ***High School Reimagined***

**Focus on 9th-grade success.** As of January 2026, approximately 87% of 2025-26 ninth graders had earned at least three credits and are considered to be “on-track” to graduate. With the overall graduation rate in Jeffco being 85%, this is a strong predictive indicator for graduation. Central instructional leaders will work closely with school leaders to identify and support ninth-graders currently not on track.

**Prioritizing relevant learning experiences to improve student engagement and reduce chronic absenteeism.** Research demonstrates that relevant learning experiences significantly enhance student attendance and outcomes, leading to improved grades, higher graduation rates, and better life readiness, especially when

curricula are connected to future goals through college and career pathways. This is the focus of the District’s *High School Reimagined* initiative. We expect the successful implementation of this initiative to impact student attendance and improve overall student outcomes by:

- **Increased Motivation:** When students see how lessons apply to their lives, they become more emotionally invested and motivated to attend. Relevance counters reasons for disengagement.
- **Stronger School Connection:** Engaging experiences build better relationships with teachers and peers, increasing a sense of belonging and reducing absenteeism.
- **Higher Achievement:** Increased attendance directly leads to improved academic performance, with stronger effects for students who are lower-performing.
- **Deeper Learning:** Relevant, hands-on learning moves beyond memorization to foster deeper understanding and application of knowledge and skills
- **Improved Life Skills:** Career-connected learning prepares students for post-secondary success, teaching valuable life skills such as goal-setting, critical thinking, communication, collaboration, and leadership.
- **Positive School Climate:** Engaging curricula contribute to a positive environment, which is linked to fewer disciplinary issues and better academic results

Recent graduation rate data for students concentrating in CTE (Career and Technical Education) pathways show promise toward these goals:

**Table 9. Graduation Rate for CTE Concentrators**

2023-2024 Graduation Rate for CTE Concentrators by Subgroup				
	CTE Concentrators with on-time Graduation	All CTE Concentrating Seniors	Graduation rate for CTE Concentrators	Overall Jeffco Grad Rates
<b>Jeffco Overall</b>	1,215	1,263	96.2%	84.6%
<b>American Indian or Alaskan Native</b>	41	41	100.0%	74.4%
<b>Asian</b>	90	93	96.8%	95.9%
<b>Black</b>	34	37	91.9%	65.4%
<b>Hispanic</b>	244	257	94.9%	73.5%

<b>White</b>	1,126	1,172	96.1%	89.0%
<b>Native Hawaiian or other Pacific Islander</b>	*	*	93.8%	45.5%
<b>Two or more races</b>	65	69	94.2%	84.2%
<b>Individuals with Disabilities</b>	272	281	96.8%	70.9%
<b>Economically Disadvantaged</b>	347	370	93.8%	72.6%
<b>Limited English</b>	33	36	91.7%	68.7%
<b>Homeless</b>	24	28	85.7%	57.1%

We must continue to utilize communication campaigns and increase engagement among staff, students, families, and our community around these initiatives to deliver on Jeffco’s mission to “provide a world-class education that prepares **all** Jeffco students for bright and successful futures as local and global citizens.”

## APPENDIX

### Additional Resources

- [DIBELS 8 and MAP Student Group Performance](#)
- [MAP & DIBELS BOY to MOY Achievement by Grade](#)
- [MAP Fall to Winter At/Above 50th Growth Percentile School List](#)
- [State Test 24-25 50th+ MGP by subgroup](#)
- [Leadership Learning Walk Summary Table](#)

### Key Definitions

#### Career and Technical Education (CTE):

In Colorado, CTE stands for **Career and Technical Education**, a system of programs offering hands-on learning, technical skills, and industry-recognized credentials to prepare students for future careers and further education in high-demand fields like health sciences, IT, skilled trades, and more, often integrated with community colleges and local businesses.

**Chronically Absent:**

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

**Cohort:**

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

**Completion Rate:**

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

**Completer:**

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

**CTE Concentrator:**

A CTE Concentrator is a high school student who shows significant dedication to a specific Career and Technical Education (CTE) pathway, defined federally by completing at least four semesters within the same career program or program of study, like Health Science or Engineering. This status signifies a deep dive into a career field, beyond just one introductory course, helping to build focused skills for college or workforce readiness

**Dropout Rate:**

The dropout rate is calculated based on all students enrolled within the district between the 7th and 12th grades for the current year. It is an annual calculation of students who dis-enroll without providing documentation of transfer. If a student drops out of school in 2022-23, they will be counted in the 2022-23 dropout rate even if they later re-enroll in the 2023-24 school year.

**Graduation Rate:**

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

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

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

**Lexia:**

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

**Lexia Core5:**

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

**Lexia PowerUp:**

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

**On Track to Graduate:**

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

**Truant:**

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