

DRAFT MONITORING REPORT

April 8, 2026

Policy: **1.4**

Policy Category: **Ends**

Period Monitored: **2024-25 School Year**

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

Tracy Dorland, Superintendent

Dr. Drew Coleman, Chief of Schools

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BOARD END AND POLICY WORDING:

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

INTERPRETATION:

We interpret the following language:

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

To mean:

Every student will demonstrate the knowledge and skills (competencies) required to graduate high school and succeed in postsecondary settings, including continuing education, competitive employment, and independent or assisted living settings.

As measured by district:

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

CONTEXT:

Summary of Board End 1.4 Updates

The Board End 1.4 monitoring report was presented to Jeffco's Board of Education in April 2025. This report provides the following updates aligned to Board feedback from 2025:

- Graduation and Completion Reporting
- Dropout Reporting
- Postsecondary Workforce Readiness Measures

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

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

[College and Career Readiness Metrics](#) used in Monitoring Report 1.4 have been identified as valuable measures contributing to student outcomes as it relates to demonstrating competencies required to graduate high school and succeed in postsecondary settings. These metrics align with the [Colorado Department of Education's strategic plan](#), as well as the upcoming changes to School Performance Frameworks with the addition of “College and Career Readiness Before Graduation” metrics. These outcomes focus on transferable college credit, concurrent enrollment, industry recognized credentials, and in-depth work based learning. This section also captures our Career and Technical Education outcomes.

Jeffco continues to focus on improving the High School Experience for students by expanding access to College and Career Readiness opportunities that are aligned with the [Big Three](#) metrics described above. Through [High School Reimagined](#), comprehensive High Schools are strategically expanding opportunities for College Credit, Industry Certifications and Work Based Learning. High School Reimagined also focused on improving the daily experience for students by creating more relevant daily instruction that provides the opportunity for students to develop both academic and durable skills.

Monitoring Report 1.4 is based on the most recent data available and includes trend data whenever possible. The district is working to establish standardized reporting practices for student demographics, student groups, and school categories. However, due to inconsistencies in the collection of data across systems, this standardization in reporting is an ongoing process and some data are unavailable to report at this time.

Declining enrollment patterns impact the number of students who have participated in various assessments, activities, and/or programs in the most recent data. Students enrolled in 4th year, 5th year, 6th year, and 7th year cohorts are included in 12th grade enrollment.

Refer to the [Appendix](#) for graduation and dropout rates by school category, graduation, dropout, and completion rates for student groups by school category, Alternative Education Campus Early/Extended graduation and completion rates by cohort, and Key Definitions.

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

Table 1. Jeffco Student Membership by Grade Level

District Membership by Grade							
Year	6th	7th	8th	9th	10th	11th	12th
2025 - 2026	5,498	5,500	5,332	5,834	5,718	5,896	6,443
2024 - 2025	5,539	5,371	5,569	5,836	6,061	6,089	6,599
2023 - 2024	5,411	5,571	5,555	6,087	6,232	6,122	6,464
2022 - 2023	5,643	5,582	5,801	6,252	6,253	6,091	6,474
2021 - 2022	5,673	5,858	6,072	6,382	6,243	6,264	6,523

EXECUTIVE SUMMARY & DATA REPORTED

Postsecondary Workforce Readiness Metrics:

District Graduation, Completion & Dropout Rates

As shown in Table 2 below, the four-year graduation rate for the Class of 2025 was 86.7% - a 2.1 point increase from the previous year's 84.6%. The district's 2025 dropout rate is 1.4% - a 0.4 point decrease from the previous year at 1.8%. The Class of 2025 had 155 more graduates and 135 fewer students dropped out compared to the prior year.

Table 2. Four-Year Jeffco Graduation and Dropout Rates

4-Year District Graduation & Dropout Rates					
Year		# of Graduates	Graduation Rate	# of Dropouts	Dropout Rate
2024 - 2025	Jeffco	5,248	86.7	547	1.4
	Colorado	60,387	85.6	7,534	1.6
2023 - 2024	Jeffco	5,093	84.6	682	1.8
	Colorado	58,318	84.2	8,947	1.9
2022 - 2023	Jeffco	5,230	85.0	585	1.5
	Colorado	N/A*	83.1	9,665	2.1
2021 - 2022	Jeffco	5,243	84.9	719	1.8
	Colorado	56,284	82.3	10,524	2.2
2020 - 2021	Jeffco	5,425	85.8	612	1.5
	Colorado	55,842	81.7	8,292	1.8

N/A* - This data is Not Available since the Colorado Department of Education did not provide a graduate count for Colorado.

District Graduation & Dropout Rates by Student Groups

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

The Class of 2025 graduation rates increased from the previous year for the following student groups, but fall below the district’s overall graduation rate:

- Students with IEPs
- Multilingual learners
- At-risk
- Students of Color

For the same cohort compared to the prior year, the graduation rate for gifted and talented students decreased slightly and is higher than the district’s overall graduation rate. For nearly all student groups, graduation rates have exceeded pre-pandemic levels (2018-19).

The district’s 2025 dropout rates for students with IEPs, multilingual learners, and students of color decreased from the prior year. Dropout rates for gifted and talented students did not change, and dropout rates for at-risk students increased from the prior year.

The overall dropout rates for students belonging to one or more student groups, specifically students with IEPs, multilingual learners, at-risk, and students of color, are higher than the district’s overall dropout rate. Gifted and talented students have a lower dropout rate compared to the district’s overall rate.

Table 3. Four-Year Jeffco Graduation Rates by Student Groups

4-Year District Graduation Rates by Student Groups						
Year		Students with IEPs	Multilingual Learners	At-Risk	Students of Color	Gifted and Talented
2024-2025	Jeffco	73.4	75.3	76.1	80.8	94.8
	Colorado	74.0	72.6	78.8	N/A*	96.2
2023-2024	Jeffco	70.9	68.7	72.6	76.6	94.9
	Colorado	71.9	70.7	76.4	N/A*	95.9
2022-2023	Jeffco	69.8	64.6	70.9	78.1	94.6
	Colorado	69.3	69.4	73.3	N/A*	95.4
2021-2022	Jeffco	72.4	73.9	72.4	78.3	93.1
	Colorado	67.9	69.4	71.9	N/A*	94.6
2020-2021	Jeffco	71.4	67.2	70.5	80.1	94.6
	Colorado	66.4	67.5	70.6	N/A*	94.2

N/A* - This data is Not Available since the Colorado Department of Education does not provide graduation data for Students of Color.

How to read this table: Of the Students with IEPs in the 2024 - 2025 graduation cohort, 73.4% graduated in four years.

Table 4. Jeffco Dropout Rates by Student Groups

District Dropout Rates by Student Groups						
Year		Students with IEPs	Multilingual Learners	At-Risk	Students of Color	Gifted and Talented
2024 - 2025	<i>Jeffco</i>	1.5	2.9	2.3	2.3	0.4
	<i>Colorado</i>	1.5	3.6	2.3	N/A*	0.2
2023 - 2024	<i>Jeffco</i>	2.0	4.9	2.2	2.9	0.4
	<i>Colorado</i>	2.1	3.9	2.6	N/A*	0.2
2022 - 2023	<i>Jeffco</i>	2.2	4.1	2.1	2.4	0.3
	<i>Colorado</i>	2.6	4.1	2.9	N/A*	0.2
2021 - 2022	<i>Jeffco</i>	2.3	4.7	2.6	3.0	0.4
	<i>Colorado</i>	2.5	4.4	3.3	N/A*	0.4
2020 - 2021	<i>Jeffco</i>	1.9	3.8	1.9	2.3	0.4
	<i>Colorado</i>	2.0	3.5	2.5	N/A*	0.4

N/A* - This data is Not Available since the Colorado Department of Education does not provide dropout data for Students of Color.

How to read this table: Of the Students with IEPs enrolled in the 2024 - 2025 school year, 1.5% were identified as dropouts.

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

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

As reported in Table 5 below, the three-year graduation rate decreased by 0.2 points (19 early graduates), and the three-year completion rate also decreased by 0.2 points

(2025 - 2026 Cohort). The four-year graduation increased by 2.1 points (5,248 graduates) and completion rates increased 1.9 points from the previous year (2024 - 2025 Cohort). The five-year graduation rate decreased by 0.4 points (5,238 graduates) and the completion rate remained unchanged from the year before (2023 - 2024 Cohort). The six-year graduation rate increased by 0.1 points from the previous year (5,412 graduates), while the completion rate decreased by 0.3 points (2022 - 2023 Cohort). The seven-year graduation rate decreased by 0.8 points (5,439 graduates) and the completion rates decreased by -0.3 points (2021 - 2022 Cohort). Jeffco's seven-year completion rate of 92.5% exceeds the state by 2.4 points.

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

Table 5. Jeffco Early/Extended Graduation and Completion Rates by Cohort

District Early & Extended Graduation Completion Rates by Cohort (Anticipated Year of Graduation)						
Cohort		3-year (Early) Grad Comp	4-year (On Time) Grad Comp	5-year (Late) Grad Comp	6-year Grad Comp	7-year Grad Comp
2025 - 2026	Jeffco	0.3 1.1				
	Colorado	N/A*				
2024 - 2025	Jeffco	0.5 1.3	86.7 89.2			
	Colorado	N/A*	85.6 86.9			
2023 - 2024	Jeffco	0.4 1.3	84.6 87.3	87.4 90.9		
	Colorado	N/A*	84.2 85.6	87.8 89.7		
2022 - 2023	Jeffco	0.3 1.0	85.0 87.4	87.8 90.9	88.4 91.9	
	Colorado	N/A*	83.1 84.6	86.8 88.8	87.8 90.0	
2021 - 2022	Jeffco	0.2 1.0	84.9 87.8	87.9 91.3	88.3 92.2	88.5 92.5
	Colorado	N/A*	82.3 84.1	86.1 88.3	87.1 89.5	87.6 90.1

N/A* - This data is Not Available since the Colorado Department of Education does not provide 3-year graduation and completion data for Colorado.

How to read this table: Of the students in the 2024 - 2025 Jeffco graduation cohort, 86.7% graduated and 89.2% were completers in four years.

District Completion Rates by Student Groups

The district reports completion rates by different programs and services that students may receive. The completion rate combines all graduates with those who receive a certificate, a designation of high school completion, or a High School Equivalency Diploma (HSED). The Class of 2025 completion rate for students with IEPs, multilingual learners, at-risk, students of color, and gifted and talented students increased or stayed the same from the previous year.

The overall four-year on-time completion rates for students belonging to one or more student groups, specifically students with IEPs, multilingual learners, at-risk, and students of color, are lower than the district’s overall four-year on-time completion rates. The four-year on-time completion rates of gifted and talented students are higher than the district’s overall rate. See Table 6 below.

Table 6. Jeffco Completion Rates by Student Groups

District Completion Rates by Student Groups						
Year		Students with IEPs	Multilingual Learners	At-Risk	Students of Color	Gifted and Talented
2024 -2025	<i>Jeffco</i>	75.9	76.0	79.7	83.6	96.9
	<i>Colorado</i>	75.7	73.2	80.3	N/A*	97.3
2023 -2024	<i>Jeffco</i>	74.4	69.2	76.7	79.5	96.9
	<i>Colorado</i>	73.4	71.4	78.0	N/A*	97.2
2022 - 2023	<i>Jeffco</i>	72.3	65.3	74.2	80.3	96.6
	<i>Colorado</i>	71.0	70.1	75.0	N/A*	96.4
2021 - 2022	<i>Jeffco</i>	73.7	74.3	76.4	80.8	95.8
	<i>Colorado</i>	69.7	70.2	73.7	N/A*	96.1
2020 - 2021	<i>Jeffco</i>	73.7	67.9	74.1	81.9	96.6
	<i>Colorado</i>	67.9	68.0	72.2	N/A*	95.5

N/A* - This data is Not Available since the Colorado Department of Education does not provide completion data for Students of Color.

How to read this table: Of the Students with IEPs in the 2024 - 2025 graduation cohort, 75.9% were completers in four years.

District Graduation, Dropout, & Completion Rates by Ethnicity

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

The 2024 - 2025 graduation rates for White (+1.5), Hispanic/Latino (+5.4), Asian (+2.0), Black/African American (+6.8), Native Hawaiian/Pacific Islander (+34.5), and students identified as having two or more races (+0.9) increased from the previous year, while American Indian/Alaskan Native students (-4.7) decreased from the last year.

The 2024 - 2025 dropout rates for White (-0.2), Hispanic/Latino (-0.8), American Indian/Alaskan Native (-1.8), and Native Hawaiian/Pacific Islander students (-3.1) decreased from the previous year. Hispanic/Latino students experienced dropout at slightly higher rates (2.6% dropout rate, 285 students) than White students (0.9% dropout rate, 214 students) during the 2024 - 2025 school year.

The 2024 - 2025 completion rates for White (+1.2), Hispanic/Latino (+5.0), American Indian/Alaskan Native (+8.1), Asian (+2.0), Native Hawaiian/Pacific Islander (+26.4), and students identified as having two or more races (+2.2) increased from the previous year.

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

Table 7. Jeffco Graduation Rate Trends by Ethnicity

Yearly Change in District Graduation Rates by Ethnicity						
Ethnicity		# of Students	Graduation Rate 2023 - 2024	# of Students	Graduation Rate 2024 - 2025	% Change
White	Jeffco	3,478	89.0	3,354	90.5	1.5
	Colorado	N/A**	89.1	N/A**	90.0	0.9
Hispanic/Latino	Jeffco	1,116	73.5	1,342	78.9	5.4
	Colorado	N/A**	77.3	N/A**	80.2	2.9
American Indian/Alaskan Native	Jeffco	*	74.4	*	69.7	-4.7
	Colorado	N/A**	69.9	N/A**	71.3	1.4
Asian	Jeffco	208	95.9	183	97.9	2.0
	Colorado	N/A**	93.2	N/A**	92.6	-0.6
Black/African American	Jeffco	51	65.4	70	72.2	6.8
	Colorado	N/A	78.3	N/A**	80.6	2.3
Native Hawaiian/Pacific Islander	Jeffco	*	45.5	*	80.0	34.5
	Colorado	N/A**	69.5	N/A**	76.8	7.3
Two or More Races	Jeffco	203	84.2	268	85.1	0.9
	Colorado	N/A**	85.0	N/A**	85.7	0.7
Totals	Jeffco	5,093	84.6	5,248	86.7	2.1
	Colorado	N/A**	84.2	N/A**	85.6	1.4

*Denotes suppression and complementary suppression of student counts less than 16 students

N/A** - This data is Not Available since the Colorado Department of Education does not provide student counts for graduation rates..

Table 8. Jeffco Dropout Rate Trends by Ethnicity

Yearly Change in District Dropout Rates by Ethnicity						
Ethnicity		# of Students	Dropout Rate 2023 - 2024	# of Students	Dropout Rate 2024 - 2025	% Change
White	Jeffco	265	1.1	214	0.9	-0.2
	Colorado	N/A**	1.0	N/A**	0.9	-0.1
Hispanic/Latino	Jeffco	363	3.4	285	2.6	-0.8
	Colorado	N/A**	3.1	N/A**	2.6	-0.5
American Indian/Alaskan Native	Jeffco	*	3.4	*	1.6	-1.8
	Colorado	N/A**	3.4	N/A**	3.8	0.4
Asian	Jeffco	*	0.4	*	0.4	0.0
	Colorado	N/A**	0.7	N/A**	0.8	0.1
Black/African American	Jeffco	*	2.9	*	2.9	0.0
	Colorado	N/A**	2.7	N/A**	2.5	-0.2
Native Hawaiian/Pacific Islander	Jeffco	*	4.7	*	1.6	-3.1
	Colorado	N/A**	4.3	N/A**	3.1	-1.2
Two or More Races	Jeffco	*	1.2	*	1.3	0.1
	Colorado	N/A**	1.6	N/A**	1.3	-0.3
Totals	Jeffco	682	1.8	547	1.4	-0.4
	Colorado	N/A**	1.9	N/A**	1.6	-0.3

*Denotes suppression and complementary suppression of student counts less than 16 students

N/A** - This data is Not Available since the Colorado Department of Education does not provide student counts for dropout rates..

Table 9. Jeffco Completion Rate Annual Change by Ethnicity

Yearly Change in District Completion Rates by Ethnicity						
Ethnicity		# of Students	Completion Rate 2023 - 2024	# of Students	Completion Rate 2024 - 2025	% Change
White	Jeffco	3,580	91.6	3,441	92.8	1.2
	Colorado	N/A**	90.8	N/A**	91.4	0.6
Hispanic/Latino	Jeffco	1,163	76.6	1,388	81.6	5.0
	Colorado	N/A**	78.6	N/A**	81.2	2.6
American Indian/Alaskan Native	Jeffco	*	76.7	*	84.8	8.1
	Colorado	N/A**	71.7	N/A**	74.1	2.4
Asian	Jeffco	208	95.9	183	97.9	2.0
	Colorado	N/A**	93.8	N/A**	93.2	-0.6
Black/African American	Jeffco	55	70.5	71	73.2	2.7
	Colorado	N/A**	79.4	N/A**	81.6	2.2
Native Hawaiian/Pacific Islander	Jeffco	*	63.6	*	90.0	26.4
	Colorado	N/A**	71.4	N/A**	78.2	6.8
Two or More Races	Jeffco	209	86.7	280	88.9	2.2
	Colorado	N/A**	86.8	N/A**	87.6	0.8
Totals	Jeffco	5,255	87.3	5,400	89.2	1.9
	Colorado	N/A**	85.6	N/A**	86.9	1.3

*Denotes suppression and complementary suppression of student counts less than 16 students

N/A** - This data is Not Available since the Colorado Department of Education does not provide student counts for completion rates..

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

- Four-Year Graduation and Dropout Rates by School Category
- Four-Year Graduation Rates for Student Groups by School Category
- Dropout Rates for Student Groups by School Category
- Four-Year Completion Rates for Student Groups by School Category
- Alternative Education Campus Early/Extended Graduation and Completion Rates by Cohort

District PSAT & SAT Achievement Results

The SAT is a college entrance exam administered each spring to all 11th graders in the state of Colorado. It focuses on the essential skills and concepts that evidence shows matter most for college and career readiness, including mathematical concepts, skills, and practices important for success in career training programs as well as reading and comprehension with a variety of literary and informational texts.

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

Student performance across the state fluctuated slightly on last spring's math and Reading & Writing tests compared to student mean scale scores in 2024, with some content area scores experiencing small increases while others observed small decreases.

As shown in Table 10 below, SAT mean scale scores increased from last year, both in overall, Reading & Writing (RW), and Math. Table 13 displays 10th grade PSAT scores that increased from last year in the overall and math sections, while 10th grade RW performance declined. In Table 16, the 9th grade PSAT showed a decrease from last year's overall score as well as both the math and RW section scores. In 2025, Jeffco continued to exceed the state's SAT mean scale score for all College Board SAT and PSAT tests.

Additional tables show the total mean score performance of students disaggregated by ethnicity (Tables 11, 14, and 17) and by student groups (Tables 12, 15, and 18). Disaggregated results are mixed compared to 2024, with notable gains observed in SAT and more volatility in PSAT 9 and PSAT 10. Three groups - students with IEPs, at-risk students, and Multilingual Learners - consistently score lower than the district mean scale score on all three tests, while students identified as Gifted and Talented consistently score higher than all other groups.

Table 10. Jeffco SAT Mean Scale Score Performance Trends

Jeffco - District SAT Achievement Results					Colorado SAT Achievement Results			
Year	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score
2024-2025	5,259	1037	531	506	57,219	987	507	479
2023-2024	5,281	1027	525	502	56,586	978	500	477
2022-2023	5,216	1042	530	512	56,010	990	506	484
2021-2022	5,302	1036	526	510	55,216	986	503	483
2020-2021	5,187	1043	526	517	51,155	1011	513	498

Table 11. Jeffco SAT Mean Scale Score Performance Trends by Ethnicity

SAT Total Scores by Ethnicity							
Year	White	Hispanic/Latino	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian / Pacific Islander	Two or More Races
2024-2025	1087	918	996	1099	873	N <16	1036
2023-2024	1075	900	846	1108	878	N <16	1050
2022-2023	1083	920	957	1100	919	N <16	1039
2021-2022	1078	911	957	1105	879	N <16	1074
2020-2021	1083	929	1031	1088	885	N <16	1055

Table 12. Jeffco SAT Mean Scale Score Performance Trends by Student Groups

SAT Scores by Student Groups					
Year	Students with IEPs	LEP*	FEP M1*	At-Risk	Gifted and Talented
2024-2025	809	758	851	913	1243
2023-2024	797	732	866	903	1231
2022-2023	823	785	871	908	1265
2021-2022	818	770	866	905	1248
2020-2021	819	800	818	913	1241

*Combined performance for all multilingual learners was not available at the time of this report. LEP: Limited English Proficient. FEP M1: Fluent English Proficient (FEP) learner (ML) who exited the program in the past year and is now in Monitoring Year 1 (M1).

Table 13. Jeffco PSAT 10 Mean Scale Score Performance Trends

Jeffco - District PSAT 10 Achievement Results					Colorado PSAT 10 Achievement Results			
Year	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score
2024-2025	5,195	967	492	475	55,737	917	468	449
2023-2024	5,222	965	497	467	56,910	919	473	445
2022-2023	5,218	971	497	474	56,102	930	476	455
2021-2022	5,181	977	500	478	56,363	935	480	455
2020-2021	5,096	972	496	477	48,390	948	484	464

Table 14. Jeffco PSAT 10 Mean Scale Score Performance Trends by Ethnicity

PSAT 10 Total Scores by Ethnicity							
Year	White	Hispanic/ Latino	American Indian/ Alaskan Native	Asian	Black/ African American	Native Hawaiian / Pacific Islander	Two or More Races
2024-2025	1010	855	813	1050	847	N <16	994
2023-2024	1009	853	912	1022	799	N <16	978
2022-2023	1009	870	881	1017	838	N <16	991
2021-2022	1010	878	884	1037	874	N <16	992
2020-2021	1005	871	902	1034	840	N <16	1003

Table 15. Jeffco PSAT 10 Mean Scale Score Performance Trends by Student Groups

PSAT 10 Scores by Student Groups					
Year	Students with IEPs	LEP*	FEP M1*	At-Risk	Gifted and Talented
2024-2025	767	735	804	853	1213
2023-2024	753	716	804	856	1173
2022-2023	807	764	813	857	1139
2021-2022	787	750	827	868	1170
2020-2021	789	763	802	872	1161

**Combined performance for all multilingual learners was not available at the time of this report. LEP: Limited English Proficient. FEP M1: Fluent English Proficient (FEP) learner (ML) who exited the program in the past year and is now in Monitoring Year 1 (M1).*

Table 16. Jeffco PSAT 9 Mean Scale Score Performance Trends

Jeffco - District PSAT 9 Achievement Results					Colorado PSAT 9 Achievement Results			
Year	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score	# of Students Tested	Total Score	Reading & Writing Score (RW)	Math Score
2024-2025	5,097	923	472	450	56,316	880	452	428
2023-2024	5,311	930	475	454	57,283	882	451	430
2022-2023	5,348	928	466	462	58,322	891	450	440
2021-2022	5,427	922	467	455	58,616	885	451	434
2020-2021	5,024	929	472	457	49,786	903	462	441

Table 17. Jeffco PSAT 9 Mean Scale Score Performance Trends by Ethnicity

PSAT 9 Total Scores by Ethnicity							
Year	White	Hispanic/Latino	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian / Pacific Islander	Two or More Races
2024-2025	965	816	775	1001	795	N <16	968
2023-2024	967	827	759	1007	849	N <16	947
2022-2023	970	825	835	988	802	N <16	932
2021-2022	960	823	797	997	781	N <16	961
2020-2021	960	832	868	997	829	N <16	934

Table 18. Jeffco PSAT 9 Mean Scale Score Performance Trends by Student Groups

PSAT 9 Scores by Student Groups					
Year	Students with IEPs	LEP*	FEP M1*	At-Risk	Gifted and Talented
2024-2025	728	718	791	811	1154
2023-2024	730	723	837	828	1166
2022-2023	748	737	802	812	1117
2021-2022	740	720	784	807	1105
2020-2021	727	724	767	832	1131

**Combined performance for all multilingual learners was not available at the time of this report. LEP: Limited English Proficient. FEP M1: Fluent English Proficient (FEP) learner (ML) who exited the program in the past year and is now in Monitoring Year 1 (M1).*

District Matriculation Rates Into a College or Career Certificate Program

The data in Table 19 below reflects the percentage of high school graduates who enroll in a career and technical education (CTE) postsecondary program, community college, or four-year institution of higher education during the summer or fall term immediately following graduation.

The percentage of students matriculating into a postsecondary program matches pre-pandemic levels. The rate of students enrolling in a two-year institution has continued to increase since 2021 and now significantly exceeds our pre-pandemic percentage, and the number of students enrolling in a four-year institution of higher education also exceeds pre-pandemic levels at 45% compared to 43% in 2019. CTE credential reporting processes with CDE shifted in 2022-2023, explaining the drop in this matriculation rate category.

Table 19. Jeffco Matriculation Trends

District Matriculation Rates Into a College or Career Certificate Program					
Graduation Cohort	All Postsecondary Programs	2-year institute	CTE Credential*	4-year institute	Military [^]
2023 - 2024	62%	14%	9%*	45%	N/A [^]
2022 - 2023	63%	13%	8%*	46%	N/A [^]
2021 - 2022	57%	13%	11%	40%	N/A [^]
2020 - 2021	59%	10%	14%	41%	N/A [^]
2019 - 2020	62%	11%	16%	43%	N/A [^]

* After CDE shifted CTE credential reporting processes in 2022-2023, Jeffco updated our CTE credential reporting submissions. Due to lagging reporting by CDE, these updated metrics will not be reported until 2024-25 matriculation data.

[^] This data is Not Available. Jeffco collected student self-reports for matriculation into military programs; however, due to lagging reporting by CDE, these updated metrics will not be reported until 2024-25 matriculation data.

Additional College and Career Readiness (CCR) Metrics

As a result of HB25-1278, the Postsecondary Workforce Readiness portion of Colorado Performance Frameworks will be revised to include “College and Career Readiness Before Graduation” metrics. As a result, the information below is organized into those metric areas, often referred to as “The Big 3”: College Credit, Industry Recognized Credentials, and In-depth Work Based Learning. Following these metrics, we have also included CTE programming, as our CTE pathways correlate to graduation rates and provide students access to high quality College and Career Readiness (CCR) opportunities.

College Credit

Jeffco offers students multiple opportunities to earn transferable college credit prior to graduation. These opportunities include Advanced Placement and IB courses, which require qualifying end of course exam scores, as well as concurrent enrollment courses, which allow students to engage in college coursework with a postsecondary certified instructor as a part of their high school coursework.

District Advanced Placement Exam Results & Course Enrollment

Advanced Placement (AP) Exams are administered each year in May and test students’ ability to perform at a college level. Students have the choice of taking the AP Exam or opting out after they complete an Advanced Placement (AP) course. Most four-year colleges in the United States and colleges in more than 60 other countries give students’ credit and/or advanced placement in college courses (meaning they allow students to skip the equivalent course once they get to college)

based on AP Exam Scores - typically for scores 3 and above. The final score for each AP Exam is reported on a 5-point scale that offers a recommendation about how qualified a student is to receive college credit and placement. However, each college makes its own decisions about which scores qualify for credit or placement. Qualifying scores on AP Exams may earn students anywhere from 3 to 6 credits for a single course at most universities.

In 2025, 6,211 Jeffco students took one or more AP exams, which is an increase of 123 students from the previous year. Nearly 11,000 exams were taken by these students, of which 79% received a valid score of 3 or higher, meaning they are qualified, very qualified, or extremely qualified to receive college credit and placement. Tests taken in 2025 showed a 4.5-percentage point increase in students earning a 3 or higher compared to the prior year. Refer to Table 20 below for more detailed score information.

Table 21 below shows Asian, White, and Multi-Racial students earn a score of 3 or higher on about 80% of tests attempted, compared to about 70% and 55% of Hispanic and Black students, respectively. In Table 22 below, gifted/talented, students of color, and fluent English proficient students have the highest rate of a 3 or higher score on AP exams, while at-risk and students with IEPs have lower rates.

Table 20. Jeffco Advanced Placement Performance Trends

District Advanced Placement Exam Results							
Year	Total # of Tests Taken	% of Students With Score of 1	% of Students With Score of 2	% of Students With Score of 3	% of Students With Score of 4	% of Students With Score of 5	% of Students With 3+ Score
2025	10,998	4.4%	16.8%	28.4%	32.2%	18.0%	78.7%
2024	10,363	6.9%	18.9%	27.3%	29.8%	17.2%	74.2%
2023	10,256	11.8%	21.7%	28.4%	23.6%	14.5%	66.5%
2022	8,884	11.6%	21.0%	27.3%	24.3%	15.9%	67.4%
2021	9,065	15.6%	25.3%	27.7%	20.3%	11.1%	59.1%

Calculations show slight revisions from prior reporting due to College Board updates and use of consistent trending calculations.

Table 21. Jeffco Advanced Placement Performance Trends by Ethnicity

District Advanced Placement % of Students with 3+ Score by Ethnicity							
Year	White	Hispanic/Latino	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian / Pacific Islander	Two or More Races
2024-2025	80.5%	67.5%	*	81.8%	55.2%	*	84.1%
2023-2024	75.5%	64.7%	68.0%	79.4%	61.9%	*	75.6%
2022-2023	68.2%	53.2%	50.0%	69.9%	46.5%	*	75.9%
2021-2022	69.6%	52.1%	47.5%	72.1%	*	*	72.4%
2020-2021	60.8%	47.0%	47.1%	63.7%	*	*	61.3%

**Denotes suppression and complementary suppression of student counts less than 16 students*
 How to read this table: Of the White students who took AP exams in 2024-25, 80.5% scored a 3 or higher.

Table 22. Jeffco Advanced Placement Performance Trends by Student Groups

District Advanced Placement % of Students with 3+ Score by Student Groups					
Year	Students with IEPs	Fluent English Proficient	At-Risk	Students of Color	Gifted and Talented
2024-2025	51.8%	72.5%	65.0%	73.5%	90.1%
2023-2024	45.8%	69.4%	59.2%	70.0%	87.0%
2022-2023	56.8%	60.0%	50.8%	61.2%	80.8%
2021-2022	48.9%	60.2%	47.7%	60.1%	81.5%
2020-2021	*	54.9%	42.6%	53.5%	72.7%

**Denotes suppression and complementary suppression of student counts less than 16 students*
 How to read this table: Of the Fluent English Proficient students who took AP exams in 2024-25, 72.5% scored a 3 or higher.

District International Baccalaureate Exam Results & Course Enrollment

International Baccalaureate (IB) Exams align with college-level curriculum developed by the IB Organization at authorized high schools that serve students enrolled in the official IB Diploma Program. Exams, mainly essays, are taken after completing a course. Some colleges, including all state institutions in Colorado, offer college credit based on a student’s IB exam score - typically for scores 4 and above. The final score of each IB Exam is reported on a 7-point scale that offers a recommendation about

how qualified a student is to receive college credit and placement. However, each college makes its own decisions about which scores qualify for credit and placement. Four high schools in Jeffco currently offer an IB Diploma Program: Alameda International Jr./Sr. High School, Dakota Ridge High School, Lakewood High School, and Standley Lake High School.

As reported in Table 23 below, 75.7% of IB Exams taken by high school students during the 2024 - 2025 school year received a valid score of 4 or higher, meaning they performed satisfactorily, good, very good, or excellent. Overall, this is a 4.1-percentage point decrease from the prior year.

Tables 24 and 25 below provide IB Exam results by ethnicity and student groups. The comparisons mirror the AP scores, with more Multi-Racial, White and Asian students earning a score of 4 or higher than Hispanic students. Gifted/talented students have high rates of 4 or higher scores, while fewer students of color, fluent English proficient and at-risk students reach those levels.

Table 23. Jeffco International Baccalaureate Performance Trends

Jeffco International Baccalaureate Diploma Exam Results									
Year	Total # of Tests Taken	% of Students With Score of 1	% of Students With Score of 2	% of Students With Score of 3	% of Students With Score of 4	% of Students With Score of 5	% of Students With Score of 6	% of Students With Score of 7	% of Students With Score of 4+
2025	913	*	*	16.0%	25.3%	29.9%	17.6%	2.8%	75.7%
2024	1,064	*	*	15.2%	27.9%	33.6%	15.7%	2.6%	79.8%
2023	969	*	*	13.3%	31.0%	32.4%	15.1%	3.6%	82%
2022	1,070	*	*	11.4%	22.2%	32.8%	24.7%	5.1%	84.9%

*Denotes suppression and complementary suppression of student counts less than 16 students

Table 24. Jeffco International Baccalaureate Performance Trends by Ethnicity

Jeffco International Baccalaureate % of Students with 4+ Score by Ethnicity							
Year	White	Hispanic/Latino	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian / Pacific Islander	Two or More Races
2024-2025	84.2%	51.5%	*	71.8%	*	*	87.7%
2023-2024	86.1%	60.2%	*	83.9%	*	*	83.0%
2022-2023	89.7%	58.9%	*	82.7%	*	*	79.4%
2021-2022	95.7%	57.9%	*	88.6%	*	*	95.7%

**Denotes suppression and complementary suppression of student counts less than 16 students
How to read this table: Of the White students who took IB exams in 2024-25, 84.2% scored a 4 or higher.*

Table 25. Jeffco International Baccalaureate Performance Trends by Student Groups

Jeffco International Baccalaureate % of Students with 4+ Score by Student Groups					
Year	Students with IEPs	Fluent English Proficient	At-Risk	Students of Color	Gifted and Talented
2024-2025	*	56.4%	48.6%	64.8%	90.4%
2023-2024	*	66.5%	57.0%	71.1%	93.7%
2022-2023	*	59.6%	52.3%	69.2%	93.5%
2021-2022	*	60.5%	50.0%	71.1%	94.4%

**Denotes suppression and complementary suppression of student counts less than 16 students
How to read this table: Of the Gifted and Talented students who took IB exams in 2024-25, 90.4% scored a 4 or higher.*

Concurrent Enrollment Programs, Approximate Cost Savings, and Participation Rates

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

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

With the current cost per credit hour, taking just one concurrent enrollment course via any of the above options provides a significant cost savings for our students and families. The example in Table 26 below illustrates the same guaranteed transfer (GT) course, but taken in three different modalities:

Table 26. Tuition Cost-Savings Example

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

How to read this table: If a student takes ENG 1021 as a concurrent enrollment student, they will earn 3 credits and pay \$0 in tuition. If a student took this same course through Red Rocks Community College, the tuition would cost \$507.30, and the same course taken at Colorado State University would cost \$1,446.63.

Table 27 below shows that during the 2023 - 2024 school year, 5,416 individual students earned concurrent enrollment credit. Collectively, these students earned 48,742 college credits, amounting to more than \$8.5 million in tuition savings (*based on community college rates) passed on to students and families. It is important to note that as we work to improve internal data systems for College and Career Readiness, we have shifted how this data is collected and reported. In prior years, this data was shared back via our postsecondary partners and deduplicated by semester. Using the historically used logic, our trend data would show 8,886 students in 2024-2025.

Starting in fall of 2024 we normed our internal processes around unique course codes for concurrent enrollment, allowing us to better track enrollment and credit earned via internal systems. This new data acquisition process will allow for stronger internal data analysis and progress monitoring systems. As a first step, this shift allows us to count unique students over the course of the year, rather than by semester, and provide student group data breakdowns.

Table 27. Jeffco Concurrent Enrollment Participation and Savings

District Concurrent Enrollment Participation Rates & Approximate Cost Savings to Families			
Year	Total # of Students enrolled	Total College Credits Earned	Approx. Tuition Savings CCCS rates*
2024-2025	8,886 (5,416*)	48,742	\$8,529,850
2023-2024	7,295	47,034	\$7,722,982
2022-2023	5,960	29,188	\$4,475,980
2021-2022	3,222	25,013	\$3,835,744
2020-2021	3,703	19,514	\$2,992,472

**Starting in 2024 - 2025 we revised the data acquisition process to allow for unique student counts over the academic year rather than by semester from prior years.*

How to read this table: In 2024-2025, 5,416 individual students (8,886 when unduplicating by semester as in prior years) earned a total of 48,742 concurrent enrollment credits.

Table 28. Jeffco Concurrent Enrollment by Ethnicity

2024-2025 Students Earning Concurrent Enrollment by Ethnicity (total n = 5,416)		
Ethnicity	Comparable Overall District Population	% Earned by Population
American Indian or Alaskan Native	0.1%	*
Asian	2.8%	4.2%
Black	1.3%	0.7%
Hispanic	26.3%	19.4%
White	64.1%	71.0%
Native Hawaiian or other Pacific Islander	0.1%	*
Two or More Races	5.1%	4.2%

**Denotes suppression and complementary suppression of student counts less than 16 students
How to read this table: 19.4% of the students earning concurrent enrollment credit identified as hispanic, compared to 26.3% of Jeffco’s overall student population identifying as hispanic.*

Table 29. Jeffco Concurrent Enrollment by Student Groups

2024-2025 Students Earning Concurrent Enrollment by Student Groups (total n = 5,416)		
Student Group	Comparable Overall District Population	% Earned by Population
Multilingual Learners*	11.9%	2.0%
Students with IEPs	13.3%	5.9%
At-Risk	30.7%	21.9%
Students of Color	35.9%	29.0%

**includes NEP, LEP, FEP M1, FEP M2 (FEP students monitored in years 1 and 2)
How to read this table: 21.9% of the students earning concurrent enrollment credit were identified as at-risk, compared to 30.7% of Jeffco’s overall student population identified as at-risk.*

A key strategy Jeffco has leveraged to increase concurrent enrollment opportunities for students is the tether tuition reimbursement program. This program allows for tuition reimbursement for the final 6 credits required for a teacher to meet Higher Learning Commission credentialing requirements to offer concurrent enrollment

credit through our Colorado Community College Partners. Table 30 below shows the level of teacher engagement over the past four years.

Table 30. Jeffco Tuition Reimbursement Participation and Impact

District Concurrent Enrollment Tuition Reimbursement Impact				
Year	2021 - 2022	2022-2023	2023-2024*	2024-2025*
Total # of Participating Teachers	3	4	5	6
Total Tuition Reimbursed	\$9,825	\$9,050	\$21,741	\$37,690
Total # of New CE Courses Added for Following SY	6	1	9	8

**Additional tuition reimbursement funding was provided through the CEEI grant
 How to read this table: In 2024-2025 6 teachers engaged in the tuition reimbursement program, for a total reimbursement of \$37,690. As a result, those 6 teachers were able to offer a total of 8 new concurrent enrollment courses offered to students in 2025-2026.*

Table 31 below, demonstrates the investment we as a District are making into our staff and the resulting impact that has had on our students. Tuition reimbursement for concurrent enrollment instructors has resulted in over 2,000 courses completions and over \$1.6 million dollars in tuition cost savings due to the increased availability of concurrent enrollment options within their home high school.

Table 31. Jeffco Tuition Reimbursement: Student Impact Over 4 Years

District Concurrent Enrollment Tuition Reimbursement: Student Impact 22-23 through 25-26				
School	Total Invested (tuition reimbursed)	# Participating Teachers	Students Served*	Associated Student Tuition Savings
Bear Creek	\$7,880	3	205	\$100,827
Chatfield	\$7,860	2	127	\$107,379
D'Evelyn	\$1,680	1	112	\$94,696
Golden	\$11,360	3	481	\$659,476
Green Mountain	\$9,733	2	764	\$409,428
Jefferson Jr/Sr	\$3,000	1	20	\$10,146
JVA	\$4,112	1	7	\$4,735
Pomona Jr/Sr	\$4,521	2	489	\$252,572
Totals	\$50,146	15	2,205	\$1,639,259

**students served may include duplicate counts*

How to read this table: Since 2021-2022 3 teachers from Bear Creek High School have participated in the tuition reimbursement program. Those 3 instructors have provided concurrent enrollment opportunities to 205 students, with an associated student tuition savings of \$100,827.

As evidenced by Table 31 above, the investment we as a District are making into our staff has a direct impact on our students, saving them well over \$1.5 million dollars in tuition by providing expanded concurrent enrollment options within their home high school. For example, at Pomona High School, two teachers engaged in the tuition reimbursement program to meet Higher Learning Commission qualifications for concurrent enrollment. Since completing these requirements, these two teachers have provided college credit opportunities to 489 students (may include duplicates) resulting in an associated student tuition savings of \$252,752. This is a program we have prioritized in our central budget for continuation in 26-27 because of the demonstrated impact on student outcomes.

Industry Recognized Credentials

Industry Recognized Credentials are credentials recognized by business and industry as leading to high wage, high demand careers. The Colorado Department of Education, in collaboration with the Colorado Workforce Development Council (CWDC), annually updates a list of approved certifications as part of the Career Development Incentive Program (CDIP). All approved certifications must align to a top job in the state of Colorado, be recognized by local industry leaders, and lead to a position that provides a

liveable wage. Data reported in Table 32 includes only CDIP-approved certifications. Declines in the data, such as those between 2019-2020 and 2020-2021, resulted from certifications being removed from the approved list as a part of the state’s annual review process. It is worth noting that a number of certifications, especially those tied to Business and Marketing programs, were removed at the end of the 2024-2025 academic year, which may impact trend data in future years.

The number of students earning industry certifications has continued to rise steadily over the past five years, increasing from 468 in 2020-2021 to 1,888 students earning an industry-recognized credential in 2024-2025. This sustained growth reflects expanded access to credential attainment opportunities across schools and programs. The most-earned certifications continue to be SolidWorks, Entrepreneurship and Small Business, PMI Project Management, and Adobe Certified Professional Photoshop, highlighting strong student interest and preparation across a wide range of career pathways.

While we have seen significant growth in students accessing these opportunities across schools and programs, gaps remain in the demographics of students earning industry certifications. In 2024–2025, 1,888 students earned an industry-recognized certification across district high schools and Warren Tech. As seen in Table 33 below, 76.3% of these students identified as white, compared to 64.1% of our overall student population identifying as white, while 23.7 % of our students earning industry recognized credentials identified as students of color, compared to 35.9 % of our overall student population identifying as students of color.

Table 32. District Industry Certifications

District Industry Certifications Earned - Warren Tech Compared to Home High Schools			
Year Earned	# of Students Earning Certifications through Warren Tech Programs	# of Students Earning Certifications at Home High School	Total # of Students Earning Certification
2024-2025	626	1,262	1,888
2023-2024	613	873	1,486
2022-2023	446	580	1,026
2021-2022	445	353	798
2020-2021	207	261	468

How to read this table: In 2024-2025 1,888 individual students earned an industry recognized credential. 626 students earned their credentials through Warren Tech programs and 1,262 students earned their certifications through career pathways at their home high school.

Table 33. District Industry Certifications Earned by Ethnicity

2024-2025 Certifications Earned by Ethnicity (total n=1,888)		
Ethnicity	Comparable Overall District Population	% Earned by Population
American Indian or Alaskan Native	0.1%	*
Asian	2.8%	2.0%
Black	1.3%	*
Hispanic	26.3%	17.2%
White	64.1%	76.3%
Native Hawaiian or other Pacific Islander	0.1%	*
Two or More Races	5.1%	3.4%

**Denotes suppression and complementary suppression of student counts less than 16 students
How to read this table: 17.2% of the 1,888 students that earned an industry recognized credential in 2024-2025 identified as hispanic, compared to 26.3% of Jeffco's overall student population identifying as hispanic.*

Work Based Learning

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

Work Based Learning experiences in Colorado are defined across three tiers in the [Colorado Work Based Learning Continuum](#). Tier 1: Learning About Work, Tier 2: Learning Through Work, and Tier 3: Learning at Work. While the new Colorado College and Career Readiness Metrics will be based on students completing Tier 2 or 3 experiences, we will continue to report on the full continuum of experiences Jeffco students are completing.

Learning About Work (Tier 1) Highlights:

- At least 870 7th grade students participated in one of 5 Regional MS Career Fairs
- 42 Multilingual Learners from Golden HS and Arvada West HS participated in three career panels connected to their curriculum covering the themes of Community Voices, STEM, and Criminal Justice. The career panelists were all

industry experts who were multicultural and/or multilingual for the purpose of the students seeing themselves in the professional world.

- Opportunity Fairs
 - Arvada HS hosted a job fair where 346 students participated from both Arvada and Pomona
 - Jefferson Jr./Sr. hosted a career exploration fair where 520 students participated from Jefferson (Sr.), Alameda (Sr), JVA, and JRLP

Learning Through Work/Tier 2 Highlights:

- During the summer of 2025, the Jefferson County Business and Workforce Center (JBWC) offered 60 paid internship positions to students across 9 Jeffco high schools.
 - 58 students completed the program during the summer 2025, up from 48 students in 2024.
- Jeffco Schools Information Technology division continues to host semester, year-long, and summer internships for Jeffco students.
- NASA HUNCH program, an example of an industry-sponsored project (ISP), is currently embedded into a variety of CTE pathways at 9 schools (7 high schools and 2 middle schools).
 - 357 students, making over 150 teams participated in the NASA HUNCH Critical Design Review (CDR).
 - Over 40 reviewers from industry and universities gave critical feedback to NASA HUNCH student engineers.

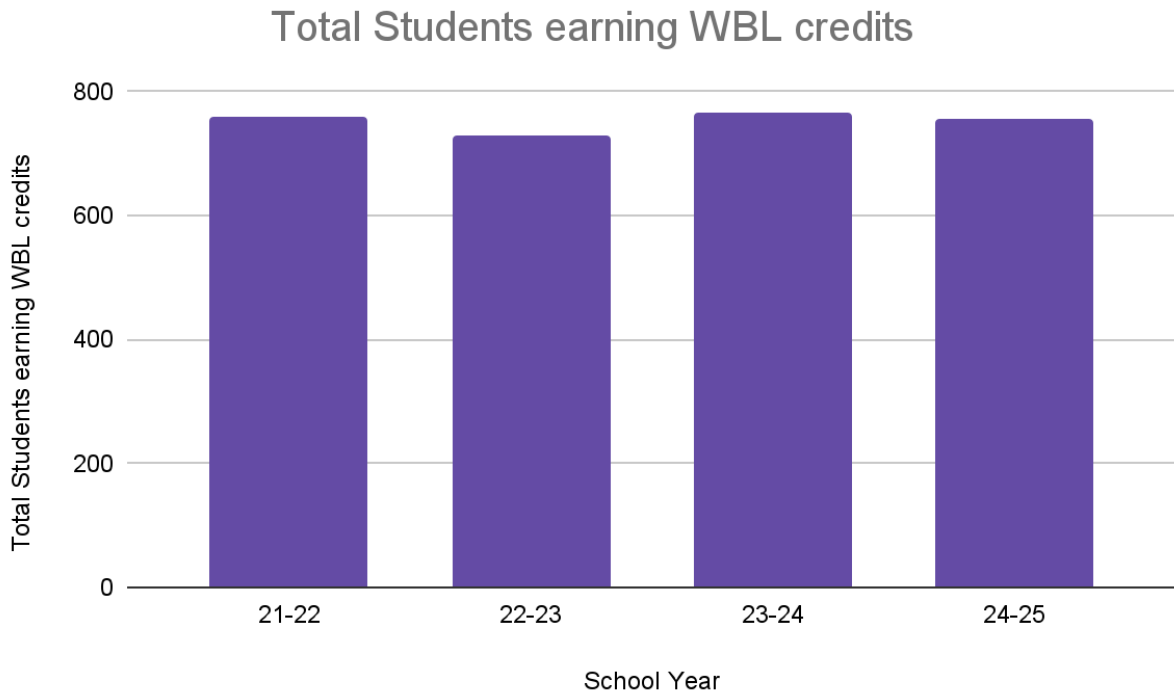
Learning At Work/Tier 3

- 25 students from the Warren Tech Auto Repair CTE program completed a youth apprenticeship opportunity with Asbury Automotive.
- Two Jeffco graduates were accepted into the first class of Coors Tek CNC Machinist apprenticeship.

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

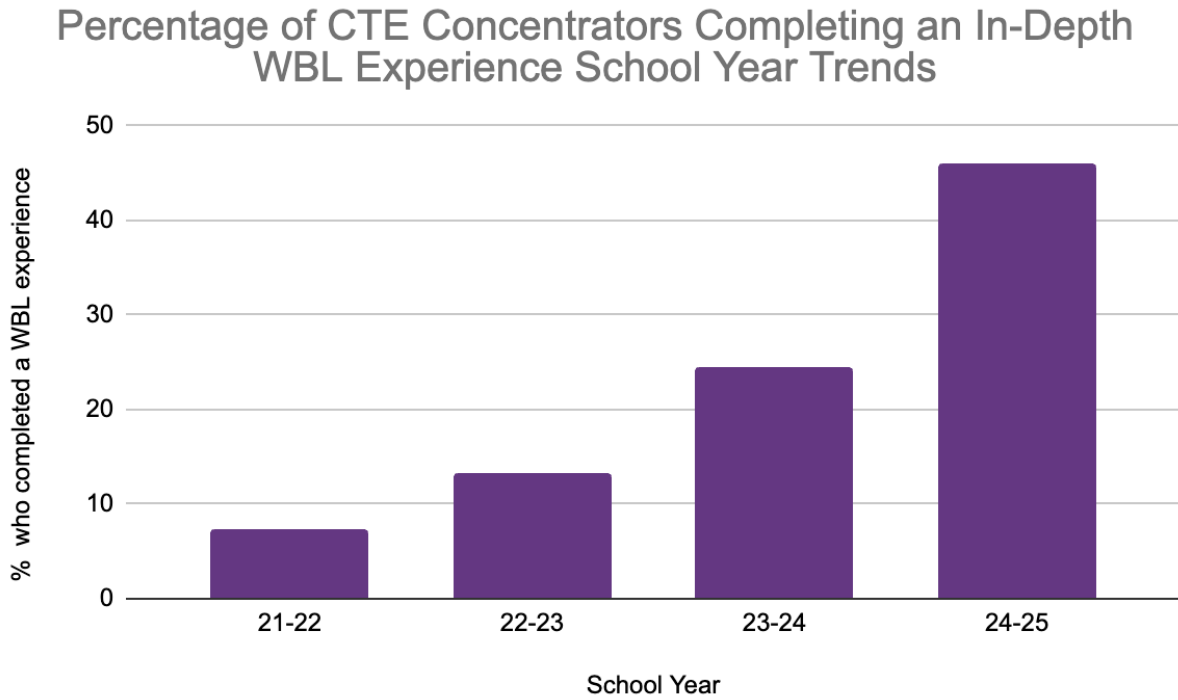
We have aligned the data reported here to CDE definitions and reporting requirements. The numbers below represent unique students earning credit from any WBL experience, internships, apprenticeships, CTE aligned WBL opportunities and on-the-job experience. While the numbers appear flat, we have been able to maintain steady participation in spite of declining enrollment and sunseting the Warren Tech Executive High School Internship program.

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



In addition, students within CTE pathways experience in-depth Work Based Learning experience within their courses. These experiences include embedded internships, school based enterprises, clinicals, and industry-sponsored projects. Figure 2 below shows the increase in CTE Concentrators that have completed an in-depth work-based learning experience tied to their CTE pathway.

Figure 2. Jeffco CTE Concentrators Completing WBL Experiences Trend



How to read this figure: In 2021-2022 7.4% of CTE concentrators completed an in-depth work-based learning experience, compared to 46.0% in 2024-2025.

Similarly, we can see a breakdown by ethnicity (Table 34) and student groups (Table 35) for CTE concentrators completing in-depth WBL experiences.

Table 34. CTE Concentrators Completing In-Depth Work-Based Learning (WBL) experiences by Ethnicity

Ethnicity of 24-25 CTE Concentrators completing WBL Experience total n = 1,393 students		
Ethnicity	Comparable Overall District Population	% CTE Concentrators Completing WBL
American Indian	*	*
Asian	2.8%	2.6%
Black	1.3%	1.2%
Hispanic	26.3%	22.9%
White	64.1%	68.4%
Pacific Islander	*	*
2 or more races	5.1%	4.4%

**Denotes suppression and complementary suppression of student counts less than 16 students
How to read this table: 22.9% of the 1,393 CTE concentrators that completed an in-depth WBL experience in 2024-2025 identified as hispanic, compared to 26.3% of Jeffco's overall student population identifying as hispanic.*

Table 35. CTE Concentrators Completing In-Depth Work-Based Learning (WBL) experiences by Student Groups

2024-25 CTE Concentrators completing WBL Experience by Student Groups (n = 1,393 students)		
Student Group	Comparable Overall District Population	% by Population
Multilingual Learners*	5.3%	1.4%
Students with IEPs	13.3%	8.5%
At-Risk	30.7%	26.3%
Students of Color	35.9%	31.6%

**Multilingual Learners data shown in CTE programs only captures students that are designated as NEP or LEP. Internal reviews of comprehensive ML data show a more representative population when considering students designated as FEP.*

How to read this table: 30.7% of the CTE concentrators completing in-depth WBL experiences were identified as at-risk, compared to 30.7% of Jeffco's overall student population identified as at-risk.

G.R.O.W. Jeffco Career Hubs

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

Career Pathways and CTE Outcomes

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

Jeffco has 160 total CTE programs across middle and high schools. There are 134 high school programs, of which 25 are offered through Warren Tech, and 26 Middle School Combined Exploratory programs. CTE courses and pathways are organized according to the Colorado Career Cluster model and include:

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

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

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

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

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

- Concentrator = 2.0 or 4 semesters in a single CTE Pathway

A complete list of career pathways and number of students per CTE participation status is provided in Table 36 below.

Table 36. Number of Students by CTE Status per Program

Number of Students per CTE Status by Program 2024-25			
Program	Enrolled	Participants	Concentrators
ACE CTE	41	24	14
Aeronautics/Aviation/Aerospace Science and Technology	31	29	29
Agriculture, Food & Natural Resources	31	28	9
Athletic Training/Sports Medicine	42	42	42
Business, Management, Marketing	1311	490	136
Computer & Digital Technologies	461	279	127
Construction Trades	473	297	62
Corrections and Criminal Justice	61	34	17
Cosmetology	29	29	29
Education	119	52	30
Emergency Management	29	29	29
Energy	45	38	0
Engineering	1341	779	286
Fire Science Technologies	63	63	63
Health Science	237	204	50
Hospitality and Food Production	2921	1536	310
Interior/Fashion Design	137	88	8
Manufacturing Trades	169	112	83
Medical/Clinical Assistant	16	16	8
Multimedia	2803	1353	391
Nurse Aide - NA	39	39	39

Number of Students per CTE Status by Program 2024-25, continued			
Program	Enrolled	Participants	Concentrators
Occupational/Physical Therapy	47	47	47
Outdoor Recreation Leadership	14	14	14
Theatre Technology	272	173	59
Vehicle Maintenance and Repair Technologies	305	205	175
Water Quality and Management	97	89	28
Welding	25	25	25

In order to meet industry demand and student interest, Jeffco continues to explore opportunities to expand high skill, high wage, and in-demand career areas such as:

- Quantum
- Mechatronics
- Education
- Health Sciences
- Natural Resources

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

The following tables are meant to provide a picture of CTE student engagement. Tables 37 and 38 provide district-wide CTE student engagement status over four school years. Table 37 shows a deduplicated student count, while Table 38 shows total counts, including duplicate student counts if they enrolled, participated, and/or concentrated in more than 1 pathway. Tables 39 and 40 provide district-wide CTE student engagement status by ethnicity and student groups for the 2024-2025 school year.

Table 37. CTE Student Status Trends - Deduplicated

CTE Student Status - Deduplicated						
Academic Year	Enrollment (.5 credit)		Participant (1.0 credit)		Concentrator (2.0 credit)	
	# of students	% total HS pop	# of students	% total HS pop	# of students	% total HS pop
2024-2025	14,494	59.0%	8,746	35.6%	2,873	11.7%
2023 - 2024	13,766	55.3%	6,743	27.1%	1,831	7.4%
2022 - 2023	14,223	56.7%	6,433	25.7%	1,634	6.5%
2021 - 2022	11,840	46.6%	5,924	23.3%	1,912	7.5%

Table 38. CTE Student Status Trends- Total Counts

CTE Student Status - Total Counts			
Academic Year	Enrollment (.5 credit)	Participant (1.0 credit)	Concentrator (2.0 credit)
2024-2025	25,133	12,006	3,220
2023 - 2024	24,448	11,979	3,300
2022 - 2023	21,325	9,872	2,657
2021 - 2022	14,875	7,296	2,301

Table 39. 2024-2025 CTE Student Status by Ethnicity

2024-2025 CTE Student Status by Ethnicity				
	Comparable Overall District Population	Enrollment (.5 credit) n=14,494	Participant (1.0 credit) n=8,746	Concentrator (2.0 credit) n=2,873
American Indian or Alaskan Native	0.4%	*	*	*
Asian	2.8%	2.9%	2.9%	2.5%
Black	1.3%	1.3%	1.0%	1.0%
Hispanic	26.3%	27.0%	26.1%	23.3%
White	64.1%	64.0%	64.9%	68.8%
Native Hawaiian or other Pacific Islander	0.1%	*	*	*
Two or more races	5.1%	4.4%	4.5%	3.9%

*Denotes suppression and complementary suppression of student counts less than 16 students

Table 40: 2024-2025 CTE Student Status by Student Groups

2024-2025 CTE Student Status by Student Groups				
	Comparable Overall District Population	Enrollment (.5 credit) n=14,494	Participant (1.0 credit) n=8,746	Concentrator (2.0 credit) n=2,873
Students with IEPs	13.3%	11.3%	8.8%	8.2%
At-Risk	30.7%	30.0%	29.6%	26.5%
Multilingual Learners*	5.3%	2.8%	2.2%	1.6%
Students of Color	35.9%	36%	35.1%	31.2%

*Limited English Data shown in CTE programs only captures students that are designated as NEP or LEP. Internal reviews of comprehensive ML data show a more representative population when considering students designated as FEP.

How to read this table: 30.7% of Jeffco's overall student population is identified as at-risk. 30.0% of students enrolled in CTE programs, 29.6% of CTE participants, and 26.5% of CTE concentrators are identified as at-risk.

District CTE Concentrator Graduation Rates

Students reaching concentrator status in CTE programs within Jeffco consistently graduate at higher rates, in alignment with national trends. Table 41 below shows the breakdown of 2023-2024 student group graduation rates for CTE concentrators compared to overall district graduation rates. CTE concentrator metrics are monitored as part of annual Perkins data tracking. There is a year lag to this data due to the requirements for post-grad follow up data reporting tied to these metrics. These outcomes align to [national data](#) related to CTE concentrator performance.

Table 41. Jeffco CTE Concentrators vs. Overall Graduation Rates for the 2023-2024 school year

2023-2024 Graduation Rate for CTE Concentrators by Student Group				
	CTE Concentrators with on-time Graduation	All CTE Concentrating Seniors	Graduation rate for CTE Concentrators	Overall Jeffco Grad rates
Jeffco Overall	1,215	1,263	96.2%	84.6%
American Indian or Alaskan Native	41	41	100.0%	74.4%
Asian	90	93	96.8%	95.9%
Black	34	37	91.9%	65.4%
Hispanic	244	257	94.9%	73.5%
White	1,126	1,172	96.1%	89.0%
Native Hawaiian or other Pacific Islander	*	*	93.8%	45.5%
Two or more races	65	69	94.2%	84.2%
Students with IEPs	272	281	96.8%	70.9%
At-Risk	347	370	93.8%	72.6%
Limited English*	33	36	91.7%	68.7%

**Limited English Data shown in CTE programs only captures students that are designated as NEP or LEP. Internal reviews of comprehensive ML data show a more representative population when considering students designated as FEP.*

Jeffco Endorsed Diploma Programs:

Seal of Biliteracy Diploma Endorsement Trends

A seal of biliteracy is a credential that recognizes students who have studied and attained a high level of proficiency in two or more languages (one of which is English) by high school graduation. The Seal encourages students to learn a new language or languages while honoring the language, culture and experiences students already possess. In addition, it gives future employers and post-secondary

institutions definitive evidence of a student’s language skills. Students have the opportunity to earn either the Colorado Seal, the Jeffco Seal or both, as they have slightly different criteria. All students in every Jeffco high school are eligible to earn a seal of biliteracy through either world language credit attainment or a language proficiency test in speaking, listening, reading or writing as well as demonstrations in English. Table 42 below provides 5-year trends for Jeffco’s Seal of Biliteracy.

Table 42. Jeffco Seal of Biliteracy Diploma Endorsement Trends

District Seal of Biliteracy Diploma Endorsement Trends				
Year	Total # of Student Recipients	Student Demographics	Option	Languages
2024-2025	1077 (17.8 % of Jeffco graduates) From 24 Schools (3 Charters, 4 Option, 17 Neighborhood)	5.6% MLs 14.7% Former ELLs 79.7% non ELLs	586 Colorado Seal 116 Jeffco Seal 375 Colorado and Jeffco Seal	Chinese, French, German, Japanese, Latin, Nepali, Russian, Spanish
2023 - 2024	889 (17.4% of Jeffco graduates) From 23 schools (2 Charters, 3 Option, 18 Neighborhood)	6% ELLs 16% Former ELLs 78% non ELLs	412 Colorado Seal 76 Jeffco Seal 401 Colorado and Jeffco Seal	Akan, Chinese, Dari, French, German, Japanese, Latin, Persian, Russian, Spanish, Vietnamese
2022 - 2023*	891 (17.1% of Jeffco graduates) From 21 schools (2 Charters, 2 Option, 17 Neighborhood)	5% English Language Learner 13% Former English Language Learners 82% non-English Language Learner	391 Colorado Seal 137 Jeffco Seal 366 CO & District Seal	Chinese, Dutch, French, German, Portuguese Latin, Spanish, Polish, Vietnamese
2021 - 2022	950 (18.1% of Jeffco graduates) From 23 schools (4 Charters, 1 Option, 18 Neighborhood)	3% English Language Learner 97% non-English Language Learner	566 Colorado Seal 384 Colorado and District Seal	Chinese, French, German, Japanese, Latin, Spanish
2020-2021	959 (17.7% of Jeffco graduates) 20 (3 Charters, 1 Option, 16 Neighborhood)	4% MLs 96% non-English Language Learner	669 Colorado Seal 290 Colorado and Jeffco Seal	Chinese, French, German, Japanese, Latin, Russian, Spanish, Vietnamese

**Beginning with the 2022-23 school year, shifts were made to the Jeffco Seal of Biliteracy qualifications in order to provide more students an equitable opportunity to receive the seal. Jeffco requires the additional qualification of an oral language proficiency exam but the GPA requirement of a 3.0 in English Language Arts (ELA) that the Colorado seal requires was shifted to allow students to be considered for the Jeffco seal as long as they met Jeffco's ELA graduation requirements. In addition, demographic information around students who had previously been considered multilingual learners, but have exited the program due to their academic proficiency in English is included for reference.*

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

In May 2017, Colorado passed legislation allowing for a STEM Endorsed Diploma. To obtain a STEM Endorsed Diploma, students must earn four STEM-related credits beyond those required for graduation with a 3.5 GPA in those STEM courses, demonstrate a high proficiency in mathematics on a state or national assessment, and complete a STEM capstone project that demonstrates mastery of specific STEM skills. Jeffco Public Schools began offering the STEM Endorsed Diploma in the 2018–2019 school year with participation from three high schools. Since that time, both the number of participating schools and the number of students earning the endorsement have steadily increased.

In 2024–2025, 45 Jeffco graduates earned a STEM Endorsed Diploma, representing multiple Jeffco high schools as well as Warren Tech programs. This represents a 55% increase from the previous year and reflects the continued expansion of rigorous STEM pathways and capstone experiences available to students across the district.

Table 43. District STEM Diploma Endorsement Trends

District Science, Technology, Engineering, & Math (STEM) Diploma Endorsement Trends	
Year	Total # of Student Recipients
2024 - 2025	45
2023 - 2024	29
2022 - 2023	31
2021 - 2022	27
2020 - 2021	25

Colorado School of Mines Guaranteed Admission Pathway: During the 2024–2025 school year, Jeffco Public Schools also finalized a Guaranteed Admission Pathway (GAP) agreement with the Colorado School of Mines. Through this partnership, Jeffco students who earn a STEM Endorsed Diploma and meet additional Mines admissions requirements, including GPA thresholds and minimum mathematics and laboratory science coursework, are guaranteed admission to the university.

While final STEM Endorsed Diploma numbers for the 2025–2026 graduating class will be reported next school year, early indicators show strong participation in the pathway. As of March 1st, 2026, 31 Jeffco students who applied to the Colorado School of Mines through the Guaranteed Admission Pathway, have already received

conditional acceptance, pending successful completion of their STEM Capstone, coursework, and confirmation of their STEM Endorsed Diploma upon graduation.

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

Jeffco Transition Services (JTS) prepares students with disabilities for adult life after high school and serves as a bridge between school-based supports and post-secondary opportunities, including employment, college, independent living, and meaningful participation in the community.

JTS works in partnership with several community organizations and adult transition partners. These include the Colorado Division of Vocational Rehabilitation (DVR), which provides vocational counseling, job development, training, and workplace accommodations, and the School to Work Alliance Program (SWAP), which connects eligible students with paid work experiences, job coaching, and employment opportunities through local employers.

In addition, JTS partners with Project SEARCH, a nationally recognized internship program operated in collaboration with the University of Colorado Anschutz Medical Campus and Children’s Hospital, providing immersive workplace training and real-world employment experience.

Tables 44 through 46 below provide additional information on transition programs and supports for transition-aged students.

Table 44. Jeffco School to Work Alliance Program (SWAP) Trends

Students Receiving School to Work Alliance Program (SWAP) Support	
Year	Total # of Students Enrolled
2024 - 2025	221
2023-2024	150
2022 - 2023	317
2021 - 2022	196
2020 - 2021	135

Table 45. Project Search UC Health Enrollment and Employment

Project Search Enrollment and Employment Outcomes - UC Health		
Year	Total # of Students Enrolled	Employed Post Program
2024 - 2025	*	60%
2023 - 2024	*	82%
2022 - 2023	*	82%
2021 - 2022	*	82%
2020 - 2021	*	82%
2019 - 2020	*	87.5%

**Denotes suppression and complementary suppression of student counts less than 16 students*

Table 46. Project Search Children’s Hospital Enrollment and Employment

Project Search Enrollment and Employment Outcomes - Children’s Hospital		
Year	Total # of Students Enrolled	Employment Post Program
2024 - 2025	*	70%
2023 - 2024	*	82%
2022 - 2023	*	82%
2021 - 2022	*	82%
2020 - 2021	*	82%
2019 - 2020	*	70%

**Denotes suppression and complementary suppression of student counts less than 16 students*

COMPLIANCE STATEMENT

On Track:

High School Graduation Rate Successes

Jeffco Public Schools celebrates the highest four-year on-time graduation rate in sixteen years!

Fifteen comprehensive high schools and five charter schools graduated 90% or more of their students in the 2024-25 school year.

Jeffco's 17 neighborhood high schools posted a 94% graduation rate, eight percentage points higher than the state's rate and an increase of 1.3 percentage points over last year.

Jeffco's on-time graduation rate for the Class of 2025 rose to 87%, outpacing state results for the eighth consecutive year.

Schools with exceptional graduation rates include Addenbrooke Classical Academy, D'Evelyn Jr/Sr High School, and Summit Academy which graduated 100% of their students.

The following schools achieved on-time four-year graduation rates of 95% or higher:

- Arvada West High School (95%)
- Chatfield High School (99%)
- Columbine High School (95%)
- Conifer High School (98%)
- Evergreen High School (99%)
- Golden High School (97%)
- Green Mountain High School (97%)
- Jefferson Academy (98%)
- Ralston Valley High School (99%)
- Two Roads Charter School (95%)

In addition, the following schools achieved significant improvement in on-time four-year graduation rates:

- Arvada High School: 7.5% increase
- Chatfield High School: 2.5% increase
- Compass Montessori - Golden: 2.9% increase
- Jefferson County Open Secondary: 12.0% increase
- New America School: 9.5% increase
- Pomona Junior/Senior High School: 4.7 % increase
- Rocky Mountain Deaf School: 8.3% increase
- Sobesky Academy: 15.4% increase
- Wheat Ridge High School: 4.2% increase

Jeffco has made significant strides in supporting students from diverse backgrounds and continues working to close achievement gaps and support all learners, as shown across several key student groups:

- English Language Learners: Graduation rates increased by 6.6 percentage points and completion rates increased by 6.8 percentage points.
- Students with Disabilities: Graduation rates for students with disabilities increased by 2.5 percentage points, and their completion rates improved by 1.5 percentage points.
- At-Risk Students: Graduation rates for at-risk students improved by 3.5 percentage points, and completion rates increased by 3.0 percentage points.
- Students of Color: Graduation rates for students of color improved by 4.2 percentage points, and completion rates increased by 4.1 percentage points.

Strong Outcomes for College and Career Readiness

Jeffco's CTE concentrators continue to have a graduation rate higher than the district graduation rate, with a 2023-2024 rate of 96.2% for concentrators compared to 84.6% for all Jeffco students. These higher rates are seen across student groups.

The total counts of students enrolled, participating, and concentrating in CTE programs continues to rise.

The total number of students earning certifications increased to over 1800 students during the 2024-2025..

In 2024 - 2025, over 40% of students concentrating in a CTE pathway also completed an aligned, in-depth, Work Based Learning experience.

During the 2024-2025 school year, over 5,000 students participated in concurrently enrolled classes earning over 48,000 college credits, amounting to over \$8.5 million in tuition savings passed on to students and families.

The number of students taking AP exams continues to rise, reaching close to 11,000 in 2024-2025. The rate of students earning a 3 or higher, has also risen, reaching 78.7% in 2024-2025.

Magic of Middle School

The Magic of Middle School Steering Committee, in conjunction with our research team, has developed guidelines for the Middle School transition.

These guidelines and best practices were shared with principals in December of 2025 through a professional development opportunity where principals were able to leverage peer to peer learning to refine their transition plans for the incoming class of 2026.

Guidelines:

After student recruitment is completed, all schools should have equitable transition plans that:

- *Address all three core areas of transition: Procedural, Social, Academic*
- *Extend from spring of 5th grade to at least fall of 6th grade*
- *Are free of cost to families and students*
- *Have built-in collaboration with feeder elementary schools*

- *Ensure benefits for all students*

High School Reimagined

This year, the Jeffco Student Leadership Board (JSLB) led the rebranding of the Seminal Experience, selecting the new name “Senior Sign Off,” which students felt reflected both the excitement of graduating and a meaningful final send-off for their senior year. This experience is a key component of Jeffco’s High School Reimagined initiative and aims to provide all students with real-world, career-connected experiences that help shape their paths after graduation. Through mentoring, internships, job shadowing, or industry-sponsored projects, students explore career interests while also reflecting on their experience, finalizing a resume, and building a postsecondary plan. Our high school principals are in the early stages of planning pilot Senior Sign Off options for the 2026-27 school year.

The South Regional Pilot spent over a year in a planning and feedback process to align resources and provide more opportunities for students across the region. In the 2026-27 school year, the South Region is committing to an aligned bell schedule and regional career pathways.

As part of the South Region Pilot, students from Bear Creek, Dakota Ridge, Columbine, and Chatfield will have access to their home high school’s pathways as well as unique pathways offered at the other three schools:

- Criminal Justice
- Cyber Security
- Digital Art
- Education
- Pharmacy Tech

We are in the early stages of developing a North Regional strategy to meet the needs of the communities in the North and continue to expand access to college credit, industry credentials, and work-based learning.

Freshman Success Research Project

To drive systemic improvements in ninth-grade success, Jeffco’s research team launched a multi-phase, mixed-methods study designed to identify and scale “bright spots” where at-risk students are beating the odds. Using an Appreciative Inquiry framework, the project moved beyond identifying failures and instead focused on students who demonstrated a statistically significant shift from a low probability of graduation to a greater likelihood of being “on track.”

The discovery process began with a comprehensive literature review and predictive modeling to locate these high-growth student cohorts across the district. Following this, the team conducted a dual-inventory of middle and high school transition protocols. This scan revealed a critical gap: while middle school educators are calling for flexible frameworks and vertical alignment, high school efforts remain largely focused on procedural logistics and social bonding. Currently, only about half of district high schools extend their transition activities beyond basic tours into deeper academic readiness or social shadowing programs.

To bridge this gap, the research culminated in an exemplary case study of one of the district's most successful ninth-grade ecosystems. By documenting this school's robust culture of targeted interventions and transition outreach, the project provides a scalable roadmap. The ultimate goal is to transform these isolated pockets of success into effective district policies, school-based innovations, and family-school partnerships that can be leveraged at all Jeffco High Schools.

Supports for High School Interventions and Credit Recovery

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

After a 2024-25 audit of Jeffco's credit recovery practices showed that the implementation of credit recovery programming across the district was being inconsistently implemented, a central steering committee began work this fall to make improvements and increase central support for credit recovery. Using data and feedback from students, building staff and central leadership, this committee is working to implement policies and procedures that will provide equitable access to the foundational skills, comprehensive knowledge, and the diverse learning experiences students need to build resilience and chart a path to lasting achievement. Improvements in policy and procedures are focused on five major areas: communication, academic integrity, equitable access, summer school programming, and increasing the number of 9th graders having earned enough credits to remain on track for graduation.

AEC Landscape Work

During the 2024-25 SY we continued efforts to align [alternative education](#) options in Jeffco to better meet the diverse needs of students who may not thrive in traditional educational settings. Work since last year's report has focused on trust-building through authentic collaboration with stakeholders at our alternative education campuses. In the summer of 2025, JCEA and the district co-developed a [Memorandum of Understanding](#) (MOU) that provided the structure for a district-wide AEC committee that engaged in robust discussions about our AEC Landscape throughout the Fall of 2025. Proposals developed by the AEC committee are currently being reviewed by the cabinet. Any adjustments to our AEC Landscape must be fiscally sustainable and improve outcomes for students who benefit from alternative educational offerings.

While no structural changes are anticipated at this time, our work in the alternative education space seems already to have yielded some promising outcomes. Specifically, our dropout rates at district-run AECs improved by 1.7 points from 16% in SY 2023-24 to 14.3% in SY 2024-25 (see Table A-1 in the [Appendix](#)). This reverses an acceleration in AEC drop-out rates leading up to SY 2024-25. 4-year completion rates in district-run AECs increased marginally from 43.8% for the 2023-24 cohort to 44.5% for the 2024-25 cohort (see Table A-5 in the [Appendix](#)). From this we can infer that we

are beginning to reverse the multi-year decline in completion rates at district-run AECs.

Challenges:

Closing disproportionate gaps in graduation rates, dropout rates and college and career readiness indicators

While Jeffco has continued to grow overall in graduation rates and key college and career readiness benchmarks, we still experience gaps in these outcomes across student groups.

The Class of 2025 graduation rates increased from the previous year for the following student groups, but fall below the district's overall graduation rate:

- Students with IEPs
- Multilingual learners
- At-risk
- Students of Color

The overall dropout rates for students belonging to one or more student groups, specifically students with IEPs, multilingual learners, at-risk, and students of color, are higher than the district's overall dropout rate. Gifted and talented students have a lower dropout rate compared to the district's overall rate.

The overall four-year on-time completion rates for students belonging to one or more student groups, specifically students with IEPs, multilingual learners, at-risk, and students of color, are lower than the district's overall four-year on-time completion rates. The four-year on-time completion rates of gifted and talented students are higher than the district's overall rate.

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

Students earning Industry Recognized Credentials, a state defined College and Career Readiness benchmark, are disproportionately white compared to overall district demographics. 23.7% of students earning an Industry Recognized Credential in 2024-2025 identified as a student of color, compared to 35.9% of Jeffco's overall student population.

Similarly, while Jeffco continues to increase the number of students earning college credit, through qualifying AP scores or concurrent enrollment, we continue to see gaps across student groups. As noted in [Board Monitoring Report 1.2](#), at-risk students (students experiencing poverty) accessed AP and Concurrent Enrollment at lower rates than their peers (19% of AP students and 21% of Concurrent Enrollment students were identified as At-Risk in 2024-2025). In addition, 65% of at-risk students taking an AP exam received a qualifying score of 3+ in 2024-2025, compared to 78.7% overall.

College and Career Readiness Data Systems

Jeffco is lacking internal data systems to support progress monitoring for College and Career Readiness outcomes. Data submissions for CTE programming and Industry Recognized Credentials are completed annually, however the data is not currently accessible at the school level and is not combined with district dashboards in a way that would allow all school and district leaders to track trends across student groups or identify areas for targeted support. Jeffco has worked on identifying key data requirements, improved internal tracking processes like internal concurrent enrollment tracking via specialized course code, and defined priorities for a College and Career Readiness dashboard. This work will allow us to better monitor these outcomes across schools and student student groups in alignment with changes to the PWR portion of Colorado's School Performance Framework (HB25-1278).

Scaling and Sustaining College and Career Readiness Opportunities

Career Technical Education (CTE) pathways are a key component of college and career readiness programs. CTE pathways have specific requirements including industry advisory boards and alignment with the academic, technical, and durable skills necessary for a student to be prepared for the industry. In addition, concurrent enrollment opportunities have specific teacher credentialing requirements and work-based learning opportunities have seen significant growth through the development of a career hub coordinator at many schools. As we face declining enrollment and budget shortfalls, we will continue to face challenges scaling and sustaining these opportunities for all students. Recruiting and retaining qualified staff, maintaining facilities, technology and equipment, and ensuring students have access to skills, experiences, and credentials that align to our ever-changing economic landscape will continue to be a need across our system, while also balancing reduced funds to support these programs.

Jeffco will need to continue to identify ways to share resources and opportunities across schools and work to identify targeted growth opportunities for students attending schools with fewer college and career readiness programs.

Ongoing efforts to support alternative educational options for non-traditional high school students

While the dropout, graduation and completion rates for students at our alternative education campuses improved from SY 2023-24 to SY 2024-25 (see Tables A-1 and A-5 in the [Appendix](#)), there is significant opportunity to more effectively support students attending these schools. While we expect completion rates at our AECs to be lower than those at our neighborhood schools, we continue to seek ways to narrow this gap. In the 2026-27 SY we will partner with our AEC educators to strengthen the implementation of instructional and behavioral supports and best practices that have already yielded clear results across our neighborhood schools.

APPENDIX

Table A-1. Four-Year Jeffco Graduation and Dropout Rates by School Category

4-Year District Graduation & Dropout Rates					
Year	School Category Total	# of Graduates	Graduation Rate	# of Dropouts	Dropout Rate
2024 - 2025	Neighborhood High School	4,667	93.8	190	0.8
	Neighborhood Middle School	N/A [^]	N/A [^]	*	0.1
	Option School	201	86.3	*	0.8
	**Alternative Education Campus	132	23.3	305	14.3
	Charter School	248	88.9	26	0.7
	Jeffco	5,248	86.7	547	1.4
	Colorado	60,387	85.6	7,534	1.6
2023 - 2024	Neighborhood High School	4,510	92.5	246	1.1
	Neighborhood Middle School	N/A [^]	N/A [^]	*	0.1
	Option School	198	82.8	*	1.1
	**Alternative Education Campus	141	22.7	350	16.0
	Charter School	244	87.5	48	1.4
	Jeffco	5,093	84.6	682	1.8
	Colorado	58,318	84.2	8,947	1.9

*Denotes suppression and complementary suppression of student counts less than 16 students

**The Alternative Education Campus total includes only district-managed schools designated as Alternative Education Campuses by CDE.

N/A[^]This data is Not Available since the Colorado Department of Education does not provide graduation data for middle schools.

Table A-2. Four-Year Jeffco Graduation Rates for Student Groups by School Category

District Graduation Rates for Student Groups by School Category						
Year	School Category Total	Students with IEPs	Multilingual Learners	At-Risk	Students of Color	Gifted and Talented
2024-2025	Neighborhood High School	87.1	85.5	88.4	90.6	98.6
	Option School	47.4	50.0	65.7	83.5	90.4
	*Alternative Education Campus	19.1	20.0	16.8	16.9	28.0
	Charter School	82.1	27.3	67.9	77.2	93.5
	Jeffco	73.4	75.3	76.1	80.8	94.8
	Colorado	74.0	72.6	78.8	N/A^	96.2
2023-2024	Neighborhood High School	83.5	79.5	85.6	87.2	97.9
	Option School	57.1	75.0	67.6	82.6	95.7
	*Alternative Education Campus	17.0	17.0	16.5	16.7	18.8
	Charter School	77.8	26.1	67.9	74.2	95.7
	Jeffco	70.9	68.7	72.6	76.6	94.9
	Colorado	71.9	70.7	76.4	N/A^	95.9

*The Alternative Education Campus total includes only district-managed schools designated as Alternative Education Campuses by CDE.

N/A^This data is Not Available since the Colorado Department of Education does not provide graduation data for Students of Color.

How to read this table: Of the Students with IEPs in the 2024 - 2025 neighborhood high school graduation cohort, 87.1% graduated in four years.

Table A-3. Jeffco Dropout Rates for Student Groups by School Category

District Dropout Rates for Student Groups by School Category						
Year	School Category Total	Students with IEPs	Multilingual Learners	At-Risk	Students of Color	Gifted and Talented
2024 - 2025	<i>Neighborhood High School</i>	0.7	1.8	1.3	1.3	0.3
	<i>Neighborhood Middle School</i>	0.0	0.2	0.2	0.2	0.0
	<i>Option School</i>	1.6	0.0	0.6	1.1	0.2
	<i>*Alternative Education Campus</i>	7.6	14.2	14.6	15.2	8.5
	<i>Charter School</i>	0.4	10.8	2.3	2.2	0.0
	<i>Jeffco</i>	1.5	2.9	2.3	2.3	0.4
	<i>Colorado</i>	1.5	3.6	2.3	N/A^	0.2
2023 - 2024	<i>Neighborhood High School</i>	1.6	2.9	1.2	1.7	0.2
	<i>Neighborhood Middle School</i>	0.1	0.7	0.1	0.2	0.0
	<i>Option School</i>	1.7	4.2	0.4	1.0	0.5
	<i>*Alternative Education Campus</i>	7.6	29.0	15.6	19.5	7.4
	<i>Charter School</i>	1.2	13.8	3.5	3.4	0.0
	<i>Jeffco</i>	2.0	4.9	2.2	2.9	0.4
	<i>Colorado</i>	2.1	3.9	2.6	N/A^	0.2

*The Alternative Education Campus total includes only district-managed schools designated as Alternative Education Campuses by CDE.

N/A^This data is Not Available since the Colorado Department of Education does not provide dropout data for Students of Color.

How to read this table: Of the Students with IEPs enrolled in neighborhood high schools for the 2024 - 2025 school year, 0.7% were identified as dropouts.

Table A-4. Four-Year Jeffco Completion Rates for Student Groups by School Category

District Completion Rates for Student Groups by School Category						
Year	School Category Total	Students with IEPs	Multilingual Learners	At-Risk	Students of Color	Gifted and Talented
2024-2025	Neighborhood High School	87.7	85.5	89.1	91.2	99.0
	Option School	47.4	50.0	65.7	83.5	90.4
	*Alternative Education Campus	29.8	25.0	34.9	34.9	70.0
	Charter School	85.7	31.8	74.1	80.2	93.5
	Jeffco	75.9	76.0	79.7	83.6	96.9
	Colorado	75.7	73.2	80.3	N/A [^]	97.3
2023-2024	Neighborhood High School	84.6	79.5	86.6	87.8	98.1
	Option School	57.1	75.0	68.9	83.7	95.7
	*Alternative Education Campus	32.1	21.3	35.4	33.3	65.6
	Charter School	81.5	26.1	67.9	74.2	100.0
	Jeffco	74.4	69.2	76.7	79.5	96.9
	Colorado	73.4	71.4	78.0	N/A [^]	97.2

*The Alternative Education Campus total includes only district-managed schools designated as Alternative Education Campuses by CDE.

N/A[^]This data is Not Available since the Colorado Department of Education does not provide completion data for Students of Color.

How to read this table: Of the Students with IEPs in the 2024 - 2025 neighborhood high school graduation cohort, 87.7% were completers in four years.

Table A-5. Alternative Education Campus Early/Extended Graduation and Completion Rates by Cohort

Alternative Education Campus Early & Extended Graduation Completion Rates by Cohort (Anticipated Year of Graduation)						
Cohort		3-year (Early) Grad Comp	4-year (On Time) Grad Comp	5-year (Late) Grad Comp	6-year Grad Comp	7-year Grad Comp
2025 - 2026	*AEC Total	0.7 10.5				
2024 - 2025	*AEC Total	1.3 12.1	23.3 44.5			
2023 - 2024	*AEC Total	1.3 11.6	22.7 43.8	31.2 56.1		
2022 - 2023	*AEC Total	0.9 7.2	23.1 40.9	36.3 58.3	39.2 63.7	
2021 - 2022	*AEC Total	0.3 10.0	27.2 46.2	42.9 65.6	44.7 69.8	45.2 71.1

*The Alternative Education Campus Total includes only district-managed schools designated as Alternative Education Campuses by CDE.

Key Definitions

Advanced Placement (AP) Scores:

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

Alternative Education Campus (AEC) Schools:

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

Cohort:

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

College and Career Readiness (CCR):

College and Career Readiness will be a new SPF measure starting in Fall of 2027 (potential year delay). There are three measures of College and Career Readiness Before Graduation: College Credit, Industry Recognized Credential, and In-Depth Work Based Learning. In addition, Jeffco incorporates reporting about Career and Technical Education with our CCR metrics, as these programs provide students direct access to all three CCR outcomes.

Completion Rate:

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

Completer:

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

CTE Concentrators:

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

CTE Participators:

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

Dropout Rate:

The dropout rate is calculated based on all students enrolled within the district between the 7th and 12th grade for the current year. It is an annual calculation of students who disenroll without providing documentation of transfer. If a student drops out of school in 2024 - 2025, they will be counted in the 2024 - 2025 dropout rate even if they later re-enroll in the 2025 - 2026 school year.

At-Risk:

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

Gifted and Talented:

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

Graduation Rate:

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

International Baccalaureate (IB) Scores:

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

Student Groups:

Services provided by schools and/or districts for students identified as belonging to one or more of the following categories: Students with IEPs, Multilingual Learners, At-Risk, and Gifted and Talented.

Multilingual Learner:

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

PSAT and SAT Scores:

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

Ranges for Total Scores

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

Ranges for Section Scores (Reading and Writing, Math)

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

Students with IEPs:

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