

DAC Review of the Draft District Unified Improvement Plan

Tuesday, May 18, 2020

DUIP Co-Chairs: Jill Fellman & Lorri Avery



JEFFCO PUBLIC SCHOOLS



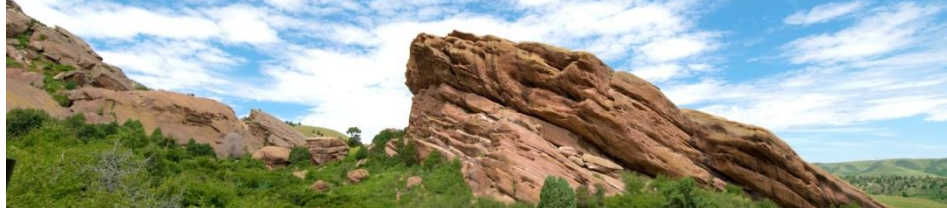
Outcomes

- Reminder of District Unified Improvement Plan timeline
- Provide feedback on action plans
- Vote on preliminary DAC approval for 2021-22 District Unified Improvement Plan (DUIP)



DUIP Timeline

- Preliminary DAC Approval in May
- Updated DUIP to DAC in August
 - confirmation of May approval
- Board approve in September
- CDE submission in October
 - [New DAC Timeline](#)



2021-22 DUIP Action Planning Form

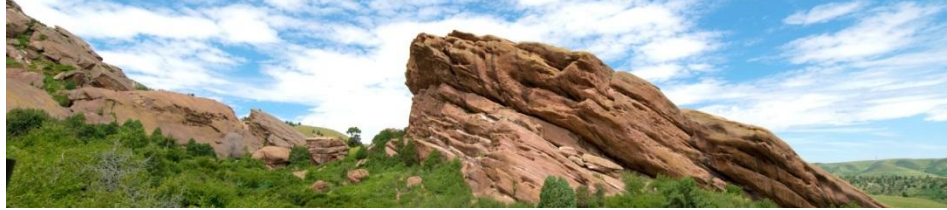
- Action Plan Feedback
 - https://docs.google.com/document/d/1NTiciHu1pv7DMrXNxLIbIpMltiPvNJNpFor_br7Eqa8/edit?usp=sharing



Jamboard

- Take 10 minutes to provide feedback on Jamboard

https://jamboard.google.com/d/12nbOuC4eAl8RdyBxJg0VNcnNAEnho1D_4gHAsaKngbA/edit?usp=sharing



Poll

After reviewing the 2021-22 draft DUIP, I give preliminary approval for this plan, given that the district will adjust the final plan based on end of year data and other stakeholder input for a final DAC review in August 2021.

Vote: Yes or No



Next Steps

- Jeffco staff and DAC DUIP Subcommittee will finalize DUIP in August
- August DAC meeting to review any changes to draft DUIP



Thank you!



JEFFCO
PUBLIC SCHOOLS

2021-22 DUIP Action Planning Form DRAFT

Major Improvement Strategy: District-wide Implementation of a Multi-Tiered System of Supports (MTSS) Continuous Improvement Approach With an Emphasis on Literacy

Root Cause:

Inconsistent district/school/classroom leadership, data-based decision making, family partnerships, tiered supports and evidence-based practices to meet all students' needs. Depending on the school and/or classroom, all students may not receive or benefit from effective continuous improvement processes to meet their varied academic, behavioral, and social-emotional needs. District supports have not been integrated across all departments to develop and support systemic leadership, data-based decision making, family partnerships, tiered supports and evidence-based practices to meet all students' needs.

What success will look like: Through systemic implementation of a Multi-Tiered System of Supports (MTSS) to identify, implement, and monitor student success, 100% of schools will achieve increased academic growth for all students, especially students not yet meeting grade level expectations in literacy.

Action Planning Areas:

1. Team-Driven Shared Leadership
2. Data-Based Problem Solving and Decision Making
3. Family, School, and Community Partnering
4. Layered Continuum of Supports
5. Evidenced-Based Practices

Action Planning Area 1: Team-Driven Shared Leadership: Ensure teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities

Action Planning Steps	Implementation Benchmarks	Interim Measures	Key Personnel	Resources
Cultivate a culture of equity, inclusion, and belonging in a district literacy professional learning plan to create equitable educational access and opportunity across race, class, ethnicity, gender, sexual orientation, religion, (dis)ability, and language	<p>Develop and execute a District Professional Learning Plan</p> <p>Develop and execute MTSS Literacy Communications Plan</p>	Improved trends for student survey agreement for academic challenge across subgroups	Educational Research & Design, Student Success, School Leadership Team, Cabinet	General Fund
Create cross departmental structures and supports to manage the change process required to implement district professional learning plan for literacy	<p>Create district MTSS Leadership Team (MLT) to partner across central dept's on literacy action plan that supports MTSS integration</p> <p>Hold MLT PLC regular meetings to review data and adjust action plan steps with regular updates to Cabinet</p>	<p>Ongoing feedback from District Advisory Committees (Teacher Advisory, Principal advisories) for plan adjustments</p> <p>Staff surveys/feedback on stages of concern and levels of use</p>	Educational Research & Design, Student Success, School Leadership Team, Cabinet	General Fund

Action Planning Area 2: Data-Based Problem Solving and Decision Making: Enhance district supports and staff efficacy to use multiple data sources to inform decisions and support sustainable improved student and system outcomes

Action Planning Steps	Implementation Benchmarks	Interim Measures	Key Personnel	Resources
MTSS Leadership Team (MLT) and Cabinet model district decision making based on data and supports schools in the same practice. Uses data to monitor impact of literacy plan and adjusts and improves where needed.	The district MLT team meets for regularly scheduled meetings and data analysis	Progress and adjustments for implementation of the literacy learning plan are provided to cabinet based on staff feedback and student outcomes on MAP and Acadience (fall, winter, spring)	Educational Research & Design, Student Success, School Leadership Team, Cabinet	General Fund
School Insights will be communicated to and used by stakeholders for school and district continuous improvement planning.	School Insights Communication Plan implemented in Fall 2021	Usage and Traffic Analytic Reporting Trends Stakeholder feedback	Educational Research & Design, Comm. Svcs, School Leadership Team	General Fund
Families will have online access to their child/ren's test scores and instructional plan information for problem-solving and decision-making through a newly launched Student Insights.	Student Insights launches in Fall 2021	Usage and Traffic Analytic Reporting Trends Stakeholder feedback	Educational Research & Design	General Fund

Action Planning Area 3: Family, School, and Community Partnering: Prioritize family partnerships to support student learning and growth as well inform school/district planning and monitoring success of improvement processes

Action Planning Steps	Implementation Benchmarks	Interim Measures	Key Personnel	Resources
Create systems for family empowerment, feedback, and engagement in the literacy professional learning plan.	Families receive information and support, as well as provide feedback on literacy learning for their children	Increased support for literacy in student and family survey feedback	Educational Research & Design, Communication Services	General Fund
Family Engagement Liaisons (FELs) <ul style="list-style-type: none"> 32 Title I Schools Expansion of FELs in 7 Title I Jeffco Summer of Early Literacy (JSEL) sites and 7 non-Title I JSEL sites. 	FELs continue to support families in Title I schools and expand to include FELs in summer programs (JSEL) Trainings, site visits, and coaching meetings with FELs	Increased support for literacy in student and family survey feedback Principal feedback on the effectiveness of the FEL program	Title I Department, Curriculum & Instruction, Communication Services	Title I Funds General Fund READ Act Funding
Professional learning and training on high-impact family engagement provided to school leaders and related district leadership teams	Learning opportunities will be available for school leaders for family engagement throughout the school year	Exit tickets on effectiveness of trainings	Title I, Communication Services	General Fund Title I Funds

School level action plans for implementation of high-impact academically-focused family engagement	Schools include family engagement action steps in their Unified Improvement Plans (UIPs)	School leaders and Community Superintendents monitor action steps for continuous improvement	School Leaders, Community Superintendents	General Fund
Expansion of family/teacher home visits	Trainings offered for school staff	Feedback on effectiveness of training and implementation from school staff	Title I	Title I Funds
Determine if district will move forward with visioning and planning in partnership with CDE in the CDE FSCP p-12 Framework Collaborative https://www.cde.state.co.us/uip/2021fscprubriccollaborativeyearatglance	Depending on district decision, collaborate with CDE FSCP P-12 Framework Collaborative	Monthly meetings create shared districtwide vision and action plan for family engagement	Title I, Educational Research & Design, Communication Services	General Fund

Action Planning Area 4: Layered Continuum of Supports: Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students)

Action Planning Steps	Implementation Benchmarks	Interim Measures	Key Personnel	Resources
Build understanding and skills around tiered logic with every stakeholder. Analyze the knowledge and skills of stakeholders when selecting content for adult learning experiences. Coordinate training, education, and technical assistance on high quality, prevention based, layered supports that will improve academic and behavioral outcomes for every student.	Behavioral and socio-emotional support and training provided Training and resources provided for academic support of a range of learners and learning styles	Socio-emotional screeners Discipline data Acadience Benchmark MAP Benchmark	Student Success Department, Educational Research & Design, Community Superintendents	General Fund
Provide a variety of educator literacy learning supports to address student needs across a continuum, with a focus on literacy resources	Elementary schools provided with literacy training and support for literacy research project	Acadience Benchmark MAP Reading	Student Success Department, Educational Research & Design, Community Superintendents	General Fund READ Act
Continue Equity and Diversity learning across the district to foster inclusive learning environments for all students	District Equity Trainings held throughout the school year	Feedback on training from school staff	Student Success Department, Educational Research &	General Fund

		Student and staff surveys on climate/culture	Design, Community Superintendents	

Action Planning Area 5: Evidenced-Based Practices: Ensure instruction, intervention, and assessment practices in every classroom have been proven effective through research indicating improved outcomes for students

Action Planning Steps	Implementation Benchmarks	Interim Measures	Key Personnel	Resources
Jeffco Summer of Early Literacy (JSEL) provided in summer 2021 to accelerate learning for students with READ Plans.	<p>Enrollment and attendance of students at 14 elementary schools across the district</p> <p>JSEL teachers trained on evidence-based reading practices</p>	<p>Acadience Benchmark</p> <p>Amplify Reading Usage</p>	Educational Research & Design, JSEL staff	General Fund
All Jeffco grade K-3 teachers complete the CDE required evidence-based training for teaching reading as a result of changes to the Colorado READ Act in SB 19-199.	<p>On-going communication to inform school leaders and teachers of upcoming CDE deadlines</p> <p>Development of online systems to collect teacher training completion information</p>	<p>Percent of teachers completing training</p> <p>Percent of teachers uploading credentials into Jeffco online system</p>	Educational Research & Design, IT	General Fund

Implement a research approach to the use of a new elementary reading resource in a cohort of schools in 2021-22.	Identify schools for new resource implementation Support schools in training and implementation	Feedback from staff on training and use of resource Classroom assessments, Acadience and MAP	Educational Research & Design, study schools, Community Superintendents	General Fund
The district will study multiple literacy resources across schools to ensure investment over the next few years is grounded in what we know will work for our diverse student population.	Collaborate with an external research partner to evaluate elementary literacy resources in Jeffco	Research report plan developed Research shared and acted upon regarding impact and effectiveness based on qualitative and quantitative data	Educational Research & Design, External Research Partner	General Fund

District Performance Targets (to be updated when end of year data become available)

2020-21 Target	2021-22 Target
MAP Math Grade 3 from Fall 2020 Mean RIT score of 189 to Spring 2021 Mean RIT score of 201.6	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Math Grade 4 from Fall 2020 Mean RIT score of 199 to Spring 2021 Mean RIT score of 209.9	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Math Grade 5 from Fall 2020 Mean RIT score of 208 to Spring 2021 Mean RIT score of 217.5	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Math Grade 6 from Fall 2020 Mean RIT score of 215 to Spring 2021 Mean RIT score of 223	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Math Grade 7 from Fall 2020 Mean RIT score of 222 to Spring 2021 Mean RIT score of 228.6	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Math Grade 8 from Fall 2020 Mean RIT score of 229 to Spring 2021 Mean RIT score of 234.4	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data

MAP Math Grade 9 from Fall 2020 Mean RIT score of 235 to Spring 2021 Mean RIT score of 238.6	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Math Grade 10 from Fall 2020 Mean RIT score of 236 to Spring 2021 Mean RIT score of 239.4	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Reading Grade 3 from Fall 2020 Mean RIT score of 190 to Spring 2021 Mean RIT score of 200.4	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Reading Grade 4 from Fall 2020 Mean RIT score of 201 to Spring 2021 Mean RIT score of 208.9	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Reading Grade 5 from Fall 2020 Mean RIT score of 208 to Spring 2021 Mean RIT score of 214.3	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Reading Grade 6 from Fall 2020 Mean RIT score of 214 to Spring 2021 Mean RIT score of 219	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Reading Grade 7 from Fall 2020 Mean RIT score of 218 to Spring 2021 Mean RIT score of 222.2	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data

MAP Reading Grade 8 from Fall 2020 Mean RIT score of 223 to Spring 2021 Mean RIT score of 226.4	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Reading Grade 9 from Fall 2020 Mean RIT score of 227 to Spring 2021 Mean RIT score of 229	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data
MAP Reading Grade 10 from Fall 2020 Mean RIT score of 230 to Spring 2021 Mean RIT score of 231.7	MAP projected RIT increase from Fall 2021 to Spring 2022 will be established based on Fall 2021 data

Colorado's Unified Improvement Plan for Districts

Directions: Section I provides an overview of the school's improvement plan and is populated automatically.

- A template for the executive summary is available at the end of this document.
- For accountability requirements unique to the school based upon federal and state accountability measures, view Section 1 of the school's UIP in the UIP online system:
<http://www.cde.state.co.us/uiip/uiip-online-system>

Consult the online UIP system for expectations for the UIP associated with the school.

Section II: Improvement Plan Information

Additional Information about the District

Context

Optional: Provide detail about district context (e.g., school improvement efforts, performance, and conditions). This will populate the Executive Summary in the online system only.

TBD

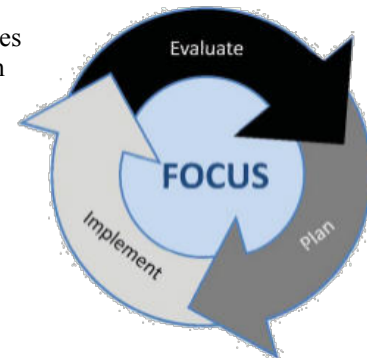
District Contact Information (Additional contacts may be added, if needed)

1	Name and Title: Tracy Dorland, Superintendent	
	Email: supt@jeffco.k12.co.us	
	Phone: 303.982.6800	
	Mailing Address: Jeffco Public Schools Superintendent Office 1829 Denver West Drive #27 Golden, Colorado 80401	
2	Name and Title: Carol Eaton, Executive Director	
	Email: Carol.Eaton@jeffco.k12.co.us	
	Phone: 303.982.6565	

	<p>Mailing Address: Jeffco Public Schools Instructional Data Services 1829 Denver West Drive #27 Golden, Colorado 80401</p>	
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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided at [Unified Improvement Planning Website](#).



Brief Description

Directions: Provide a brief description of the district to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Brief Description:

Jeffco Public Schools is the second largest school district in Colorado with **nearly 84,000** PK-12 students and approximately 15,000 employees. With approximately 155 schools and programs on 168 campuses, 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, 8% English language learners, and 31% eligible for free/reduced priced lunch. Attendance rates have remained stable at approximately **93%** over the past three years and district mobility has trended **around 6%** (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 for the 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.

Highlighted areas to be updated fall 2021

Reflection on the Prior Plan

Directions: Review student targets and Major Improvement Strategies from the previous year and provide a summary of what was successful and what may need to be updated or adjusted for this year. Consider to what extent improvement efforts in the past year impacted performance. For instance, were the strategies and action plan implemented as intended, and if so, did it have the desired effect?

Reflection on Prior Year Student Targets and Major Improvement Strategies: Provide a summary of the progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Jeffco Public Schools designed an extensive [Restart Plan](#) to reopen schools in August 2020. The district focused on building strong relationships with students in various learning environments (in-person, remote, and hybrid) throughout the year. Major improvement strategies included maximizing student learning time and effective use of digital tools for learning. The intent to ensure high academic expectations and application of responsive teaching (MTSS) in all classrooms varied due to the extent of disruptions to staff, students, and families from COVID-19 impacts.

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

For the school year 2021-22, Jeffco Public Schools will be experiencing significant changes. Namely, a new superintendent will lead the district's work during a time when schools will be transitioning from the challenges of the pandemic educational disruptions over since spring 2020. The district anticipates moving forward with in-person learning for all grade levels and meeting all student needs through high expectations and responsive teaching (MTSS) in all classrooms, while still offering a remote option for students who choose.

Current Performance

Directions: Review the DPF and local data. Document any areas where the school did not at least meet state/ federal expectations. At a minimum:

- Address areas where expectations were not met or areas where you would like to improve
- Provide a description of the magnitude of challenges

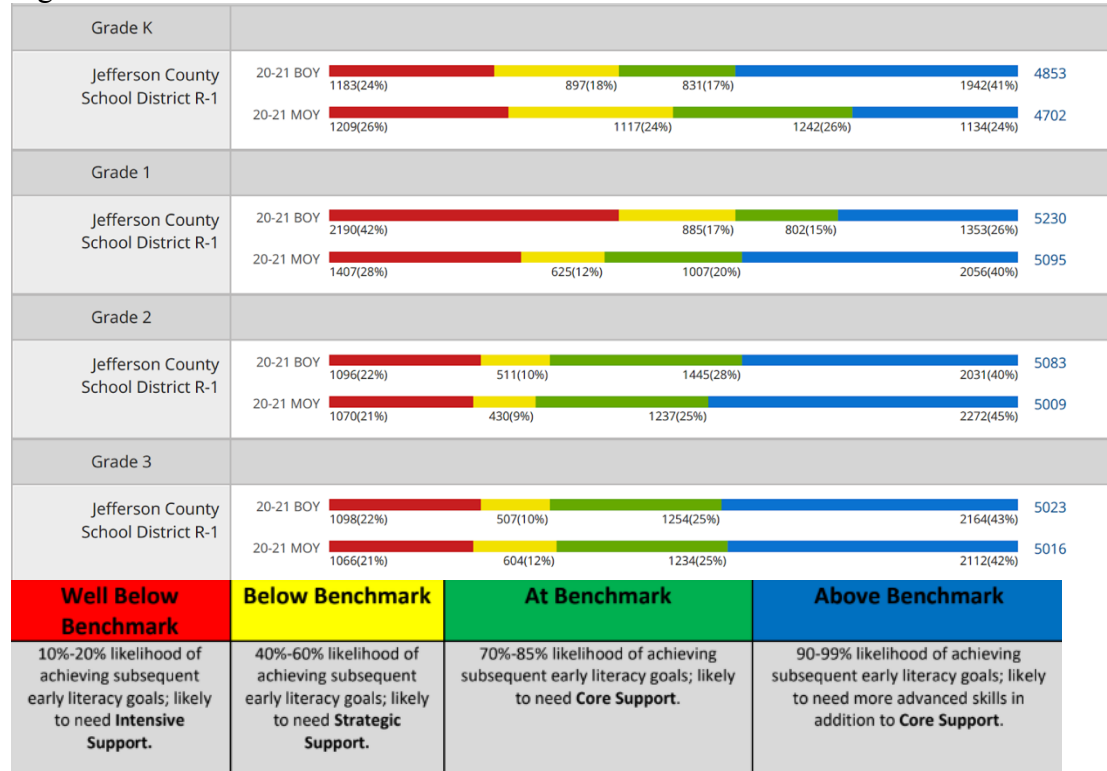
Some additional resources that may be helpful include: the pre-populated report (Section I), the Performance Frameworks, the District Dashboard and the School Dashboard. Consulting local data is also very important to this section.

Current Performance:

For the 2020-21 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. Since these assessments were administered in multiple modalities (in-person and online) and some students were not able to complete testing due to pandemic disruptions, district data should be interpreted with high levels of caution.

With these caveats in mind, Figure 1 shows district Acadience performance from fall 2020 to winter 2021. Between these two benchmarks, significant progress in reading appears to have been achieved for grade 1, stable performance in grades 2 and 3, and less than expected progress for grade kindergarten and some student subgroups such as English language learners and students with disabilities. Jeffco's performance is similar to other districts in CDE's Early Literacy Assessment Tool (ELAT) grant across Colorado.

Figure 1: Acadience Results from Fall 2020 to Winter 2021



BOY: Beginning of Year MOY: Middle of Year

Tables 1 and 2 show four year trends for MAP academic growth results. For math this school year, all grade levels performed at or above 50th percentile, higher median growth than the previous year. Median growth percentiles for Reading range from the 46th to the 53rd percentile and four grades had median growth at or above 50th percentile, and 4 had growth below 50th percentile. All grade levels experienced lower fall to winter median growth compared to previous years. While math academic growth was higher than reading growth, math achievement levels perform lower than reading.

Table 1: MAP Math Academic Growth

Fall to Winter MAP Math - Median Growth				
Grade	2017-2018	2018-2019	2019-2020	2020-2021
3	54	53	47	58
4	44	44	39	52
5	53	51	45	50
6	59	53	51	53
7	59	54	48	54
8	60	53	54	62
9	57*	55*	54*	62*
10	57*	55*	55*	62*

* All students enrolled in Algebra I, Geometry, or equivalent course take MAP Math; students in higher level math classes do not take MAP Math.

Table 2: MAP Reading Academic Growth

Fall to Winter MAP Reading - Median Growth				
Grade	2017-2018	2018-2019	2019-2020	2020-2021
3	54	52	50	48
4	54	54	52	46
5	58	52	52	50
6	55	53	48	46
7	53	51	51	47
8	57	56	56	50
9	56	57	56	53
10	60	55	60	52

Like many other school districts during the pandemic, Jeffco Public Schools experienced an increase in the percent of students failing secondary courses. Jeffco's middle and high schools worked on strategies to address this issue throughout the 2020-21 school year, reducing the failure rates by over 4% for high school (4,000 classes passed) and 2.5% (2,500 classes passed) for middle schools from fall 2020 to winter 2021. As of April 5, 2021 the overall district failure rates were 17% (middle school) and 18% (high school). The district will continue that work into the 2021-22 school year.

Revise with district spring assessment data, as well as state data when available.

Similar to the academic achievement and growth data described above, it is important to consider changes this year due to pandemic disruptions that impact the stakeholder survey results. For example, Jeffco's Family-School Partnership Survey did not include any paper survey options this year typically used in our Title I schools which means there was lower response rates in some district schools compared to prior years. For the student Make Your Voice Heard survey, students attending 100% remote instructional environments were not included in the district trended results for comparability reasons (although remote students' feedback were analyzed and reported for district/school improvement processes). These changes impact the trends for these surveys, since stakeholder participation changed this year compared to prior years. For the survey results below, these caveats apply.

Per Table 3 below, the district Family-School Partnership survey results show favorability trends declining over the past three years, especially in the area of Standard 5, Sharing Power.

Table 3: Jeffco Family-School Partnership Survey Trends

National Standard for Family-School Partnerships	2018-2019	2019-2020	2020- 2021
Standard 1: Welcoming All Families	88%	85%	82%
Standard 2: Communicating Effectively	84%	82%	78%
Standard 3: Supporting Student Success	85%	83%	81%
Standard 4: Speaking up for Every Child	76%	74%	76%
Standard 5: Sharing Power	78%	75%	68%
Standard 6: Collaborating with Community	86%	86%	85%

For Jeffco's districtwide student survey, Make Your Voice Heard, many areas remained consistent from prior years. Overall, the majority of students responded with high levels of favorability for all areas in Table 4 below (over 70% or higher for all constructs). For most areas, favorability increased for the 2021 results.

Table 4: Jeffco Make Your Voice Heard Survey Trends 2019-2021

Student Survey Area	Three-Year Trend of Favorability		
	Elementary	Middle	High
Academic Challenge	Decrease	Stable	Stable
Attendance and Engagement	Stable	Increase	Increase
Family Support for Learning	Stable	Stable	Stable
Future Aspirations	Decrease	Stable	Stable
Perceptions of Discipline Practices	Increase	Increase	Increase
Perceptions of Safety	Increase	Increase	Increase
School Connection	Stable	Increase	Increase
Student-Staff Relationships	Stable	Increase	Stable
Teacher Feedback	Stable	Increase	Increase

Key: *Stable* = within 2 percentage points of prior years; **Increase** = above 2 percentage points; **Decrease** = below 2 percentage points

Jeffco's [School Culture website](#) provides more detailed survey results for the district and schools. In addition, Jeffco's [School Insights](#) brings together multiple sources of data to provide a more complete picture of the district and schools.

Add staff survey results from the Teaching and Learning Conditions Colorado (TLCC) survey when data become available.

Trend Analysis

Performance Indicators (e.g. Academic Achievement, Postsecondary and Workforce Readiness, , etc.)	Description of Notable Trends (3 years of past state and local data)
Reading Growth	For Reading from fall 2020 to winter 2021, all grade levels (3 through 10) experienced lower fall to winter median growth compared to the previous three years at the district level on the MAP assessment.
Math Achievement	Math academic growth from fall 2020 to winter 2021 showed higher academic growth than reading; however, math achievement levels over the past four years have greater percentages of students performing below high and high average levels for the MAP assessment across all grade levels.
Student and Family Engagement	District stakeholder surveys show a decrease in family engagement over the past few years, likely exacerbated in the 2020-21 pandemic disruption year. The vast majority of student survey feedback has remained stable or increased in favorability compared to prior years, with the exception of academic challenge and future aspirations for elementary students.

Priority Performance Challenges

Directions: Based upon your analysis of notable trends, select a limited number (no more than three or four) of Priority Performance Challenges (PPCs). Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Priority Performance Challenge Name	Priority Performance Challenge Description
Reading academic growth below expectations	Academic growth results for the 2020-21 MAP and Acadience assessments demonstrated less than expected growth for large numbers of students in reading, especially males, students eligible for free/reduced lunch, Hispanic students, and other subgroups.
Math academic achievement below expectations	Academic achievement results for the 2020-21 MAP assessment demonstrated less than expected achievement for large numbers of students in mathematics, especially students eligible for free/reduced lunch, Hispanic students, and other subgroups.
Decline in districtwide family engagement	Family engagement has declined based on annual district survey results, especially in the national standard of sharing power.

Directions: Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Literacy and numeracy are foundational academic knowledge for students' future success in school and post-secondary work. The magnitude of impact is substantial, given the large numbers of students across the district with lower reading growth and lower math achievement. In addition, extensive national research supports the impact of high family engagement on student achievement.

Root Cause Analysis

Directions: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. This can be included in the "reflection" box. A description of the selection process for the corresponding major improvement strategies is encouraged.

Root Cause Name	Root Cause Description	Associated Priority Performance Challenge Name
Inconsistent district/school/classroom leadership, data-based decision making, family partnerships, tiered supports and evidence-based practices to meet all students' needs	Depending on the school and/or classroom, all students may not receive or benefit from effective continuous improvement processes to meet their varied academic needs. District supports have not been integrated across all departments to develop and support systemic leadership, data-based decision making, family partnerships, tiered supports and evidence-based practices to meet all students' needs.	Reading academic growth below expectations Math academic achievement below expectations Decline in districtwide family engagement

Directions: Provide a rationale for how these Root Causes were selected and verified:

Feedback from various stakeholders (students, families, school and central-based staff, District Accountability Committee, etc.) via surveys, meetings, and other venues supported this approach.

Section IV: Action Plan(s)

Major Improvement Strategies

Directions: Identify the major improvement strategy(s) for 2021-2022 and 2022-2023 that will address the root causes determined in the data narrative. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address.

Major Improvement Strategy Name	Associated Root Cause Name	Description of what success will look like:	Description of research supporting this strategy, and why it is a good fit for the school:
The district will ensure 100% of schools provide all students with evidenced-based academic, social-emotional and behavioral supports to meet individual needs so that all students make sufficient academic growth in the 2021-22 school year to be on track to meet or exceed grade level expectations in reading and/or mathematics	Inconsistent district/school/classroom leadership, data-based decision making, family partnerships, tiered supports and evidence-based practices to meet all students' needs	Through systemic implementation of a Multi-Tiered System of Supports (MTSS) to identify, implement, and monitor student success, 100% of schools will achieve increased academic growth for all students, especially students not yet meeting grade level expectations.	Multi-Tiered System of Supports (MTSS) is a research-based approach to continuous improvement that includes the following effective components: <ul style="list-style-type: none"> ○ Team-driven shared leadership ○ Data-based problem solving and decision making ○ Family, school, and community partnering ○ Layered continuum of supports ○ Evidence-based practices

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Action Planning Form for 2020-21 and 2021-22 [Refer to 2021-22 DUIP Action Planning Form for Draft](#)

Directions: For each identified Major Improvement Strategy, develop a plan for how the team will implement and how they will gauge progress. First, develop a progress monitoring plan by identifying practical, measurable benchmarks that will allow staff to monitor the implementation of the strategy. For each benchmark, determine the system and/or adult measures, type of data (perception, survey, evaluation), when it will be measured, by whom, and frequency. Second, detail attainable action steps that demonstrate how the team will implement the strategy. For each action, identify the appropriate personnel, resources needed, and achievable timeframe (within two academic years).

Major Improvement Strategy: District-wide Implementation of a Multi-Tiered System of Supports (MTSS) Approach

Implementation Benchmarks

Action Step	Description	Start Date (optional)	End Date	Frequency (optional)	Key Personnel	Status (e.g., completed, in progress, not begun) (optional)
Team-driven Shared Leadership						
Data-based problem solving and decision making						
Family, school, and community partnering						
Layered continuum of supports						
Evidence-based practices						

Action Steps

Implementation Benchmark Name	Description	Start Date (optional)	End Date	Resources	Key Personnel	Status (e.g., met, partially met, not met) (optional)

Target Setting [Refer to 2021-22 DUIP Action Planning Form for Draft](#)

Directions: Districts are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, Districts should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. For K-3 serving Districts, include the two required READ Act targets.

School Target Setting Form

Annual Performance Targets				
Performance Challenges	Performance Challenge Name/Description (Optional)	Current Year	Next Year	Interim Measures
Priority Performance Challenge 1				
Priority Performance Challenge 2				

Priority Performance Challenge 3				

School Insights

School-level Data



Concept & Development

CONCEPT

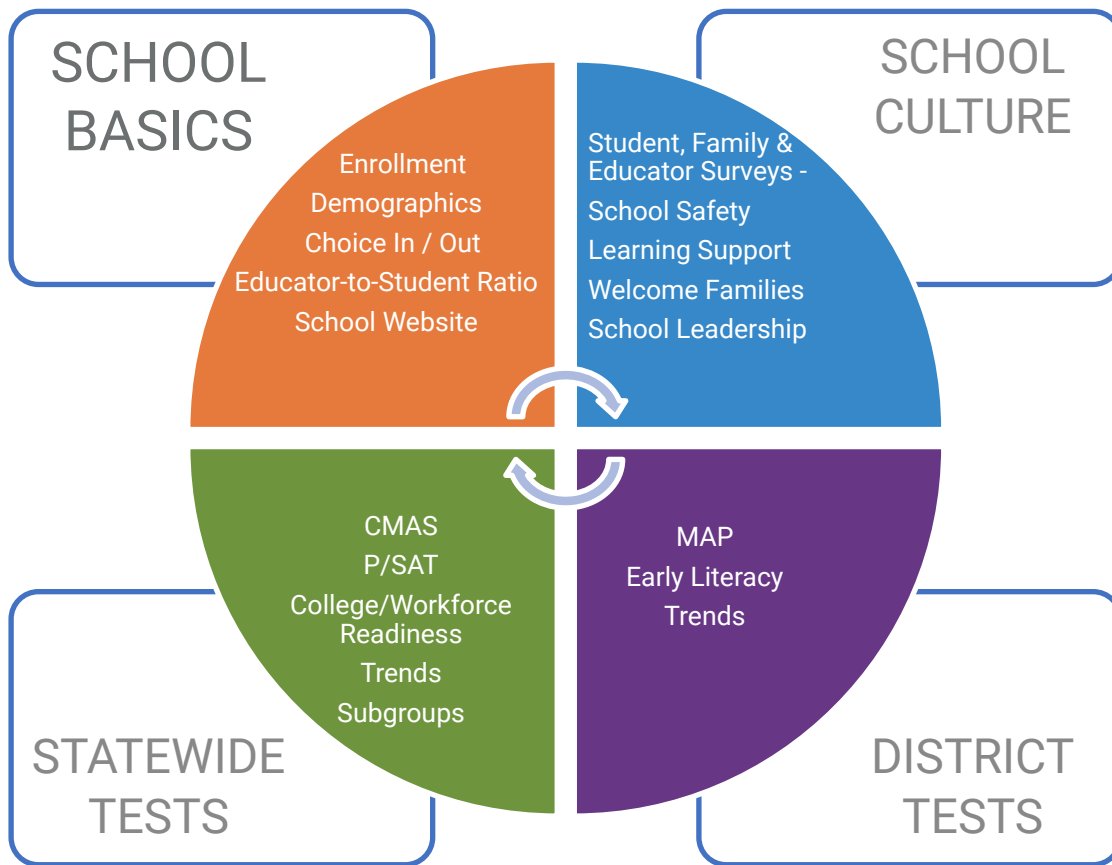
- District leaders and principals
 - Wanted to more efficiently process growing amounts of data
- Families and nonprofits
 - Requested school-level data for school improvement, grant seeking, community organizing

DEVELOPMENT

- Spring 2018 – Jeffco's Research team introduced 1-page paper tool to school and central leaders
- 100+ principals provided guidance and feedback
- Focus groups with families, principals, and teachers informed refinements



SCHOOL INSIGHTS
provides general
information about
each school together
with its unique culture
and student
academic
performance to
provide a complete
story.



IDENTIFY


What's working well

Where improvements are needed

INFORM

School Goal Setting
Unified Improvement Plans
Context for Classroom Data
Inform School Fit for Families
Student Ownership of School Story


Step 1: Select School
 District Summary

[School Basics](#)
[School Culture](#)
[Statewide Tests](#)
[District Tests](#)

[About Insights](#)

Official Counts (2021) [info](#)

80,088

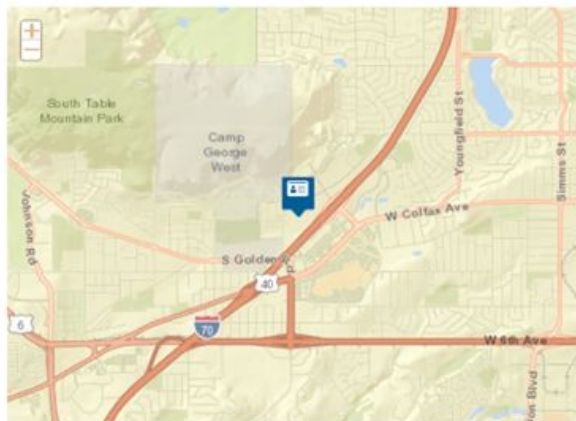
Student Enrollment

PreK - 12

Grades Served

92.2%

Average Attendance Rate

Location & Contact Information *info*

Links to School Resources

The screenshot displays the Jeffco Public Schools website. The top navigation bar includes links for 'Home', 'About Jeffco', 'Academics', and 'District Services'. The main content area features three large, colorful buttons: 'Join Us Today' (green), 'Join Us Tomorrow' (orange), and 'Join Us Tomorrow' (purple). To the right of these buttons is a small image of a red fire truck. Below the buttons, there is a section titled 'School Profile' with a sub-header 'Jeffco Public Schools'. This section contains a table with columns for 'School Name', 'Address', 'Phone', and 'Email'. The table lists several schools, including 'Jeffco Public Schools', 'Jeffco Public Schools', 'Jeffco Public Schools', and 'Jeffco Public Schools'. To the right of the table is a small image of a school building.

School Insights

EXPLORATION

Access from Jeffco homepage:

https://www.jeffcopublicschools.org/schools/school_insights



Discussion Questions

1. Does your school data resonate with what you know about your school (or your child's school)?
2. How might families use these data to support school efforts for improvement and/or to attain aspirational goals?
3. What data are missing? What should be included that isn't?

2021-22 DAC Chair & Vice Chair Applicants

Name	Position Applying for	Why are you Interested
Carsten Engebretsen	Chair	With over 25 years of experience in education and public policy, and over 10 years with Jeffco's school and District accountability committees (SAC/DAC), including Vice Chair and current Chair of DAC, I wish to continue leading the work of DAC to be the shared voice of our schools and Jeffco community as a credible and trusted advisory committee to the Board of Education. Having lead DAC through the challenges of the COVID 19 epidemic, my hope is we will be able to safely come together as a committee in the Jeffco Ed Center Board Room for the 2021-22 school year while remaining flexible to necessary remote meetings as the year progresses. I would like to thank everyone on the current committee for your dedication, commitment, and hard work, and for your flexibility during this unexpected and challenging time, and hope all will continue to serve and lead on the upcoming DAC. Together, there is much work to be done and I would be humbled and honored to continue to lead as your Chair of the 2021-22 District Accountability Committee.

2021-22 DAC Chair & Vice Chair Applicants

Name	Position Applying for	Why are you Interested
Laura Velapoldi	Vice Chair	<p>I have been involved in a school accountability committee as well as PTA for the past nine years, either as an active member or in various elected leadership roles such as a PTA board member or Accountability chair. For the past two years, I have also been a member of the District Accountability Committee as an Articulation Area Representative and most recently as chair of the Budget Subcommittee. In all of these roles, I have had the opportunity to learn about student-based budgeting, the district unified improvement plan, public education advocacy, family engagement and community building. Through these experiences, I have also come to better understand how important it is for continued improvement and commitment to building partnerships between our families, schools and the district.</p> <p>Outside of school-based volunteer leadership roles, I have also participated in volunteer roles on mill and bond campaigns, as team manager and as a scout leader. Prior to taking on a full-time role of mother, volunteer and child advocate I was a practicing attorney with experience in litigation, employment related negotiations and employee benefits. Prior to practicing law, I was a communications and fund raising professional at a child welfare organization.</p> <p>I believe my diverse background and commitment to public education and advocacy make me uniquely suited for the leadership role of Vice Chair of the District Accountability Committee. If selected as Vice Chair, I look forward to working in collaboration with the DAC Chair, subcommittee chairs and district staff to address any challenging issues and responsibilities as well as ensure that members of the Board of Education value and have confidence in DAC's advice. I am ready and willing to fulfill the responsibilities of Vice Chair and would be honored to be chosen for this role.</p>