

District Unified Improvement Plan (DUIP)

August 22, 2023
DAC



JEFFCO PUBLIC SCHOOLS

Agenda

- Brief context for Unified Improvement Plans (UIPs)
- Update on 2023 District UIP
- Feedback and next steps

UIP Overview

- In 2009, the Colorado Department of Education (CDE) introduced the Unified Improvement Plan (UIP) to:
 - Streamline school and district efforts
 - Meet state & federal improvement planning requirements
 - Reduce the number of separate plans schools/districts required to complete
 - Shift from planning as an “event” to planning as a critical component of “continuous improvement”

Unified Improvement Plan (UIP) Process

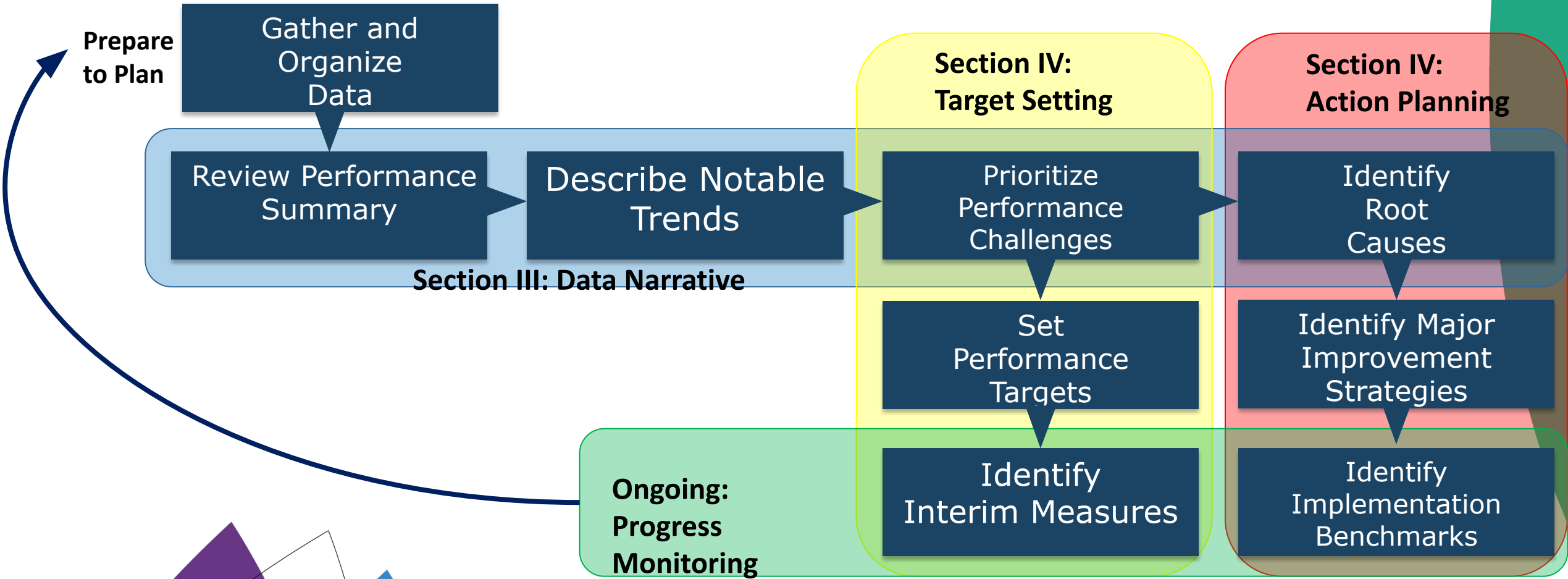


Table Talk

- Share in quick whip around:
 - 1 new learning about the UIP

Or

 - 1 way the UIP can be used for continuous improvement

2023 District UIP (DUIP) Revisions

- Current Performance & Trends
 - *Updated for end of year 2023 data (CMAS, SAT, Acadience, etc.)*
- Major Improvement Strategies
 - *Revised with more specific action steps*
 - *Aligned DUIP to school UIPs*

DUIP Focus Areas Aligned to Thrives 2025

- 3rd grade Reading
- 5th grade Math
- 8th grade Math
- Postsecondary workforce readiness
 - 9th graders on track
 - 12th grade on-time graduation
 - Concurrent enrollment
- Equity



Major Improvement Strategies

1. Effective Lesson Planning

- * Grade level, district-approved teaching resources

2. Improved Data Literacy

- * Weekly meetings for school teams to review data and make changes in teaching and student supports

3. Enhanced Safety and Belonging

- * Approach teaching, learning, & discipline from student strengths
- * Improve family partnerships and supports

[Summary](#)

DAC Input on Future Meeting Topics

- What would you like to learn more about for the DUIP this year?
 - Discuss at tables
 - Record here

Next Steps



- August: Revised 2023 DUIP for DAC; DAC DUIP Subcommittee recommends DUIP for board review
- Sept: 2023 DUIP approved by Board of Education
- Oct: 2023 DUIP submitted to Colorado Dept of Ed (CDE)
- Nov-April: Monitor 2023 DUIP and draft 2024 DUIP
- May: 2024 DUIP preliminary DAC approval



JEFFCO 2025

THRIVES

2023 District Unified Improvement Plan Summary



IEFFCO PUBLIC SCHOOLS

Focus Areas

Early Reading: About 5 in 10 3rd grade students met/exceeded on 2023 CMAS Reading test (22% approaching expectations)

Middle Level Math: About 4 in 10 5th and 8th grade students met/exceeded on 2023 CMAS Math tests (24% approaching expectations)

On Track to Graduate:

73% of 9th graders earned 3 credits by spring 2023
Jeffco's 2022 4 year on-time graduation rate: 85%

Equity: Lower rates on these focus areas for student groups like multilingual learners, Special Education students, and free/reduced lunch eligible students

Instructional Planning

Action Steps

Use district-approved teaching resources in reading and math

Teach at grade level per Colorado Academic Standards

Instruct in ways proven by research

Give regular feedback on lessons and teaching by school and district staff

Data Literacy

Action Steps

Make a weekly time for district and school teams to share student outcomes to make changes to teaching and supports

Check on how things are going regularly through skillful review of information and student data

Safety & Belonging

Action Steps

Approach teaching, learning, and discipline from student strengths

Know how much students connect to school and make changes when needed

Improve family partnerships and supports with regular two-way communication

Colorado's Unified Improvement Plan for Districts**Section III: Narrative on Data Analysis and Root Cause Identification****Brief Description**

Jeffco Public Schools is the second largest school district in Colorado with approximately 78,500 PK-12 students and more than 12,000 employees. With approximately 155 schools and programs, staff members are dedicated to building a bright future for every student. Jeffco Public Schools is supported by a committed school board, involved families, and a caring community that combine to provide quality education to prepare all children for a successful future.

About two-thirds of Jeffco's student population is White, 25% Hispanic, 8% multilingual learners, 11% gifted/talented, 12% with individualized education programs, and 33% eligible for free/reduced priced lunch. Attendance rates have dropped slightly from 93% in 2018-19 to 89% in 2021-22. District mobility has increased to 6% in 2021-22 from 5% the year prior (source: <https://www.cde.state.co.us/code/districtdashboard>).

The district Unified Improvement Plan (UIP) represents a collaborative effort developed by district staff and the District Accountability Committee (DAC). A variety of Jeffco Public Schools' departments (including instructional, school leadership, exceptional students, and equity) design the improvement efforts based on extensive feedback from students, families, and staff from a series of feedback and survey opportunities. Jeffco's DAC, representing all articulation areas and the broader Jeffco community, reviews and informs the plan before recommending it to Jeffco's Board of Education for discussion and approval.

Reflection on the Prior Plan

For the 2022-23 school year, Jeffco Public Schools implemented year 1 of the district's new strategic plan, Jeffco Thrives 2025 (https://www.jeffcopublicschools.org/about/jeffco_thrives_2025). Based on the district's newly revised vision and mission, the multi-year plan embodies Jeffco's values: focus on students, excellence, equity, integrity, and belonging.

The district's Unified Improvement Plan specifically aligns to Priority 1 of the strategic plan, namely the two goals for Our Learners, Our Future:

- 1) All Jeffco students experience a culture of instructional excellence, and
- 2) All Jeffco students have extraordinary student experiences that recognize their strengths, challenge them to improve, and support them to succeed.

In year 1 of the plan's implementation during the 2022-23 school year, the district emphasized building foundational infrastructure to impact systems (e.g., online data dashboard, designing healthy and equitable school start/end times) and support staff (e.g., training on research-based instructional resources such as *Into Reading* and *Illustrative Math* programs). These leading indicators are expected to begin impacting lagging indicators (student outcomes) in the next school year and beyond.

Based on the reflection and evaluation, provide a summary of the adjustments that will be made for this year's plan.

Based on a body of evidence including academic outcomes, stakeholder perception, and socio-emotional indicators from the 2022-23 school year, the district will sustain its efforts to strengthen early literacy instruction and enhance support for secondary mathematics instruction. For postsecondary workforce readiness, an initiative will be launched, High School Reimagined, to bring a wide variety of Jeffco stakeholders together to develop a shared vision for secondary education better aligned to changing student and workforce needs.

While Jeffco made some progress toward UIP targets last year, the district recognizes that the foundational components laid last year will take multiple years to fully implement. With the continued focus on deepening the work of Jeffco Thrives 2025 this school year, it is expected that growth and achievement academic outcomes will show greater improvement in 2023-24.

Current Performance

Current Performance:

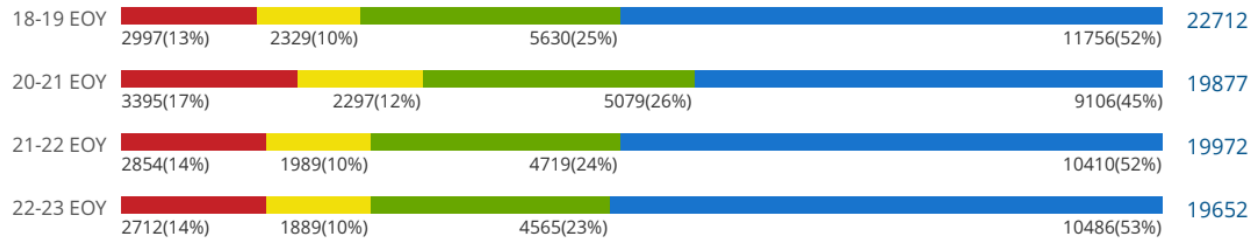
For the 2022-23 school year, Jeffco Public Schools has gathered a variety of data to determine current performance of the district. District academic data includes grades Kindergarten through 3rd Acadience (an early reading assessment) and grades 3rd through 10th Reading and Math MAP results. Note some multi-year trending data are not reliable due to lower participation rates, inconsistent administration (remote and in person), etc. 2022 CMAS and SAT results provided the first district-wide data in all grades since 2019. The data narrative below has been structured around strategic plan priorities: Literacy, mathematics, postsecondary workforce readiness, and other focus areas (i.e., social and emotional support, family engagement) in Jeffco's strategic plan, Jeffco Thrives 2025.

READ/Literacy

Elementary literacy has been a focus for the state of Colorado through READ Act legislation, (<https://www.cde.state.co.us/communications/20171219readhighlights>) as well in Jeffco since research has shown students not reading at grade level by 3rd grade are at four times greater risk to not graduate from high school on time (source: <https://www.aecf.org/resources/double-jeopardy>). Jeffco's elementary literacy data are provided below.

Acadience is a skills-based reading assessment for elementary students, given three times, at the beginning, middle, and end of the school year. This early reading test is designed to be administered one-on-one with a teacher listening to a student’s reading performance. Table 1 shows Jeffco Acadience End of Year (EOY) results for four years. This comparison represents different students from year-to-year and reflects on Jeffco’s K-3 instructional program rather than a matched group of individual students’ progress. For the current year, 76% of K-3 students scored at or above benchmark while 14% of K-3 students scored well below benchmark on Acadience. These results are very similar to last year.

Table 1: Jeffco Public Schools Middle of Year (MOY) Acadience Trends Combined K-3



Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
10%-20% likelihood of achieving subsequent early literacy goals; likely to need Intensive Support .	40%-60% likelihood of achieving subsequent early literacy goals; likely to need Strategic Support .	70%-85% likelihood of achieving subsequent early literacy goals; likely to need Core Support .	90-99% likelihood of achieving subsequent early literacy goals; likely to need more advanced skills in addition to Core Support .

Note: 2019-20 results not available due to pandemic closure. Jeffco’s six Dual Language schools’ scores are not included above since they use different READ/literacy assessments (iStation, MAP Growth, and curriculum-based measures) to assess students in both Spanish and English.

Table 2 below provide CMAS comparisons for English Language Arts (ELA). For the one-year change, 3 grade levels showed improvement, two declined slightly and one had no change from the prior year. Middle level has not caught up from pre-pandemic performance, while elementary has surpassed 2019 scores for two grade levels.

Table 2: Jeffco CMAS English Language Arts (ELA) Percent Met/Exceeded

Grade Level	CMAS ELA % Met/Exceeded

	2019 (pre-pandemic)	2022	2023	Δ from 2022	Δ from 2019
3	46%	47%	48%	+1	+2
4	55%	53%	53%	0	-2
5	54%	53%	56%	+3	+2
6	51%	51%	49%	-2	-2
7	52%	47%	50%	+3	-2
8	51%	49%	48%	-1	-3

Figure 1 shows the percentage point difference between the met/exceed performance of student groups for grade 3 CMAS English language arts (ELA). For example, gifted/talented students score 47-percentage points higher than their counterparts on the assessment. Academic performance gaps persist for some student groups such as students of color, free/reduced lunch (FRL) eligible students, multilingual learners (ML), and students with Individualized Educational Programs (IEPs).

Figure 1: Jeffco Grade 3 CMAS English Language Arts Achievement Differences by Student Groups

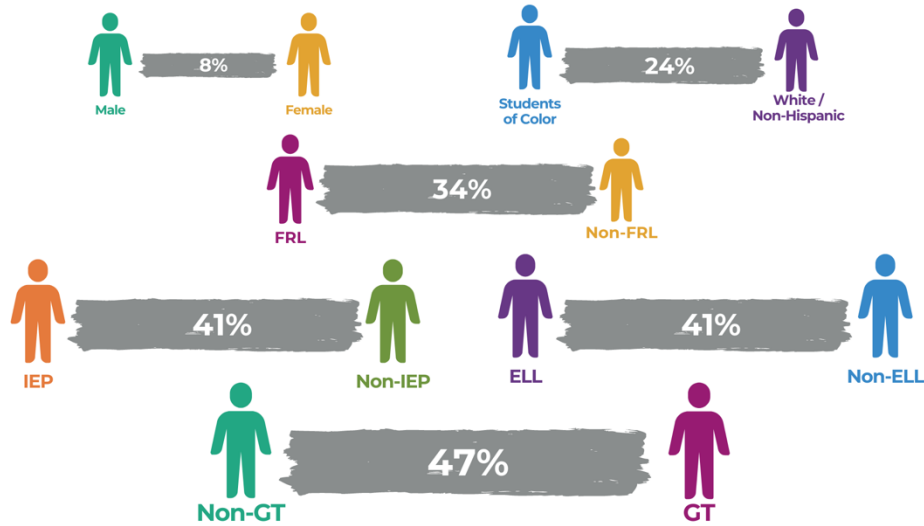


Table 3 below shows CMAS English language arts (ELA) academic growth performance by grade level. Academic growth is a measure of how students progressed from one year to the next compared to students who performed similarly on last year’s state test. The growth percentile is like a pediatrician’s growth chart where a child’s height at the 50th percentile means s/he is taller than half of the children in the same age group. For the entire state of Colorado, the 50th median growth percentile is “typical” performance for academic growth. Jeffco’s growth exceeded the typical state performance in 5 of 7 state tests in 2023 (shaded green in the Table 3 below).

Table 3: Jeffco 2023 CMAS and P/SAT English Language Arts Median Growth Percentiles

Grade	English Language Arts/ Evidence-Based Reading & Writing
4	56
5	52
6	48
7	47
8	53
9	-
10	54
11	54.5

Note: 9th grade growth cannot be calculated from CMAS to PSAT due to differences in what the tests measure.

Mathematics

Higher education access and postsecondary workforce readiness requires a strong foundation in mathematics (source: <https://www.wested.org/resources/algebra-at-the-right-time/>). Tables 4 and 5 below show CMAS achievement and growth results for the district.

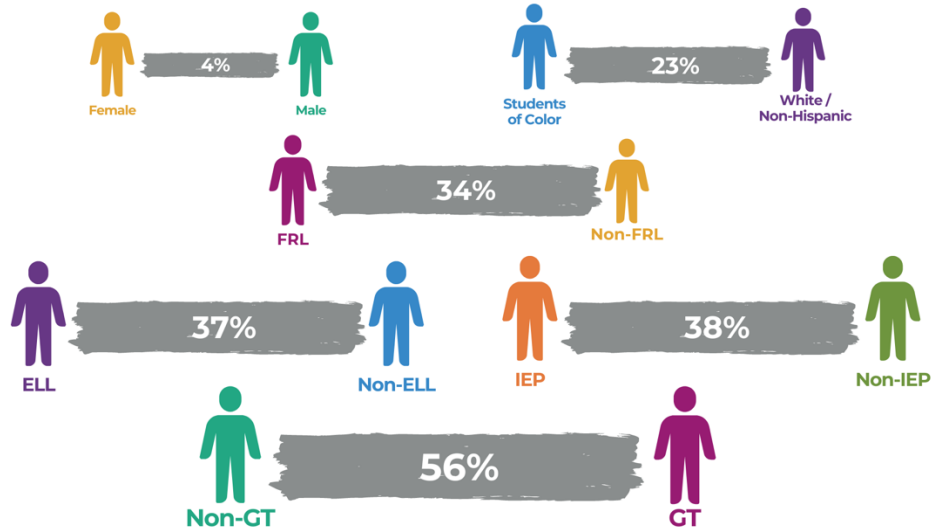
While CMAS Math achievement performance has shown one-year improvement over most grades, middle level has not yet returned to pre-pandemic levels.

Table 4: Jeffco CMAS Math Percent Met/Exceeded

Grade Level	CMAS Math %Met/Exceeded				
	2019 (pre-pandemic)	2022	2023	Δ from 2022	Δ from 2019
3	46%	47%	48%	+1	+2
4	38%	38%	40%	+2	+2
5	40%	40%	42%	+2	+2
6	35%	30%	32%	+2	-3
7	39%	29%	31%	+2	-8
8	42%	40%	39%	-1	-3

Figure 2 below shows the percentage point difference between the met/exceed performance of student groups for Grade 8 Math. For example, gifted/talented students score 56-percentage points higher than their counterparts on the assessment. Academic performance gaps persist for some student groups such as Hispanic, free/reduced lunch eligible, multilingual learners (ML), and students with Individualized Educational Programs (IEPs).

Figure 2: Jeffco Grade 8 CMAS Math Achievement Differences by Student Groups



Similar to the academic growth reported above for English language arts, Table 5 below displays median growth percentiles for math. Of the eight grade levels reported, Jeffco’s performance exceeded the state’s typical (50th percentile) for 6 grade levels.

Table 5: Jeffco 2023 CMAS and P/SAT Math Median Growth Percentiles

Grade	Math
4	51
5	48
6	49
7	52
8	54
9	59
10	53
11	53

Postsecondary Workforce Readiness (PWR)

Jeffco Public Schools has continued to focus on graduating students ready to pursue a wide variety of college and career choices. Through Graduation Capstones, student mentorships, concurrent enrollment classes, student internships, industry certifications, and career expos, high school students can connect with PWR options, although these opportunities are not equitably accessible across all schools in the district.

PSAT and SAT median growth percentiles are reported in Tables 3 and 5 above.

As shown in Table 6 below, Jeffco’s graduation trends generally remained stable over the past four years, with the most recently reported 4-year rate at 85%. Dropout rates have shown slight increases over the past four years, from 1.3% in 2018-19 to 1.8 percent in 2021-2022, although Jeffco’s rate continues to be lower than the most recent state rate of 2.2%.

Table 7 provides graduation rates by student instructional programs. Students with disabilities, Limited English Proficient students, and economically disadvantaged students have disproportionately lower graduation rates.

Table 6: 4-Year District Graduation and Dropout Trends

Year		# of Graduates	Graduation Rate	# of Dropouts	Dropout Rate
2018-2019	<i>Jeffco</i>	5,441	85.3	547	1.3
	<i>Colorado</i>	54,239	81.1	9,277	2.0
2019-2020	<i>Jeffco</i>	5,259	84.8	609	1.5
	<i>Colorado</i>	55,220	81.9	8,561	1.8
2020-2021	<i>Jeffco</i>	5,425	85.8	612	1.5
	<i>Colorado</i>	55,842	81.7	8,292	1.8
2021-2022	<i>Jeffco</i>	5,243	84.9	719	1.8
	<i>Colorado</i>	56,284	82.3	10,524	2.2

Table 7: 4-Year District Graduation Trends by Instructional Program

Year		Students with Disabilities	Limited English Proficient	Economically Disadvantaged	Gifted and Talented
2018-2019	<i>Jeffco</i>	64.1	68.9	74.2	95.6
	<i>Colorado</i>	59.2	68.6	70.9	94.0
2019-2020	<i>Jeffco</i>	62.8	68.3	72.1	94.3
	<i>Colorado</i>	61.8	70.2	72.3	94.2
2020-2021	<i>Jeffco</i>	71.4	67.2	70.5	94.6
	<i>Colorado</i>	66.4	67.5	70.6	94.2

2021-2022	Jeffco	72.4	73.9	72.4	93.1
	Colorado	67.9	69.4	71.9	94.6

Note: Calculation for the students with disabilities group changed in 2020-21, making trending not comparable. The Colorado Department of Education defines graduation trends for the racial group “minority students” to include all groups except “White.”

For the 2022-23 school year, about three-fourths (73%) of 9th graders had completed 6 credit hours at the end of their freshman year and were on track to graduate. Industry Certifications (a credential recognized by businesses like construction or health services) increased from 798 in 2022 to 998 in 2023.

Additional Focus Areas

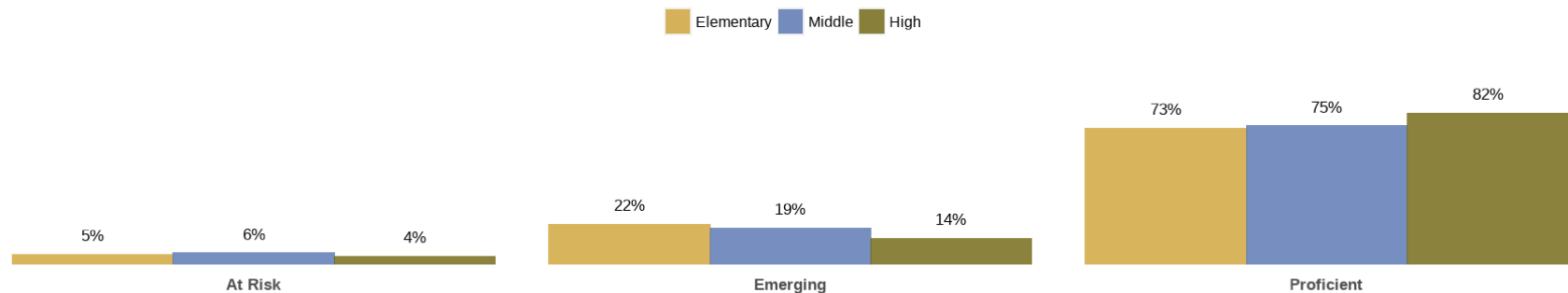
In addition to academics, other areas of focus for the district include social and emotional support as well as family engagement.

Social and emotional skill building can have a positive impact on school climate, help students become good learners, and prevent or reduce many risky behaviors, including drug use, violence, bullying and dropping out. Figure 3 below provides spring 2023 results from the district’s social-emotional screener assessment. About three-fourths of elementary and middle school students were identified as proficient and more than 8 in 10 high school students. The 4-6% of students considered “at risk” have been identified to receive additional supports from their schools.

Figure 3: Spring 2023 Social-Emotional Learning Competency by Grade

Percent At-Risk, Emerging, and Proficient

Spring 2023



Decades of research has shown the positive impact that student and family engagement can have on student learning. According to the district-wide student and family surveys given in the spring of 2023, when student responses to survey topics are more favorable, so are their families’ responses which demonstrates the importance of families in increasing student engagement and belonging.

As shown in Table 8 below, overall topics from Jeffco’s secondary student and family surveys show a strong positive correlation (as one increases, the other also increases). For example, when favorability for family-school fit increases, so does favorability for student belonging.

Table 8: 2022-2023 Jeffco Student and Family Survey Favorability Correlations

Student Survey Topics	Family Survey Topics		
	Jeffco Strategic Plan	School Climate	School Fit
School Belonging	.71	.76	.79
School Climate	.65	.70	.74
School Engagement	.66	.63	.66
Teacher/ Student Relationships	.75	.77	.77

Note: Correlation coefficients between 0.5 and 1.0 are very strong in education (Salkind, 2022).

Colorado’s Unified Improvement Plan for Districts

Trend Analysis

Reading Achievement	For Acadience reading, 76% of K-3 students scored at or above benchmark while 14% of K-3 students scored well below benchmark. These results are very similar to last year. Elementary 2023 CMAS met/exceeded performance has increased slightly from the prior year and has surpassed pre-pandemic (2019) performance. The district has not sufficiently met academic literacy needs for some student groups (e.g., special education, multilingual learners, Hispanic, free/reduced eligible students) with lower achievement and growth levels.
Math Achievement	For 2023 CMAS Math, most grades have shown slight increases from the prior year for met/exceeded students; however, middle level has not yet reached pre-pandemic (2019) performance levels. The district has not sufficiently met academic math needs for some student groups (e.g., special education, multilingual learners, Hispanic, free/reduced eligible students) with lower achievement and growth levels.
Postsecondary Workforce Readiness	While Postsecondary Workforce Readiness opportunities have expanded in the district, they are not equitable across all high schools. Furthermore, graduation and dropout rates lag behind overall district rates for student groups like multilingual learners, students with disabilities, males, Hispanics, etc.
Social and Emotional Needs	Due to on-going pandemic impacts, schools have identified continuing mental health needs. About 5% of students have been identified at risk on the social-emotional screener assessment.
Family and Community Engagement	In spring 2023 district stakeholder surveys, favorability perceptions from families are highly correlated with student perceptions, indicating the importance of engaging families to increase student learning.

Section IV: Action Plan(s)

Major Improvement Strategy #1: The district and schools will monitor & strengthen the instructional core through the strategy of unit/lesson internalization.

Root Cause:

Core instruction in every classroom has not consistently met high expectations due to lack of understanding and planning instruction at grade level expectations from the Colorado Academic Standards.

What success will look like: Every classroom in every school will:

- Implement district-approved curricular resources
- Teach at Colorado Academic Standards’ grade level expectations
- Use evidence-based instructional practices
- Incorporate regular focused observation/feedback cycles aligned to deepening lesson internalization

Action Plan

Action Planning Steps	Implementation Benchmarks	Interim Measures	Key Personnel	Resources
<ol style="list-style-type: none"> 1. Districtwide professional learning for all central/school academic leadership teams in unit/lesson internalization throughout the school year 2. School leadership teams model and support unit/lesson internalization for educators (Q1 2023) 3. Monitor classroom implementation through leadership walks 	<ul style="list-style-type: none"> ● District and school instructional leaders trained in unit/lesson internalization at ELM meetings (monthly starting June 2023) ● Lesson internalization teacher learning and at least one unit/lesson implemented by every teacher (Quarter 1 2023) ● Regular classroom walkthroughs show an increasing teacher efficacy in implementing unit/lesson internalization throughout the year as evidenced by: 	<p>Progress monitoring of MAP and DIBELS 8 district interim benchmarks, review of formative assessments and student work</p>	<p>Cabinet, Community Superintendents and central instructional staff</p> <p>School leaders and educators</p>	<p>General Fund</p>

	<ul style="list-style-type: none"> o Exemplars visible during instruction o Standards-based, on grade level o High quality instructional materials 			
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Major Improvement Strategy #2: The district and schools will enhance a culture of data literacy.

Root Cause:

The district has not provided a consistent expectation and framework to support schools in their data analyses and continuous improvement process.

What success will look like: Every school will:

- Ensure that collaborative teams have weekly dedicated and structured time for shared data analysis and instructional planning with both academic and social-emotional learning
- Use multiple data sources/dashboards to monitor Jeffco Thrives indicators and review student progress toward Colorado Academic Standards’ grade level expectations

Action Plan

Action Planning Steps	Implementation Benchmarks	Interim Measures	Key Personnel	Resources
Collaborative Structures 1. Districtwide professional learning for all central and school academic leadership teams in effective collaborative structures throughout the school year 2. All schools will create the conditions for effective collaborative structures that	Collaborative Structures <ul style="list-style-type: none"> • School leadership teams design and monitor collaborative structures throughout the 2023-24 school year • Professional Learning Communities/Team Planning in place as evidenced by: <ul style="list-style-type: none"> o Calendar/schedule of meeting times o Meeting agendas/minutes 	Progress monitoring of MAP and DIBELS 8 district interim benchmarks, review of formative assessments and student work	Cabinet, Community Superintendents and central instructional staff School leaders and educators	General Fund and ESSER funds

<p>empower teachers to team up to improve student learning beyond what any one of them can achieve alone</p> <p>Data Culture Work</p> <ol style="list-style-type: none"> 1. Districtwide professional learning for all central and school academic leadership teams in using multiple data sources to develop a data story (July Launch) 2. Data/UIP professional learning and support sessions for school leaders (July-September) 3. Academic and Operational Leadership Teams engage in bi-monthly data analysis sessions to progress monitor key Jeffco Thrives metrics 	<ul style="list-style-type: none"> o Student work analysis summaries o Internalized unit/lesson plans <p>Data Culture Work</p> <ul style="list-style-type: none"> ● Leadership launch district model of beginning of year data story followed by school leadership team sessions to develop their school data story to share with various stakeholders ● Just in time data literacy learning aligned to school needs throughout the year (e.g., creating the start of school data story, Unified Improvement Plan development, using benchmark assessment data three times per year) 			
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Major Improvement Strategy #3: The district and schools will expand a culture of safety and belonging.

Root Cause:

There has been insufficient focus on developing authentic relationships that enable all students and families to have a sense of belonging at school.

What success will look like: Every classroom in every school will:

- Implement asset-based approaches in teaching, learning, and discipline
- Monitor student engagement and adjust interventions
- Enhance family partnership and support structures and two-way communication strategies

Action Plan

Action Planning Steps	Implementation Benchmarks	Interim Measures	Key Personnel	Resources
<ol style="list-style-type: none"> 1. All schools implement a Proactive Behavior Support Team (PBST) 2. Jeffco’s discipline matrix consistently guides disciplinary decisions districtwide 3. Multi-tiered System of Supports (MTSS) structures used to monitor and implement interventions for students in support of engagement and success academically, socially and behaviorally,, including high dosage tutoring 4. District/schools will review student and family feedback (e.g., perception surveys, forums/meetings, informal feedback, etc.) and create shared approaches to address need areas with concrete strategies 	<ul style="list-style-type: none"> ● PBST structure in place ● Academic Leadership Teams (ALTs) regularly review discipline incidents and alignment to the district discipline matrix ● ALT monitor student engagement indicators (e.g., attendance, grades, discipline incidents) to identify and address prioritized student needs (both individual students and student groups) ● Specific family partnership strategies to strengthen family/school relationships named, implemented, and monitored based on authentic feedback from multiple stakeholders 	<p>Monitor attendance, discipline and social-emotional indicators throughout the school year</p> <p>Formal and informal feedback from students and families throughout the year</p>	<p>Cabinet, Community Superintendents and central instructional staff</p> <p>School leaders and educators</p>	<p>General Fund and ESSER funds</p>

District Performance Targets

Prior Year Performance Target Results (2022-23)

2022-23 READ Act Goals

- The percent of students scoring “well below” and “below” benchmark for Acadience will decrease by:
 - Kindergarten: 22 percentage points from Beginning of Year to End of Year for the 2022-23 school year. **Progress toward goal: -21 percentage points**

- o Grade 1: 13 percentage points from Beginning of Year to End of Year for the 2022-23 school year. Progress toward goal: -10 percentage points
- o Grade 2: 7 percentage points from Beginning of Year to End of Year for the 2022-23 school year. Progress toward goal: -5 percentage points
- o Grade 3: 7 percentage points from Beginning of Year to End of Year for the 2022-23 school year. Progress toward goal: -6 percentage points

2022-23 Literacy Goals

- CMAS English Language Arts (ELA):
 - o The percent of students who met/exceeded on CMAS ELA Grade 3 will increase from 48% to 50%. Goal not met: 48%
 - o The CMAS ELA Grade 4 Median Growth Percentile will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations:
 - Overall Goal met: 56th percentile
 - Students eligible for free/reduced lunch (FRL) Goal not met: 46th percentile
 - Ethnic white/non white: Goal met: White 60th percentile/non-white: Goal not met 50th percentile
 - Gender
 - male Goal not met: 53rd percentile/female Goal met: 60th percentile
 - Multilingual learners Goal not met: 48th percentile
 - Gifted/Talented Goal met: 70th percentile
 - Students with Individualized Educational Programs (IEPs) Goal not met: 44th percentile

2022-23 Mathematics Goals

- CMAS Math:
 - o The percent of students who met/exceeded on **CMAS Math Grade 5** will increase from 40% to 42%. Progress toward goal: 41%
 - o The **CMAS Math Grade 5** Median Growth Percentile will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations:
 - Overall Goal not met: 48th percentile
 - Students eligible for free/reduced lunch (FRL) Goal not met: 46th percentile
 - Ethnic (white/ non-white) Goal not met: White 48th percentile; non-white: Goal not met 48th percentile

- Gender
 - male Goal not met: 50th percentile/female Goal not met: 46th percentile
 - Multilingual learners Goal not met: 48th percentile
 - Gifted/Talented Goal met: 59th percentile
 - Students with Individualized Educational Programs (IEPs) Goal not met: 40th percentile
- The percent of students who met/exceeded on **CMAS Math Grade 8** will increase from 40% to 43%. Goal not met: 39%
 - The **CMAS Math Grade 8** Median Growth Percentile will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations:
 - Overall Goal not met: 54th percentile
 - Students eligible for free/reduced lunch (FRL) Goal not met: 48th percentile
 - Ethnic (white/ non-white) Goal met: White 56th percentile/non-white: Goal not met 50th percentile
 - Gender
 - male Goal not met: 53rd percentile/female Goal met: 56th percentile
 - Multilingual learners Goal not met: 48th percentile
 - Gifted/Talented Goal met: 55th percentile
 - Students with Individualized Educational Programs (IEPs) Goal not met: 51st percentile

Postsecondary Workforce Readiness (PWR) Goals

- Graduation Rates:
 - The 4-year graduation rate for the 2022 cohort will be maintained at 86% and the 7-year graduation rate from the 2019 cohort will be maintained at 88% (maintenance goal due to pandemic disruptions during the 2021-22 school year).
 - 2021-22 cohort 4-year graduation rate = 84.9% Goal not met
 - 2018-19 cohort 7-year graduation rate = 89.9% Goal met
- 2022-23 PSAT and SAT:

The P/SAT grades 9-11 Math and P/SAT grades 10-11 Evidence-based Reading/Writing Growth Percentiles will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations:

- PSAT 9 Math/EBRW

Grade 9 PSAT EBRW	Grade 9 PSAT Math
<ul style="list-style-type: none"> ▪ N/A (CDE does not calculate 8th grade CMAS to 9th grade PSAT academic growth due to different measurements on the tests. 	<ul style="list-style-type: none"> ▪ Overall Goal met: 59th percentile ▪ Students eligible for free/reduced lunch (FRL) Goal not met: 51st percentile ▪ Ethnic (white/ non-white) Goal met: White 63rd percentile; non-white: Goal not met 52nd percentile ▪ Gender <ul style="list-style-type: none"> ▪ male Goal met: 56th percentile/female Goal met: 62nd percentile ▪ Multilingual learners Goal not met: 49th percentile ▪ Gifted/Talented Goal met: 68th percentile ▪ Students with Individualized Educational Programs (IEPs) Goal not met: 45th percentile

Grade 10 PSAT EBRW	Grade 10 PSAT Math
<ul style="list-style-type: none"> ▪ Overall Goal not met: 54th percentile ▪ Students eligible for free/reduced lunch (FRL) Goal not met: 46th percentile 	<ul style="list-style-type: none"> ▪ Overall Goal not met: 53rd percentile ▪ Students eligible for free/reduced lunch (FRL) Goal not met: 45th percentile

<ul style="list-style-type: none"> ▪ Ethnicity Goal met: White 57th percentile/ non-white: Goal not met 47th percentile ▪ Gender <ul style="list-style-type: none"> ▪ male Goal met: 55th percentile/female Goal not met: 53rd percentile ▪ Multilingual learners Goal not met: 42nd percentile ▪ Gifted/Talented Goal met: 62nd percentile ▪ Students with Individualized Educational Programs (IEPs) Goal not met: 46th percentile 	<ul style="list-style-type: none"> ▪ Ethnicity Goal met: White 56th percentile/ non-white: Goal not met 46th percentile ▪ Gender <ul style="list-style-type: none"> ▪ male Goal met: 55th percentile/female Goal not met: 51st percentile ▪ Multilingual learners Goal not met: 35th percentile ▪ Gifted/Talented Goal met: 59th percentile ▪ Students with Individualized Educational Programs (IEPs) Goal not met: 48th percentile
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Grade 11 SAT EBRW	Grade 11 SAT Math
<ul style="list-style-type: none"> ▪ Overall Goal met: 55th percentile ▪ Students eligible for free/reduced lunch (FRL) Goal not met: 46th percentile ▪ Ethnicity Goal met: White 56th percentile/ non-white: Goal not met 50th percentile ▪ Gender <ul style="list-style-type: none"> ▪ male Goal met: 56th percentile/female Goal not met: 52nd percentile ▪ Multilingual learners Goal not met: 46th percentile ▪ Gifted/Talented Goal met: 64th percentile 	<ul style="list-style-type: none"> ▪ Overall Goal not met: 53rd percentile ▪ Students eligible for free/reduced lunch (FRL) Goal not met: 47th percentile ▪ Ethnicity Goal met: White 55th percentile/ non-white: Goal not met 47th percentile ▪ Gender <ul style="list-style-type: none"> ▪ male Goal not met: 54th percentile/female Goal not met: 51st percentile ▪ Multilingual learners Goal not met: 42nd percentile ▪ Gifted/Talented Goal met: 57th percentile

▪ Students with Individualized Educational Programs (IEPs) Goal not met: 43rd percentile	▪ Students with Individualized Educational Programs (IEPs) Goal not met: 38th percentile
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- Concurrent Enrollment:
 - The number of unique students participating in concurrent enrollment classes will increase from 3,222 in 2021-22 to 3,422 in 2022-23 = 5,960
Goal met

DRAFT District Performance Targets for 2023-24 and 2024-25
Drafted when results become available in August 2023



School Finance 101
District Accountability Committee
August 22, 2023

Brian Sammons, Budget Director

Agenda

Colorado School Finance

- Total Program Funding
- Local Share vs State Share
- Budget Stabilization Factor
- Categoricals
- Historical Mill Levy & Bonds

School Budgeting

- School Budget Timeline
- School Resources
- Student Based Budgeting
- School Type Budget Allocations

Jeffco Enrollment Patterns

- Jeffco Districtwide Enrollment Shifts
- Historical Enrollment
- Matriculation Pattern

Colorado School Finance

Topics:

- Total Program Funding
- Local Share vs State Share
- Budget Stabilization Factor
- Categorical Funding
- Historical Mill Levy & Bonds

Colorado School Finance Act - Total Program

Schools in Colorado are funded by a variety of sources and the biggest source of funding comes through the School Finance Act.

Total Program Funding

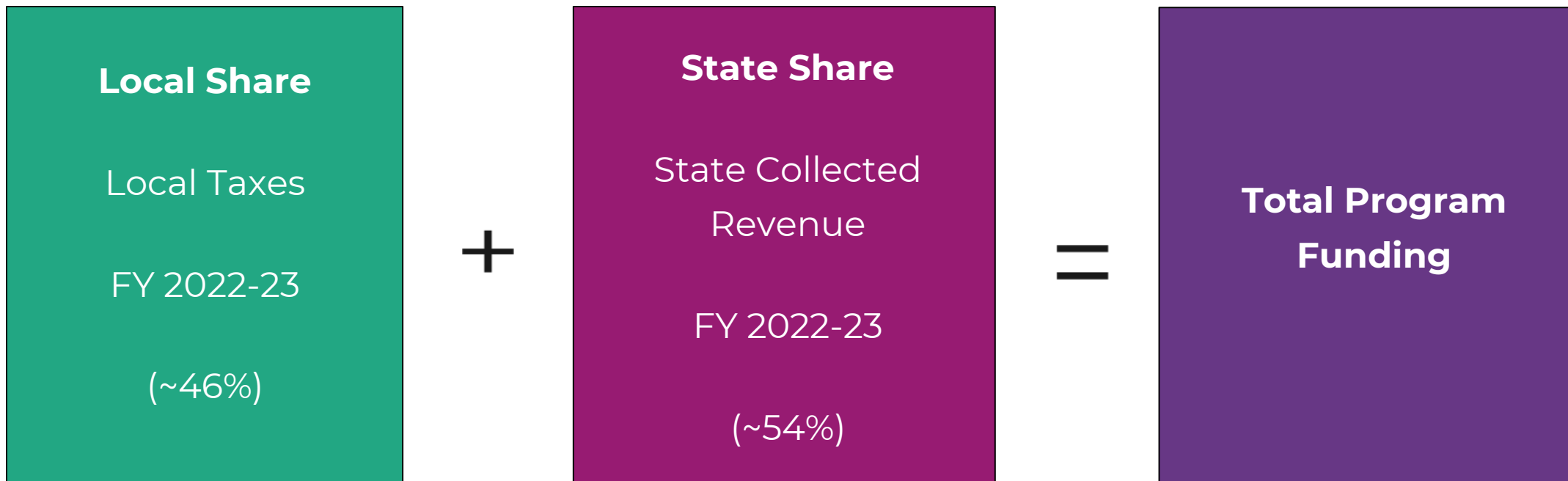
The amount each school district receives through the funding formula prescribed in the ***School Finance Act***.

Based on pupil counts and other ***“factors”*** outlined in the formula plus funding for at-risk and on-line students.

Funded with a ***mix of state (income and sales) and local (property) tax***. Each district's mix can be different.

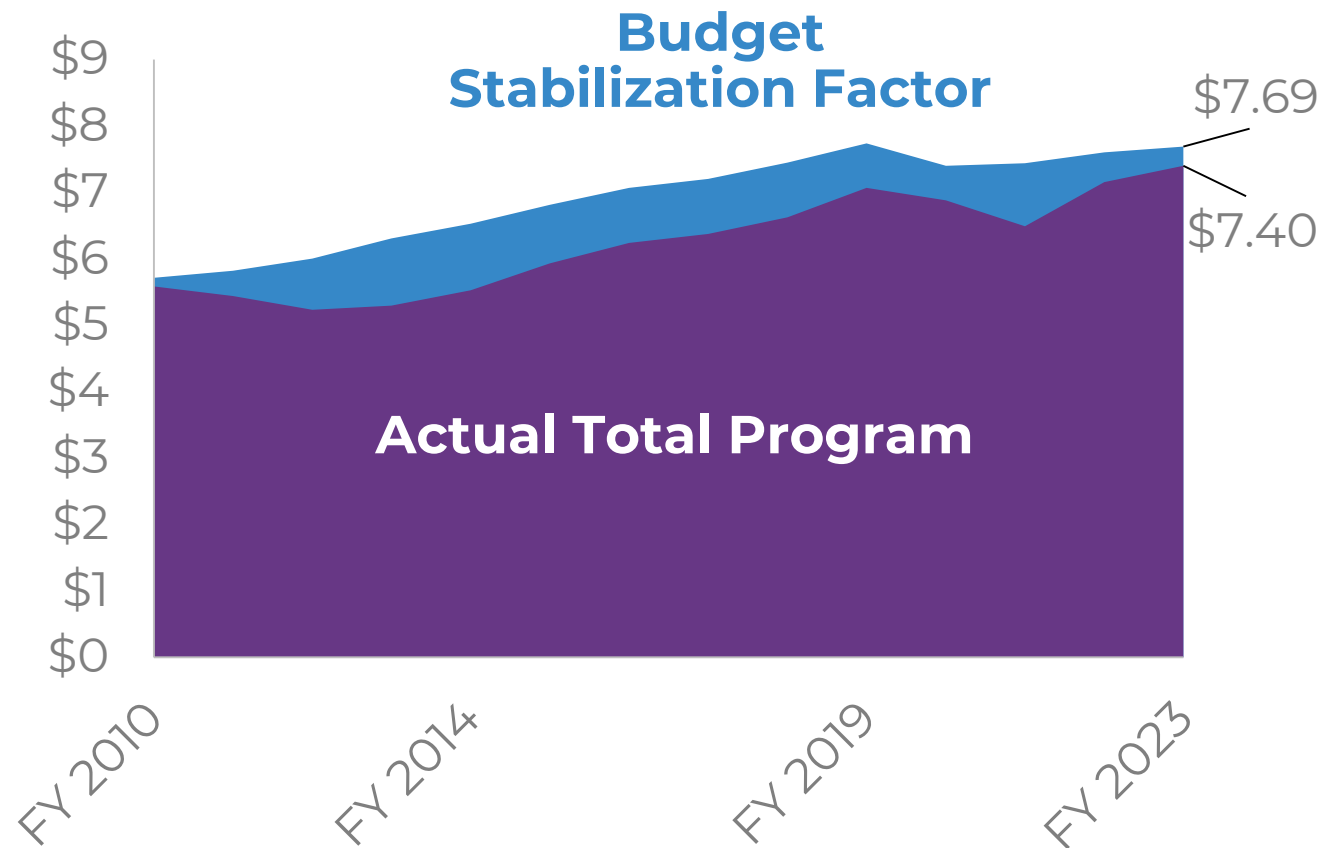
Colorado School Finance Act – Local and State Share

The distribution of Local Revenue vs. State Share within Total Program depends on characteristics of the district.



Colorado School Finance Act – Budget Stabilization Factor

The Budget Stabilization Factor is last factor applied to the Total Program to reduce total funding proportionately across districts.



Colorado School Finance Act – Categorical Funding

On top of Total Program Jeffco receives Categorical Funding for:



Transportation



Vocational Education



English Language Proficiency



Special Education (GT and High Needs)

School Finance: History of Voter Approved Levies

Mill Levy Overrides

Year	Outcome
1998	Defeated
1999	\$35.8 Million (\$45 million authorized)
2004	\$38.5 Million
2008	Defeated
2012	\$39 Million
2016	Defeated
2018	\$33 Million w/Inflationary Factor
Total	\$146.3 Million

Bond Levy

Year	Outcome
1998	\$265 Million
2004	\$323.8 Million
2008	Defeated
2012	\$99 Million
2016	Defeated
2018	\$567 Million

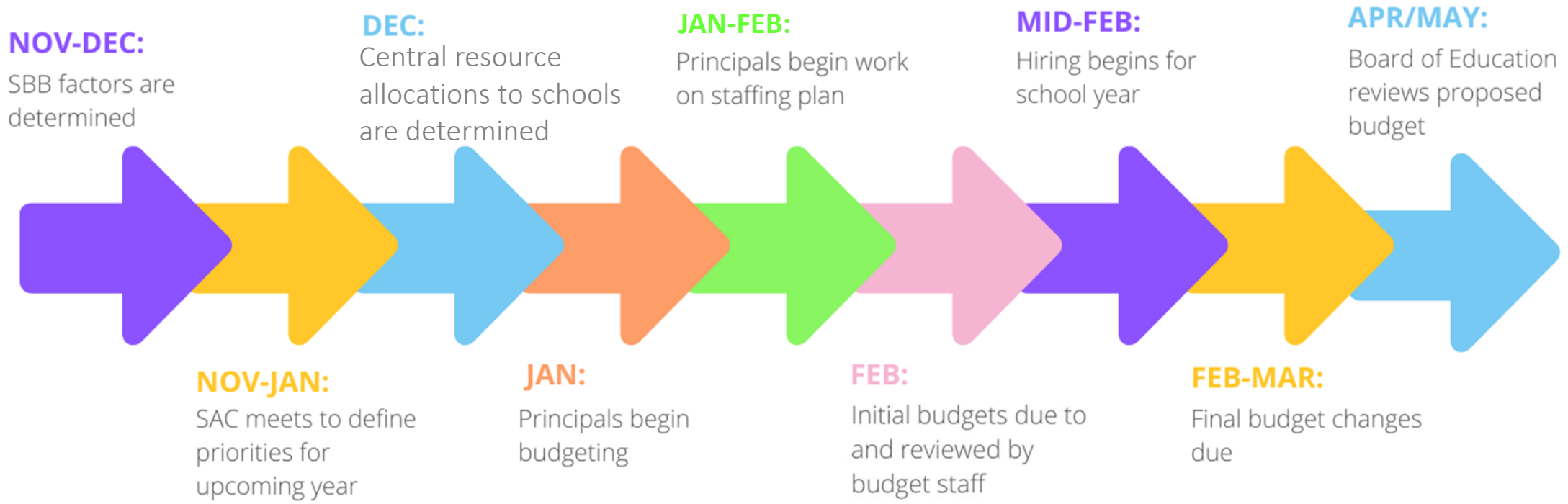
Note: Mill levies continue unless changed by election.

School Budgeting

Topics:

- School Budget Timeline
- School Resources
- Student Based Budgeting
- School Type Budget Allocations

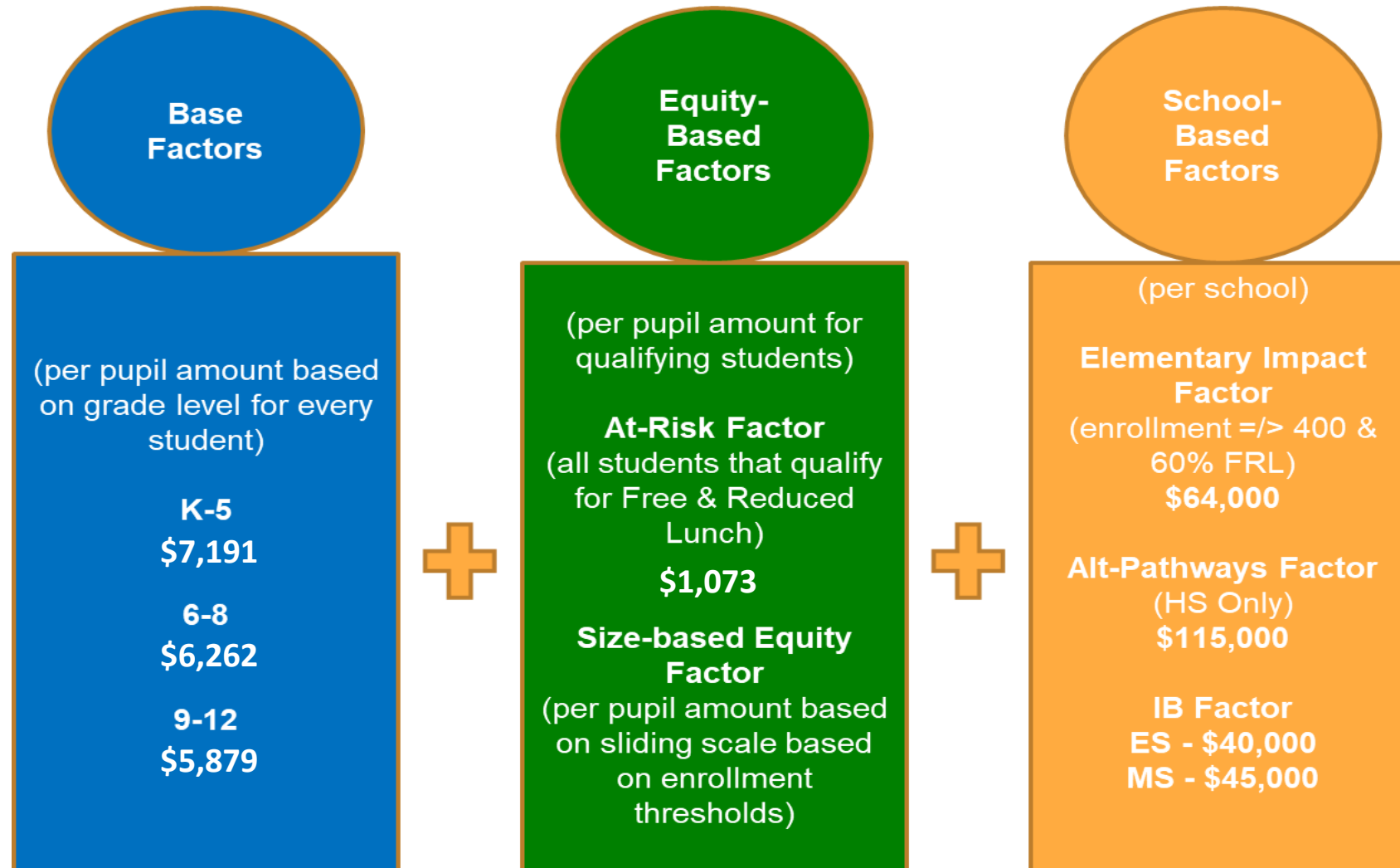
School Budget Timeline



School Resources – Student (\$) and Staff Supports

- Student Based Budgets (Financial allocation)
 - Allocates financial resources to schools based on their student counts and student factors such as at-risk
 - Empowers decision making closest to students
 - Adjusts funding so that schools of different sizes have enough to cover the minimum needs
- Staffed Services from Departments (Staff allocation)
 - Allocates staff resources to schools based on students counts, needs and other operational considerations
 - Principals still have a say in many of the hiring decisions
 - Departments provide professional development and oversight in several areas

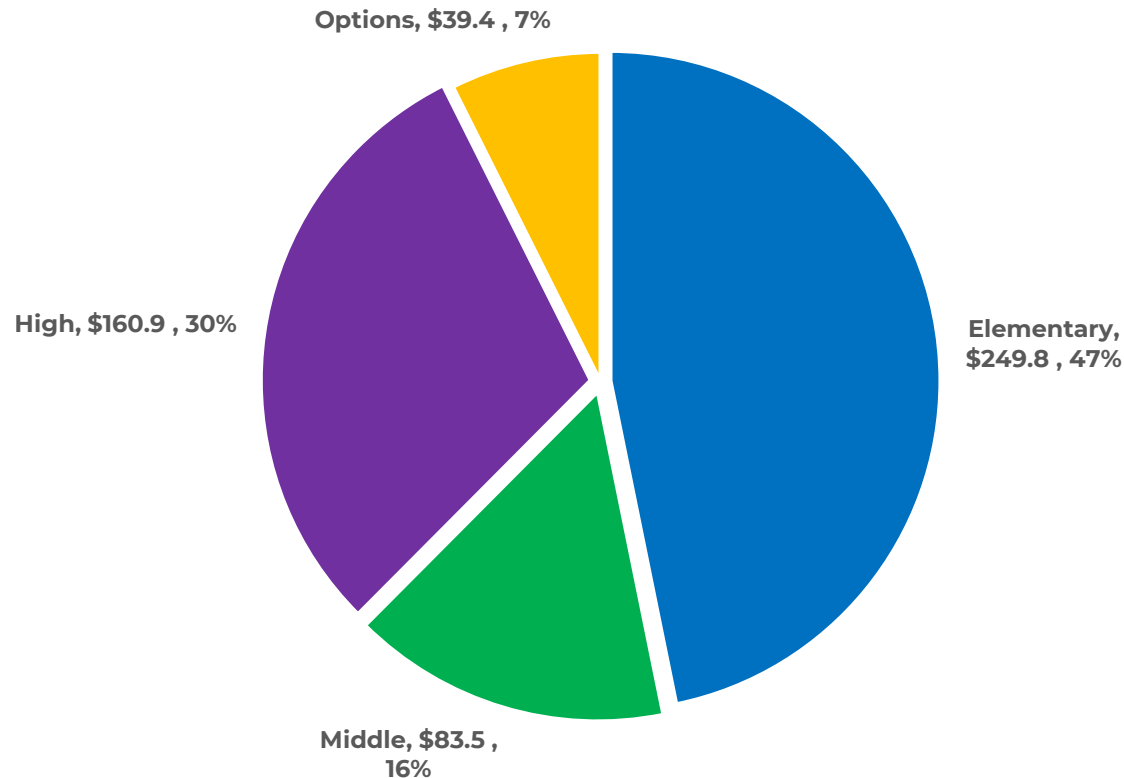
Student Based Budgeting



School Type Budget Allocations

School received over \$533.6 million from the general fund. The total FY 2023-24 general fund budget, excluding transfer to other funds, is \$849.4 million.

2023-24 School Allocation in Millions*



* Schools also receive staff allocations for positions like special education teachers, mental health professionals, family engagement liaisons, and operational services, etc.

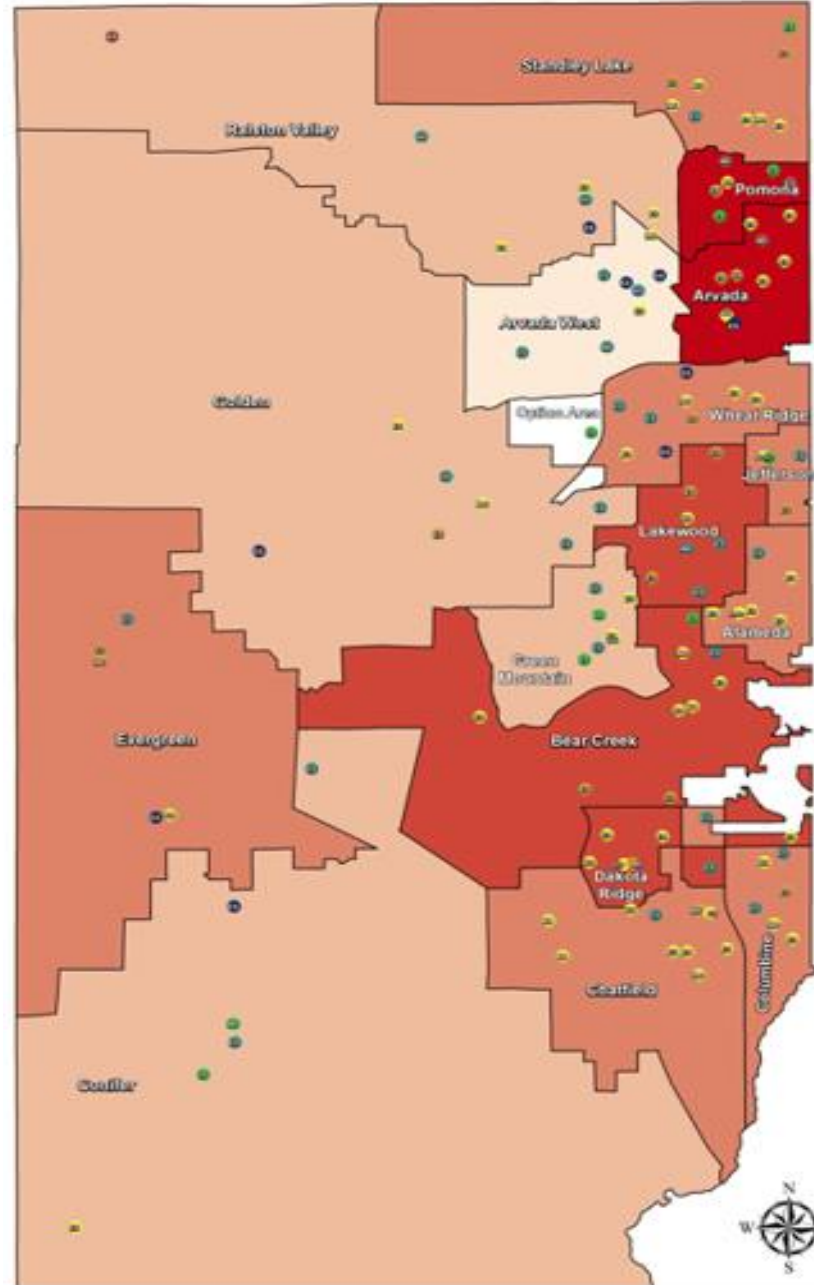
Jeffco Enrollment Patterns

Topics:

- Jeffco Districtwide Enrollment Shifts
- Historical Enrollment
- Matriculation Pattern

Jeffco Districtwide Enrollment Shifts

- While total enrollment has declined, some parts of the district are growing
- Graph includes ROFTS schools as part of the data and analysis



Percent Change in Membership by School and Articulation Area from 2021-22 to 2022-23 Schools

% Membership Change from 2021

- -25.20% to -15.66% (4 schools)
- -15.65% to -7.00% (18 schools)
- -6.99% to 0.00% (55 schools)
- 0.01% to 1.21% (10 schools)
- 1.22% to 7.52% (28 schools)
- 7.53% to 22.61% (9 schools)

Articulation Areas

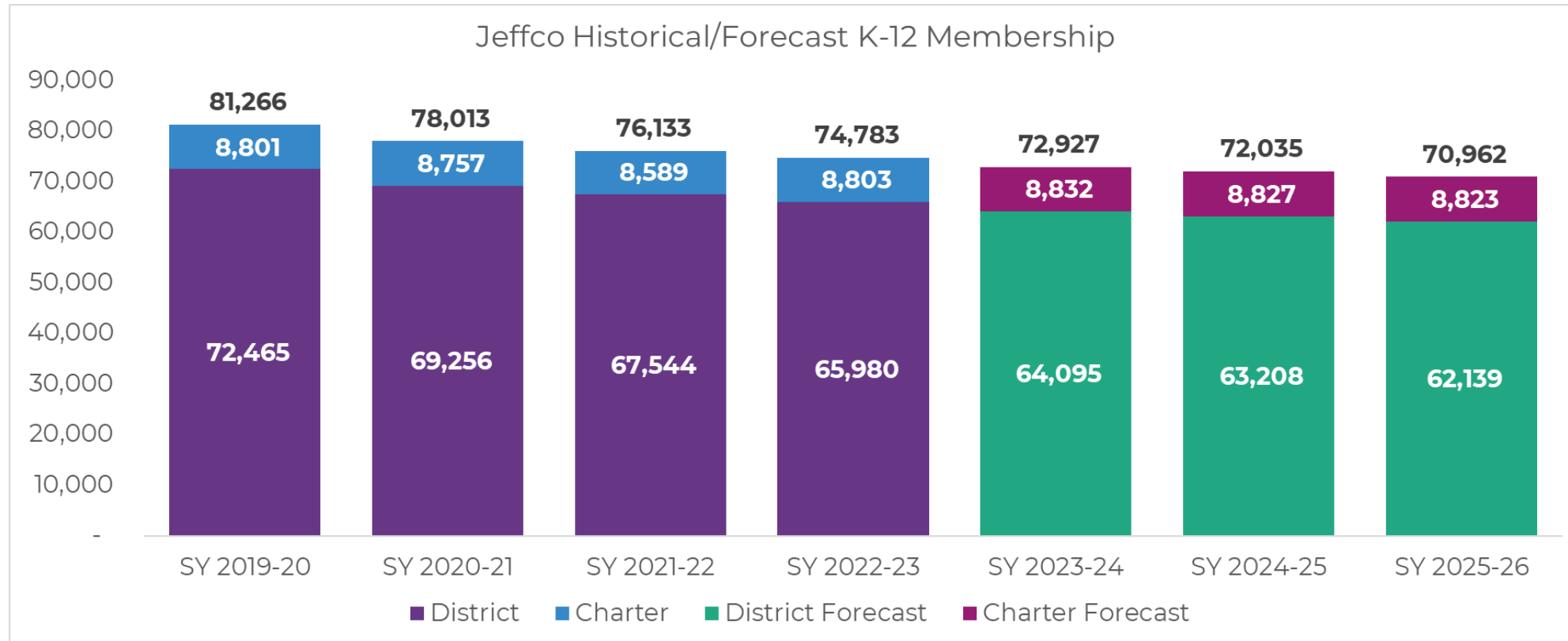
% Membership Change from 2021

- -9.06% to -8.36% (2 artics)
- -8.35% to -3.13% (3 artics)
- -3.12% to 0.00% (7 artics)
- 0.01% to 1.36% (4 artics)
- 1.37% to 3.79% (1 artic)

*Membership includes PK-12 and does not include charter, option, or special schools.

Enrollment – K12 Historical and Forecasted Membership

Jeffco district run schools will serve around 64,000 K-12 students next year; enrollment has dropped by 8,370 students (12%) since 2019-20

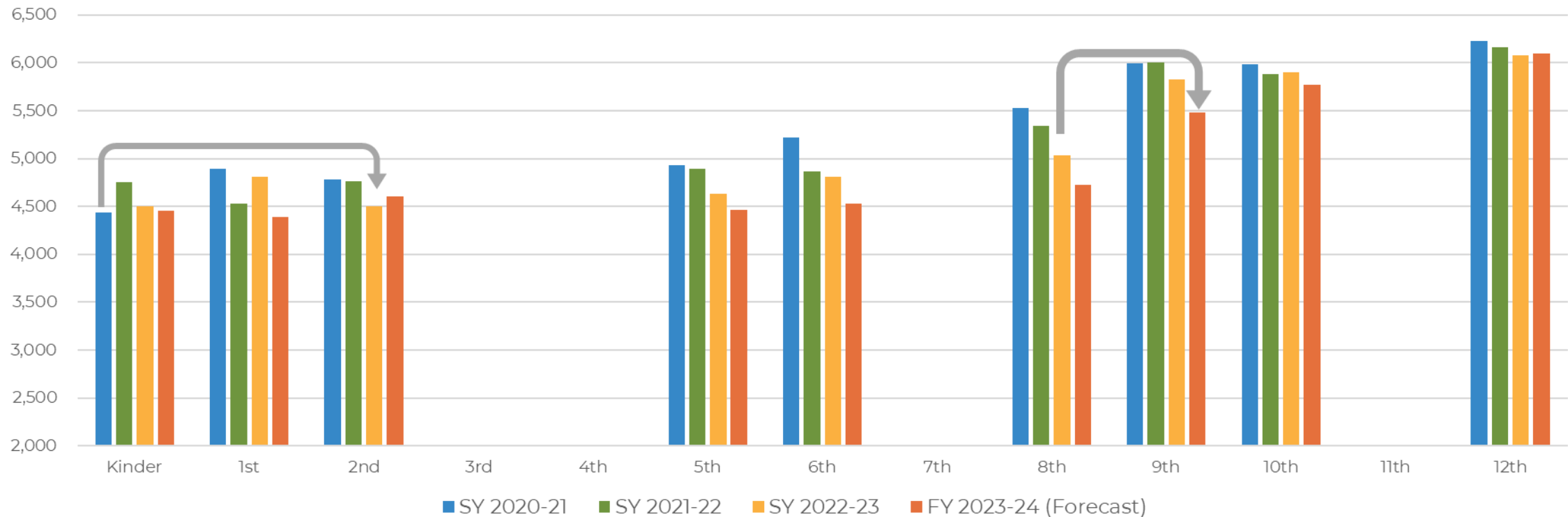


District-run schools are likely to lose ~1,000 students on average for SY25 and SY26

Enrollment – Year over Year Grade Matriculation Pattern

Grades K through 8th will average about 4,500 students per grade by next year; High school grades will continue contracting until they reach about 5,000 students per grade

K-12 Historical/Forecast District Membership



Questions?

DAC - District Reorg Presentation

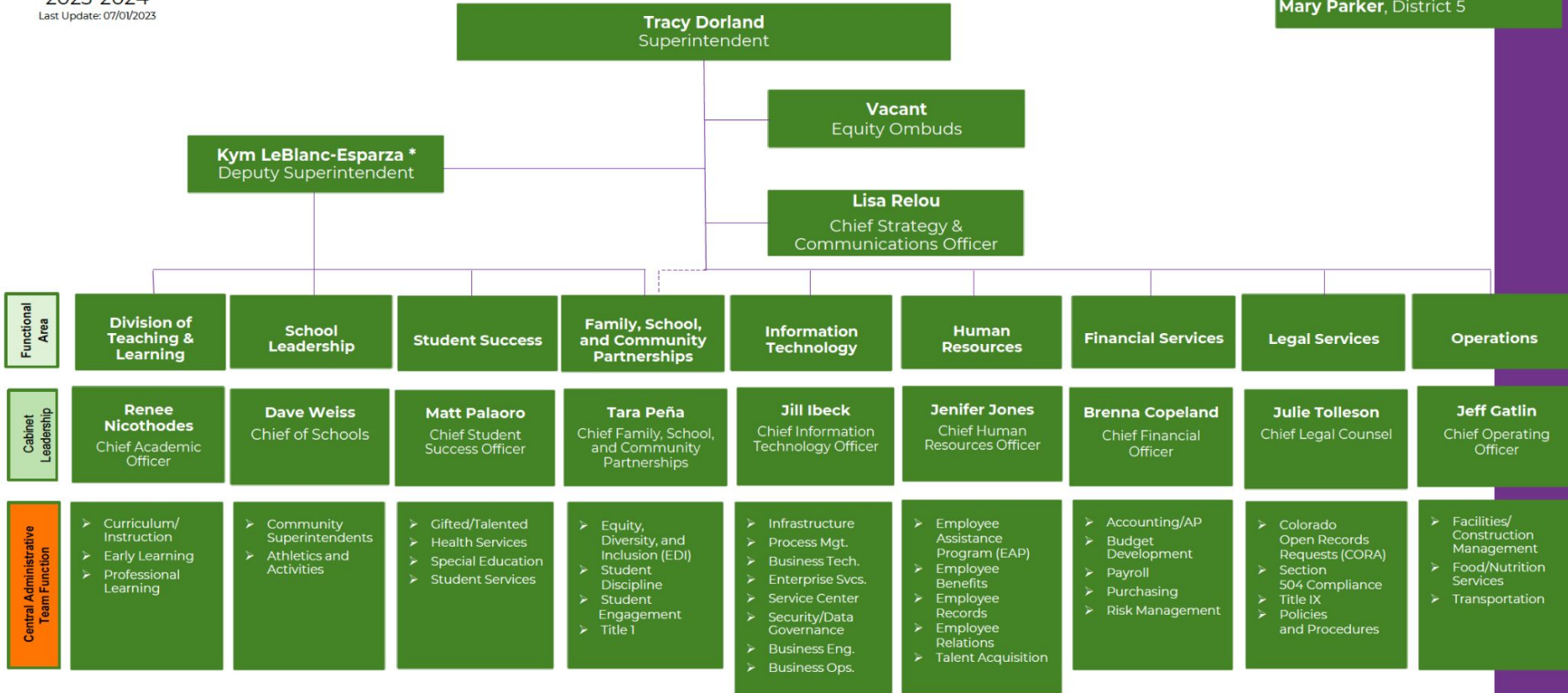
Dave Weiss, Chief of Schools

Tara Peña, Chief of Family and Community Partnerships

Jeffco Public Schools Leadership Structure

Board of Education

Danielle Varda, District 1
Paula Reed, District 2
Stephanie Schooley, District 3
Susan Miller, District 4
Mary Parker, District 5



*** Additional Direct Reports to Deputy Superintendent:**

Instructional Data Services

Security Management

Student Data Privacy & Reporting



JEFFCO 2025

THRIVES

Vision:

To be a thriving district where all students achieve their biggest dreams.

Mission:

To provide a world-class education that prepares all Jeffco students for bright and successful futures locally & globally.

Values:

Focus on Students | Excellence | Equity | Integrity | Belonging

4 Priorities:

1. Our Learners: Our Future

- *Culture of Instructional Excellence*
- *Extraordinary Student Experience*

2. Our People: Our Strength

3. Our Operations: Our Foundation

4. Our Communities: Our Legacy

2023-24 Major Initiatives: (that guide all priorities)

- Major Initiative #1: Student Outcomes
- Major Initiative #2: Central Services in Support of Student Outcomes

Structures in Support of Student Outcomes

THRIVING TEAMS SERVING ARTICS

School Leadership
Student Success
Communications
Teaching & Learning
Inst Data Services



Family Response Service Team (FRST)

Work with families to
resolve concerns and
navigate Jeffco



HR PARTNERS

End-to-end HR service
delivery to designated
schools and departments

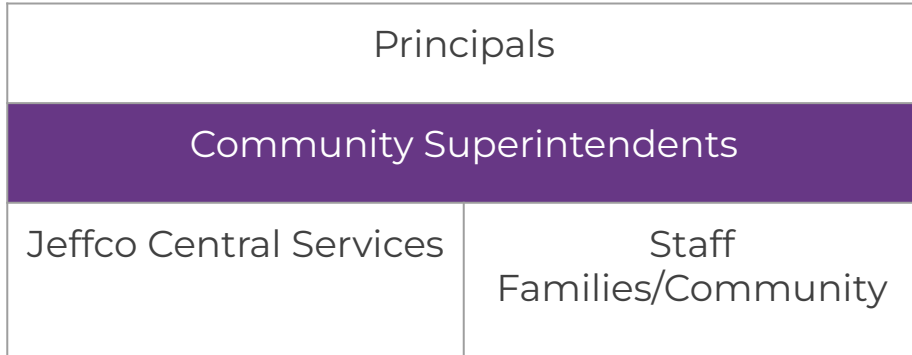
Services and supports that empower Jeffco
community superintendents and principals
to focus on their role as extraordinary
Instructional Leaders



Structures in Support of Student Outcomes

Services and supports that empower Jeffco community superintendents and principals to focus on their role as extraordinary Instructional Leaders

Moving from this to 



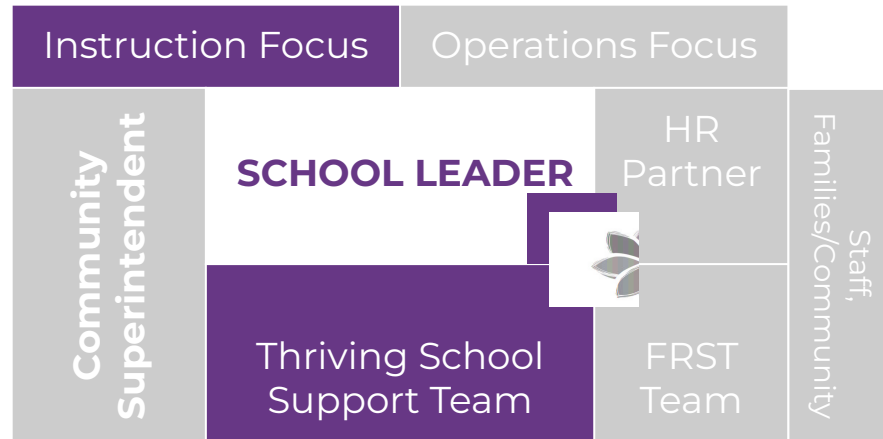
Community Superintendents in Support of Student Outcomes

Services and supports that empower Jeffco community superintendents and principals to focus on their role as extraordinary Instructional Leaders



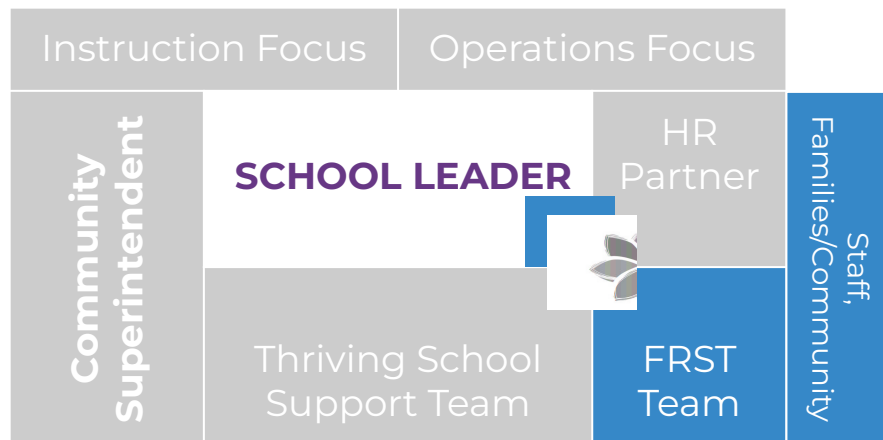
Thriving School Support Teams in Support of Student Outcomes

School Leadership, Teaching & Learning, Student Success, Communications, Instructional Data Services



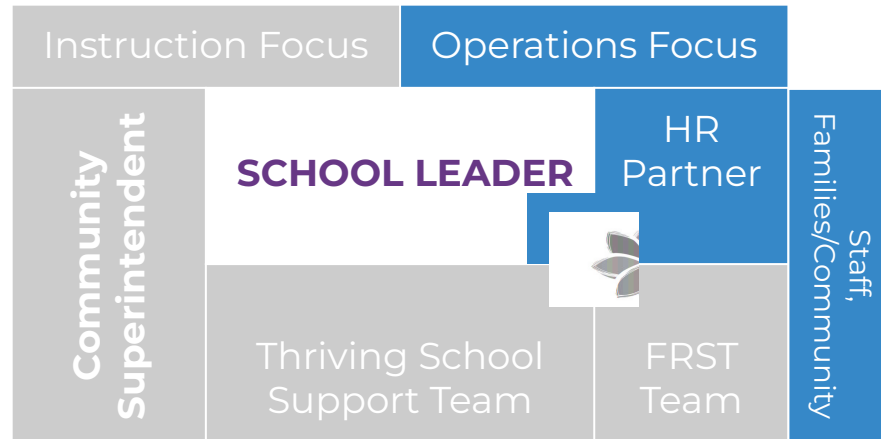
Family Response Service Team in Support of Student Outcomes

Work with families to resolve concerns and navigate Jeffco.



HR Partners in Support of Student Outcomes

End-to-end HR service delivery to designated schools and departments.



Community Superintendents in Support of Student Outcomes

Services and supports that empower Jeffco community superintendents and principals to focus on their role as extraordinary Instructional Leaders

The School Leadership Team exists to **lead** and develop school leaders for the benefit of improving student outcomes and experiences

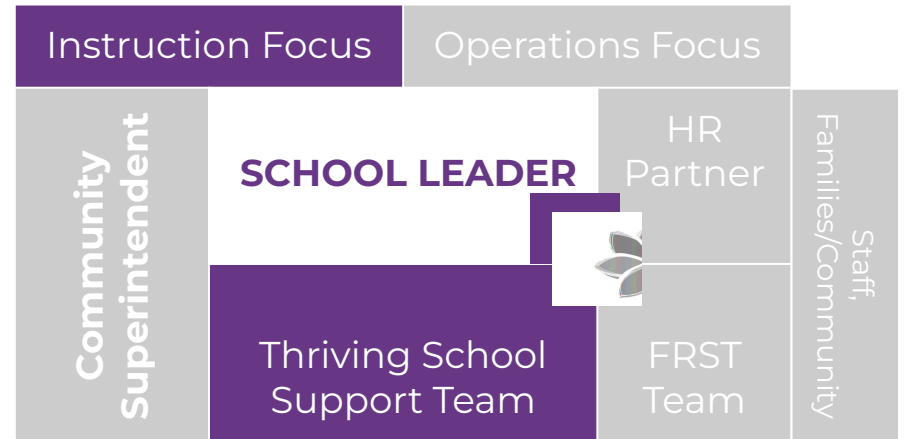


Thriving School Support Teams in Support of Student Outcomes

School Leadership, Student Success, Teaching & Learning, Instructional Data Services, FCP, Professional Learning, Budget, Communications, HR

If our central leaders engage in learning-focused partnerships and provide unified support to schools, grounded in the strategic plan...

Then principals will be able to dedicate more time and attention to instructional leadership.



Partnerships in Support of Student Outcomes

Conifer, Evergreen, OELS, D'Evelyn



Community Superintendent
Wes Paxton
O. 303.982.5285 | C. 303.356.8400
wesley.paxton@jeffco.k12.co.us

Executive Administrative Assistant
Sara Merkel
303.982.6611
sara.merkel@jeffco.k12.co.us



School Safety & Security
24/7 Dispatch Center
303.982.2445

Crisis Response & Recovery
Terry Walderman
303.704.5039

Thriving School Support Team

Academic Leadership Team



Teaching & Learning
Stacey Paulson
303.982.6405
stacey.paulson@jeffco.k12.co.us



Family & Community Partnerships
Janace Fischer
303.982.6108
janace.fischer@jeffco.k12.co.us



Special Education
Allison Kratzer
O. 303.982.8170 | C. 303.982.8170
allison.kratzer@jeffco.k12.co.us



Data
Andrew Zapotoczny
303.982.2953
andrew.zapotoczny@jeffco.k12.co.us

Operations Leadership Team



Budget
Diane Hamilton
303.982.7680
diane.hamilton@jeffco.k12.co.us



Human Resources
Megan Hendricks
O. 303.982.8145 | C. 303.982.8145
megan.hendricks@jeffco.k12.co.us



Communications
Rob Whitfield
O. 303.982.6791
rob.whitfield@jeffco.k12.co.us



West Transportation
Josie Gallagher
303.982.5215
josie.gallagher@jeffco.k12.co.us

Area Maintenance
Ryan Gomez
O. 303.982.1228 | C. 303.906.6840

Information Technology
JeffcoHelp Line
303.982.2200

Bergen Meadow Elem
Bergen Valley Elem
Blue Sky Outdoor Lab
Conifer High School
D'Evelyn Jr/Sr High

Elk Creek Elem
Evergreen High School
Evergreen Middle School
Marshdale Elem
Parmalee Elem

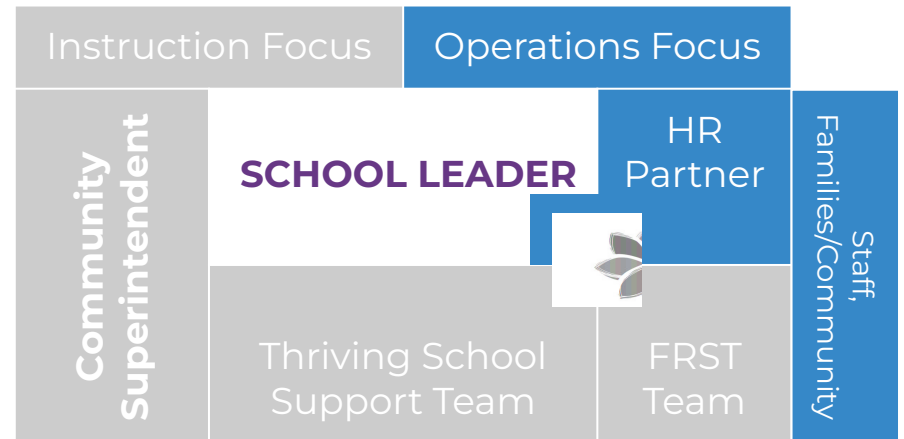
West Jefferson Elem
West Jefferson Middle School
Wilnot Elem
Windy Peak Outdoor Lab



HR Partners in Support of Student Outcomes

End-to-end HR service delivery to designated schools and departments.

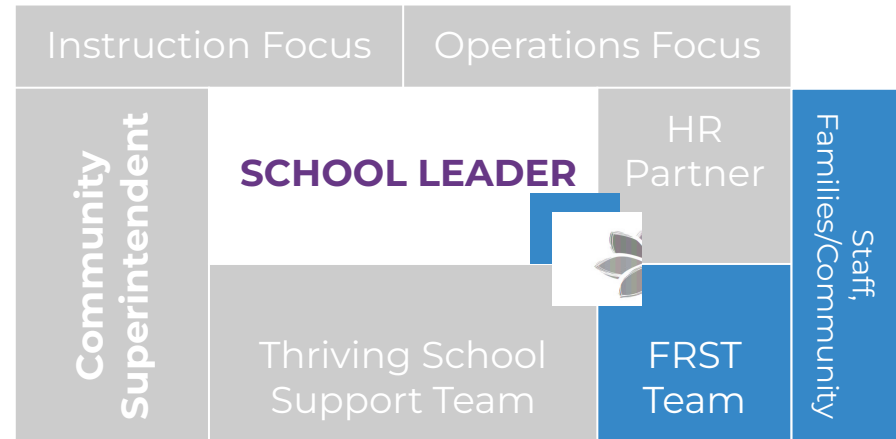
HR Partners understand the human resources needs of their schools and departments and provide expert consultation, assistance and partner with leaders to develop and implement solutions focused on **Our People: Our Strength**



Family Response Service Team in Support of Student Outcomes

Work with families to resolve concerns and navigate Jeffco.

Jeffco FRST will be a main point of contact for families who need assistance accessing school and district resources, addressing concerns, and building skills to be strong partners in their child's education aligned with **Our Communities: Our Legacy**



Structures in Support of Student Outcomes

THRIVING TEAMS SERVING ARTICS

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Student Success
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Teaching & Learning
Inst Data Services



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