



Overview of Jeffco DAC (District Accountability Committee) 2021 - 2022 School Year

Chair: Carsten Engebretsen

Vice Chair: Laura Velapoldi

District Liaisons: Dan Cohan and Renee Nicothodes



JEFFCO PUBLIC SCHOOLS



Jeffco DAC Mission

To advise and empower the school board and district staff with informed recommendations to support the education and growth of the whole child.



A Quick Education Acronym Primer

- **DAC** - District Accountability Committee
- **SAC** - School Accountability Committee
- **AAR** - Articulation Area Representative
- **DUIP** - District Unified Improvement Plan
- **SBB** – Student-Based Budgeting
- **SPED** - Special education
- **IEP** - Individual Education Plan
- **ALP** - Advanced Learning Plan
- **GT** - Gifted and talented
- **SEL** - Social/emotional learning
- **SPF** – School Performance Framework
- **AP** - Advanced Placement
- **IB** - International Baccalaureate
- **FRL** - Free/reduced lunch
- **ELL** - English language learner
- **ESL** - English as Second Language
- **2E** - Twice Exceptional
- **EL** – Expeditionary Learning



Why we do this?

We are the voice of our schools and community.

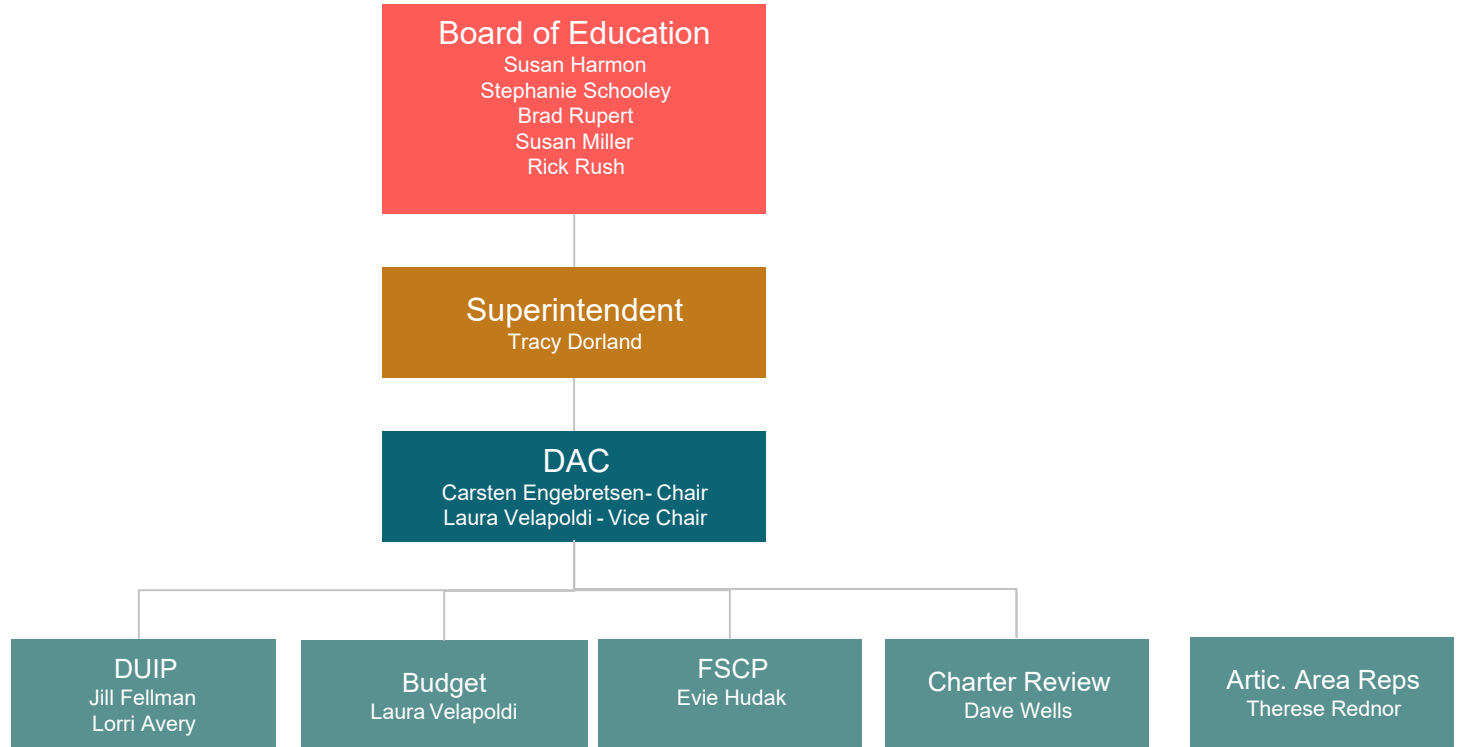
- We are an advisory body to the Board of Education, required by state law.
- We collaborate and work with district staff.
- We ensure that the Board hears all relevant information for the areas over which we have responsibility.
- We reach out to the community in a variety of ways for input into the process:
 - We are the voice of 155 SACs across the district.
 - We represent all facets of the Jeffco community:
 - Parents
 - Teachers, support professionals, and administrators
 - Business and community stakeholders and leaders
 - PTAs, family-school-community partnerships, and other similar groups
 - Charter schools and option schools



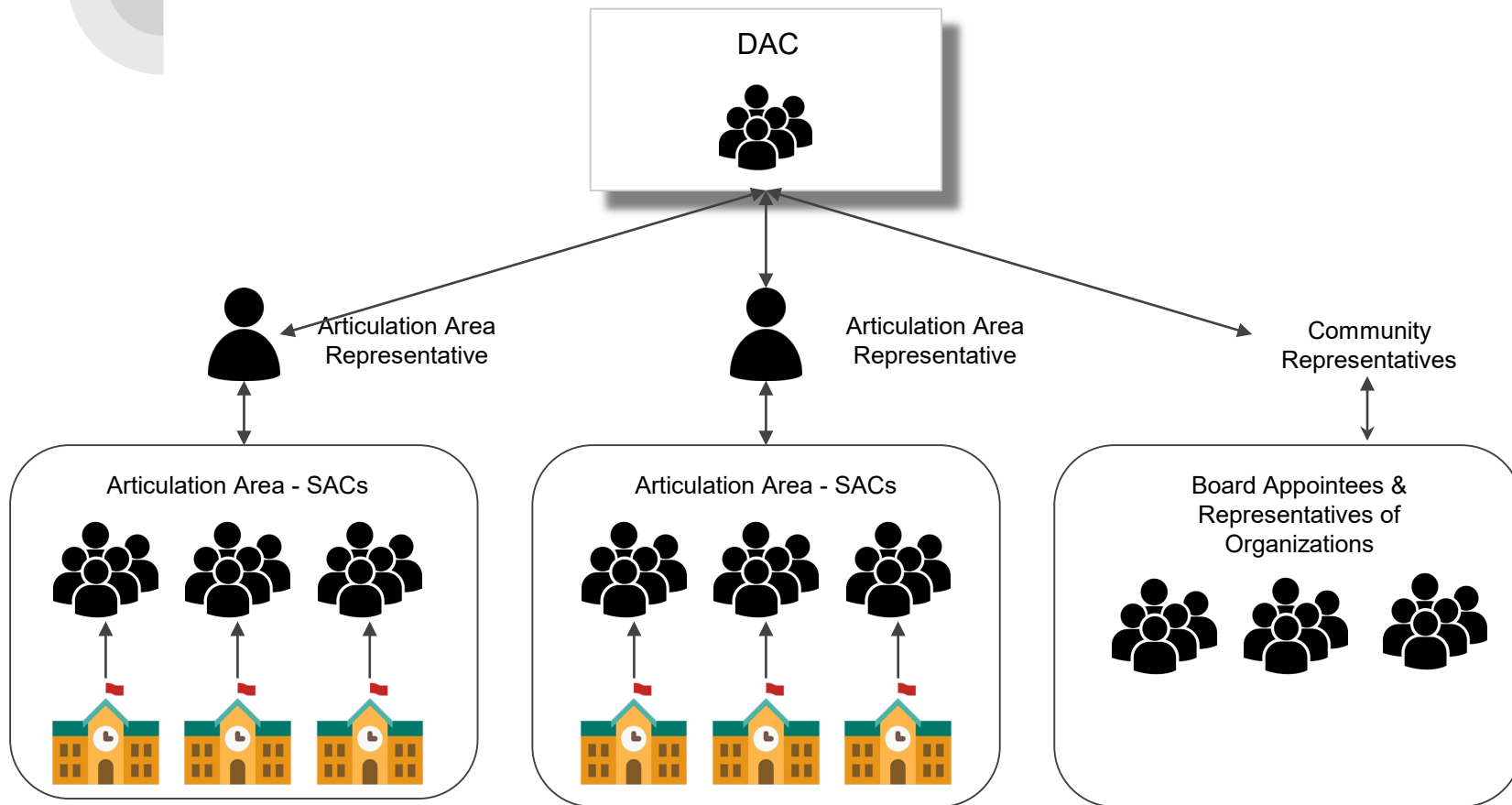
Key Areas of DAC Responsibility

- Academic achievement and growth
 - Budget priorities
 - Family/school/community stakeholder engagement
 - Charter school reviews
-
- *Touches virtually every aspect of our schools!*
 - *Helps shape funding and priorities that affect academic achievement and school/district programs.*
 - *Impacts 85,000 kids; 14,000 staff; and the community at large.*

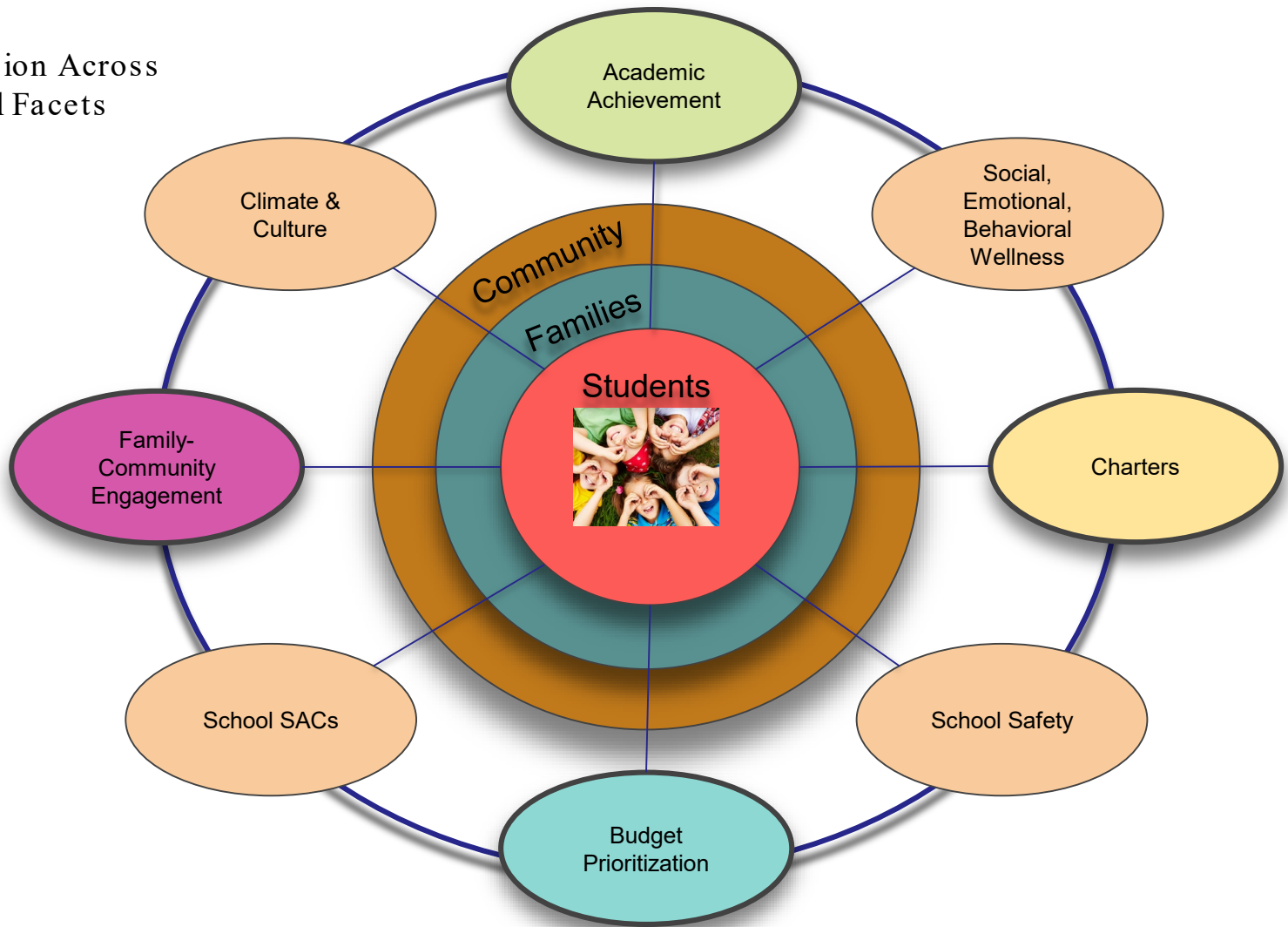
DAC Organization & the District



Our Best Work Starts Locally



Cohesion Across
All Facets



Impact of DAC on Board Decisions

- **Articulation Area Representatives** are local SACs' direct voice on the DAC.
- **SACs' UIPs** influence recommendations made by the DUIP Subcommittee.
- **School Budget Priority surveys** strongly influence decisions and recommendations made by the Budget Subcommittee.
- **District surveys** including **Family School Partnership**, **Make Your Voice Heard**, and **Healthy Kids Colorado** drive recommendations from the FSCP Subcommittee.
- Our Board listens to our recommendations.





DAC Goals for 2021 -2022 School Year

- Give greater voice to our schools through SACs into DAC processes and recommendations.
- Work to support alignment of district and school UIPs (Unified Improvement Plans).
- Support SACs by ensuring they have the tools and resources needed to operate in collaboration with school staff.
- Empower and encourage all families and communities to actively partner with schools to promote student success.



How DAC Operates

- Monthly meetings on the 3rd Tuesdays (with some exceptions) August through May.
- Bylaws
- Co-chairs
- AARs and community members
- Subcommittees
- Meeting(s) with Board of Education



General Expectations

- Meeting minutes, agendas, and relevant materials will be sent to you 1 week prior to each DAC meeting.
- You are expected to attend each meeting, prepared to discuss/vote.
 - General rule of thumb: Review at one meeting, vote at next one.
 - However... rules may be waived (by vote), in cases when expediency is required. We will inform you prior to the meeting.
- There is generally more to discuss than we have time for.
 - Participate in subcommittees: This is where much of the work happens and where you have the most direct influence.
 - Any additional input can be emailed to the chairs.
- For new DAC members:
 - Do not be afraid to ask questions.
 - It takes a full year to get your “sea legs” under you. Don't worry; it gets easier over time.
- Your “mileage may vary,” but you will likely spend ~2 hours a week on DAC-related activities.



Attendance and Subcommittees

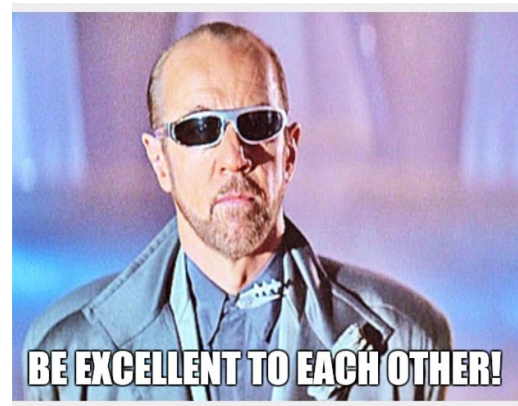
- Attendance is expected and required at monthly DAC meetings, generally the 3rd Tuesday of the month.
 - Let the Chair or Vice Chair know if you can't attend.
 - Two unexcused absences could result in your removal and replacement.
- DAC Members are appointed by BOE for two-year terms.
 - Can apply for renewal as many times as you want.
 - Stakeholder groups (JCEA, JCAA, JESPA, PTA) may recommend their own members to the BOE.
- You are expected to be an active member of at least one subcommittee.
 - There are 4 subcommittees: DUIP, Budget, FSCP, and Charter Review.
 - Meeting frequency and times are at the discretion of Subcommittee Chairs.

YOU ARE LEADERS IN OUR COMMUNITY - THIS IS A VERY IMPORTANT ROLE – THANK YOU!



Code of Conduct

- Read our bylaws.
- Be respectful: Thoughtful debate is great; personal attacks are not.
- No filibustering (there isn't time).
- Be PRESENT, PREPARED, ENGAGED, and ON TIME.
- Be open-minded.
- Be careful not to represent individual views as that of DAC's.
- Conflict of Interest policy:
 - We encourage you to volunteer (but remember: you're appointed to DAC).
 - Be aware that you may not represent the views of DAC in any other capacity unless delegated/appointed to do so.
 - Do not use your position in DAC for personal benefit.
 - Disclosure and recusal are expected in the rare event of a conflict of interest.





Articulation Area Representatives (AARs)

AAR Chair: Therese Rednor

Special meetings of all AARs may be arranged, if needed.

Otherwise, communication will be via email.

- AARs are the voice of local schools on the DAC – to work with SACs and principals to form a dialogue between DAC and the SACs.
 - 2 representatives for each high school articulation area
 - 3 representatives for charter schools
 - 2 representatives for option schools
- AARs are expected to work closely with their schools' SACs to share information and communicate needs to DAC.
- Resources and additional supports are provided for AARs.

DAC DUIP Subcommittee

DUIP = District Unified Improvement Plan

Co-Chair: Jill Fellman

Co-Chair: Lorri Avery

District Liaisons: Carol Eaton & Matt Flores

Meets 4:30-5:30 p.m. before regular DAC meetings.

DUIP Contents

(Required by Colorado Department of Education)

Requires:

- Performance data analysis
- Root cause analysis
- Major improvement strategies and action steps
- Targets & monitoring

COLORADO
Department of Education

LICENSING | ABOUT CDE | STATE BOARD | OFFICES | STAFF DIRECTORY | CAREERS AT CDE

SEARCH SITE INDEX

FAMILIES EDUCATORS DISTRICTS COMMUNITIES SCHOOLview

Home » Unified Improvement Planning

Resources

This page includes general resources for timeline and completion of the UIP as well as documents and tools for each section of the UIP. The resources are a mix of CDE-created templates that have been used in partnership with schools and districts and third-party resources that may be helpful for UIP continuous improvement processes and completing the UIP.

Important Dates

- **January 15** - For districts with schools on the Accountability Clock (i.e., priority improvement, turnaround), state law requires notification be sent to parents with information about the school's plan type, UIP process, and about the upcoming public hearing. **CDE will be monitoring the notification process this year.** The communication must either be emailed to accountability@cde.state.co.us or attached to the school's UIP by January 15.
- **January 15** - Schools receiving ratings of Priority Improvement and Turnaround required to submit UIP. Will receive feedback from CDE including if there are required changes for April submission.
- **April 15** - All schools required to submit UIP for public posting.

[View UIP principal and superintendent integrated timelines](#)

Guidance for UIP 2018-19

- [Revisions to the UIP Template 2018-19 \(PDF\)](#)
- [UIP Online System Handbook 2018-19 \(PDF\)](#)
- [UIP Quality Criteria Rubric - School \(PDF\)](#)
- [2018 Accountability Handbook \(PDF\)](#)
- [View additional guidance documents](#)

[View instructions and log in to UIP system](#)

UIP Tools

- General Resources
- Performance Data Analysis
- Root Cause Analysis
- Major Improvement Strategies and Action Steps
- Progress Monitoring: Targets and Benchmarks

Accountability, Performance and Support

- State Accountability Data Tools and Reports
- State Accountability
- District and School Performance Frameworks
- Federal Accountability

Unified Improvement Planning

- Overview
- Training
- Accessing Data
- Resources
 - General
 - Performance Data Analysis
 - Major Improvement Strategies and Action Steps
 - Targets and Benchmarks
 - UIP Online System
 - Contact Us
- District and School Support
- Family Engagement
- Accountability Stakeholder Groups
- Contact Us


<https://www.cde.state.co.us/uiip>



JEFFCO PUBLIC SCHOOLS

DUIP Overview

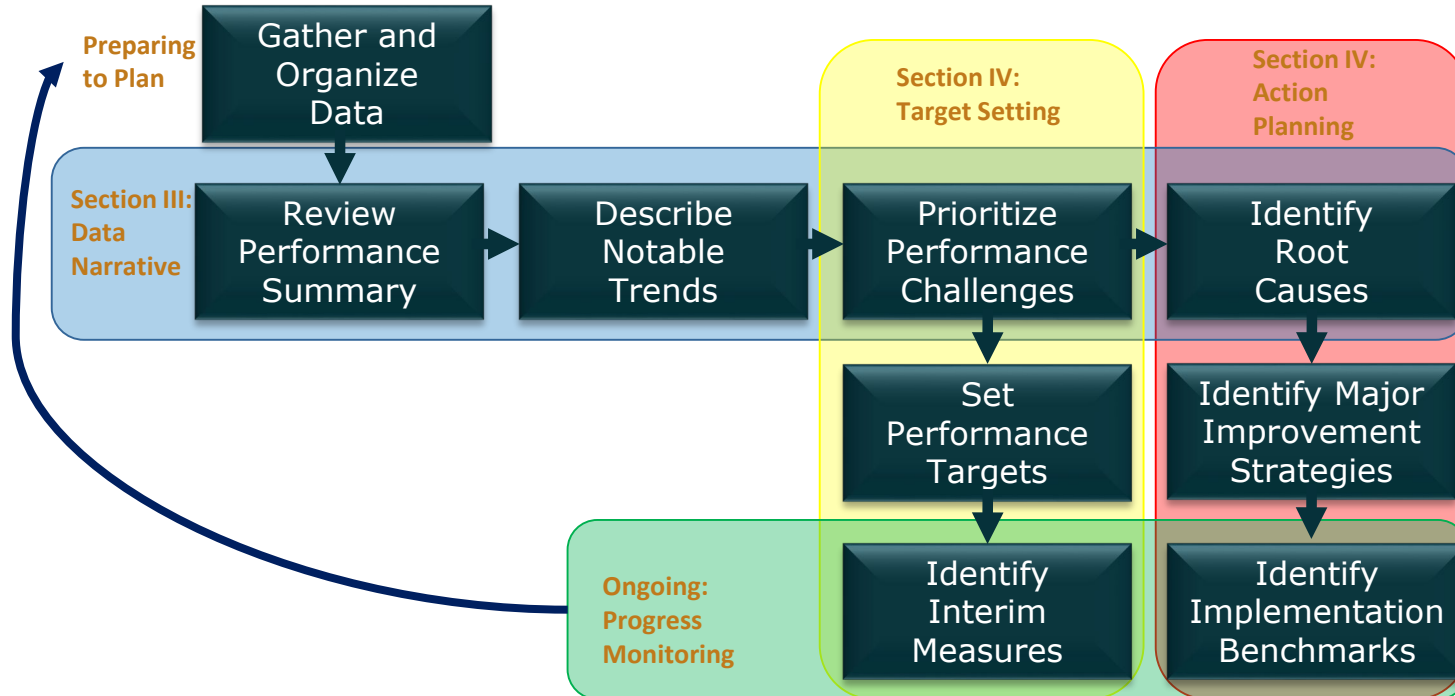
Jeffco DUIP – digging into the details

		ENGLISH LANGUAGE ARTS					
		District			State		
		2016	2017	2018	2016	2017	2018
							
ALL STUDENTS	All Students	49.0	52.0	51.0	50.0	50.0	50.0
	GRADE LEVEL	51.0	56.0	51.0	50.0	50.0	50.0
	04	49.0	51.0	50.0	50.0	50.0	50.0
	05	59.0	61.0	60.0	50.0	50.0	50.0
	06	42.0	44.0	45.0	50.0	50.0	50.0
	07	46.0	47.0	46.0	50.0	50.0	50.0
ENGLISH LEARNERS	English Learners	48.0	52.0		50.0	50.0	
	Non-English Learners	50.0	54.0	50.0	50.0	51.0	50.0
		49.0	52.0	51.0	50.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	45.0	48.0	45.0	47.0	48.0	47.0
	Non-FRL	51.0	54.0	53.0	52.0	52.0	52.0
GENDER	Female	54.0	56.0	55.0	55.0	55.0	54.0
	Male	44.0	48.0	46.0	45.0	46.0	46.0
GIFTED	Gifted and Talented	56.0	57.0	57.0	60.0	58.0	59.0
	Non-Gifted and Talented	48.0	51.0	49.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	40.0	44.0	44.0	38.0	41.0	42.0
	Non-IEP	50.0	53.0	51.0	51.0	51.0	51.0
	Migrant				45.0	49.0	47.0
MINORITY	Non-Migrant	49.0	52.0	51.0	50.0	50.0	50.0
	Minority	47.0	50.0	48.0	49.0	49.0	48.0
	Non-Minority	50.0	53.0	52.0	51.0	51.0	51.0
PERFORMANCE LEVEL	At or Above Benchmark	49.0	52.0	50.0	50.0	50.0	50.0
	Below Benchmark	50.0	52.0	51.0	50.0	50.0	50.0
RACE/ETHNICITY	American Indian or Alaska Native	44.0	51.0	53.5	47.0	46.0	46.0
	Asian	59.0	57.0	58.0	59.0	58.0	58.0
	Black	48.0	48.0	46.0	48.0	48.0	46.0
	Hispanic	46.0	49.0	47.0	48.0	48.0	48.0
	White	50.0	53.0	52.0	51.0	51.0	51.0
	Hawaiian/Pacific Islander	53.0	44.0	59.0	50.0	53.5	50.0
		49.0	53.0	51.0	51.0	51.0	50.0

DRAFT Action Steps Associated with Early Academic Achievement -- provide the language to support the selection of the action steps - e.g., JSEL and CCR				Green - asking for funds; orange currently funded						
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source	Budget Amount	
Marzano Proficiency Scales Aligned to Colorado Academic Standards Major improvement Strategy 1 & 3	Revision and implementation of proficiency scales that calibrate rigorous standards and competency-based teaching and learning tasks for all students. Proficiency scales will support teachers in meeting the needs of English language learners, students with an IEP, etc.	8/2018 to 6/2019	Proficiency Scales from Marzano Research Lab, School Leaders' Guides, Grading, Instructional Assessment, Student Engagement, Skills, CO Academic Standards (revised) and CO Essential Skills	Tactic Leads, Strategy Leads, School-based and central teacher leaders on target of C&I and Teacher's Guide to Instructional Assessment, Student Engagement, ESOL, Dual Language, Standards (revised) and CO Essential Skills	October 1st initial leadership team professional learning successfully executed December 3rd leadership team professional learning on target of C&I and Teacher Revision Teams PL January/February March and April Revision Teams prioritize revised CAS and Essential Skills and align the proficiency scales and assessment items to revised CAS	2018-2020	Crosswalk, Prioritization & alignment of 1 revised 2020 CO Academic Standards to current state 2. 880 Marzano Essential Skills + Jeffco	A BFO has been created to request the funding for the Marzano Professional Learning component of this plan.	\$113,000.00	
JSEL - Jeffco Summer of Early Learning Major improvement Strategy 5	1) Continue JSEL for 2018-19, which would be year 7. 2) Hire school staff with the inclusion of math literacy/numeracy component. 3) Determine locations and number of sites, partner with food services, facilities, human resources, ESOL, READ, Early Childhood Education, English Language Arts, School Leadership. JSEL staff to ensure that school environment is supportive of summer learners. 4) Review data to continue determine effectiveness of program to provide additional literacy (Reading, Writing, Communicating) & math instruction to those K-3 students who are at risk of not developing on-grade-level literacy skills. Students are from Dual Language Education programs too, therefore, dual language classrooms are offered and instruction is in English and Spanish. JSEL provides direct, explicit instruction (Content Mastery & High Expectations) in literacy for 6 weeks, 3 hours per day across June/July and JSEL educators receive training and coaching to build their craft as professionals. 5) Support teachers in meeting the needs of English language learners, students with an IEP, etc.	June --, 2019 to July --, 2019	Use of classroom libraries, leveled text sets, approved READ Act Early Intervention, reading and writing as inter-connected components, ESOL, Dual Language, math literacy that includes a focus on numeracy.	Curriculum & Literacy and Math, Assistant Director of Early Intervention, Elementary Literacy and Math teams colleagues, ESOL, Dual Language, SPED, and Representative from central departments, host schools and their educators	On target for timeline. a Budgeting for Outcomes general funds request has been generated to build a more sustainable funding model for JSEL in the immediate future, including the additional math literacy. Funding is not secure for the 2019 or 2020 JSEL programs.	2018-2019	Full implementation of early math structures, strategies, and practices as a ongoing component of JSEL in June/July 2019 and June/July 2018 includes professional learning for all teachers and transfer of professional learning (Literacy and Math) to JSEL classrooms.	2019 non-sustainable funds; Current BFO for General Funds to support ongoing JSEL summer programming.	\$600,000.00	

DUIP Process

Report & discuss key sections with full DAC



DUIP Timeline

- August – final review and vote to approve DUIP for 2021-2022.
- September – overview of 2022-2023 DUIP process.
- October – overview of Data Narrative.
- November – discussion of Root Causes.
- January – discussion of Priority Performance Challenges and Major Improvement Strategies.
- February – progress monitoring of district assessment data.
- March & April – discussion of Action Steps.
- May – review entire 2022-2023 DUIP.

DAC Budget Subcommittee

Chair: Laura Velapoldi

District Liaison: Nicole Stewart

Meets on 1st Tuesdays at 6:30 p.m.



RESPONSIBILITIES UNDER COLORADO LAW

Provide advice to the Board of Education on district budget priorities and distribution of federal funds.

UNDERSTANDING BUDGET PRIORITIES

❖ **Learn from District Staff**

- ✓ School Finance 101.
- ✓ Updates on budget challenges and state/federal funding issues.
- ✓ Review presentations by staff at school board meetings.
- ✓ Ask questions!!!

❖ **Learn from School Accountability Committees and Principals**

- ✓ Review/revise School Budget Questionnaire.
- ✓ Outreach with schools to ensure that SACs engage in discussions on budget priorities.
- ✓ Study results from the School Budget Questionnaire.

SHARING ADVICE TO THE BOARD OF EDUCATION

- The DAC Budget Subcommittee members are expected to form advice that is representative of the feedback we receive from the School Budget Questionnaire.
- Members of the subcommittee will collaborate with DUIP and FSCP subcommittees to ensure final budget advice is consistent with goals of all DAC subcommittees.
- Subcommittee members will bring recommended advice to the full DAC membership for approval before the advice is shared with the Board of Education.



SUBCOMMITTEE WORKFLOW/ TIMELINE

MONTHLY MEETINGS

FIRST TUESDAY OF THE MONTH @ 6:30 P.M.

August/September:
Begin survey revisions



October:
Finalize survey and
present to entire
DAC



November:
District sends survey to
schools



January/February:
Review survey
results, present to
entire DAC



March/April: DAC
votes on final advice
to share with the
Board of Education



DAC FSCP Subcommittee

FSCP = Family School Community Partnerships

Chair: Evie Hudak

AAR Chair: Therese Rednor (in partnership w/FSCP)

District Liaison: Tracie Apel

Meets 5:30 p.m. on 4th Tuesdays (with some exceptions).

FSCP defined

Families, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for students.

Mission of FSCP Subcommittee

To advise the DAC, and through DAC, make recommendations to the Board of Education regarding the progress and best practices for improving Family, School, and Community Partnerships (FSCP) implementation throughout the district.

To fulfill this mission, the subcommittee uses the six FSCP National Standards as its foundation.

National Standards for FSCP



- S1.** *Welcoming All Families*
- S2.** *Communicating Effectively*
- S3.** *Supporting Student Success*
- S4.** *Speaking Up for Every Child*
- S5.** *Sharing Power*
- S6.** *Collaborating with Community*

DAC Charter Review Subcommittee

Chair: David Wells

District Liaison: Tom McMillen

*Meets as needed when charter applications
are received by the district.*

Why the DAC Reviews Charter Applications

- Required by state law.
- Allows community voice in potential school openings.
- Provides input from a variety of community stakeholders.
- Gives a fresh perspective to school review process.
- Allows a “check and balances” process for use of taxpayer dollars.

The Process for the DAC's Charter Review Subcommittee

- Meets in spring for review process.
- Uses an evaluation rubric.
- Determines evaluation grading via group consensus.
- Interviews potential charter school leadership.
- Presents recommendations to DAC for approval; DAC then presents recommendations to the school board.



School Finance 101



District Accountability Committee – August 10, 2021
Nicole Stewart, Interim Chief Financial Officer

AGENDA

- ➡ **Colorado School Finance**
- ➡ **Individual District Finance**
- ➡ **Federal Relief Funding - ESSER**



Colorado School Finance

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



Current school finance is legislated by the state and was last revised in 1994.



Legislated each year with a new bill.



Required to fund inflation and growth.



Usually finalized in early May

Base Funding
is adjusted
annually
for inflation

and adjusted by factors

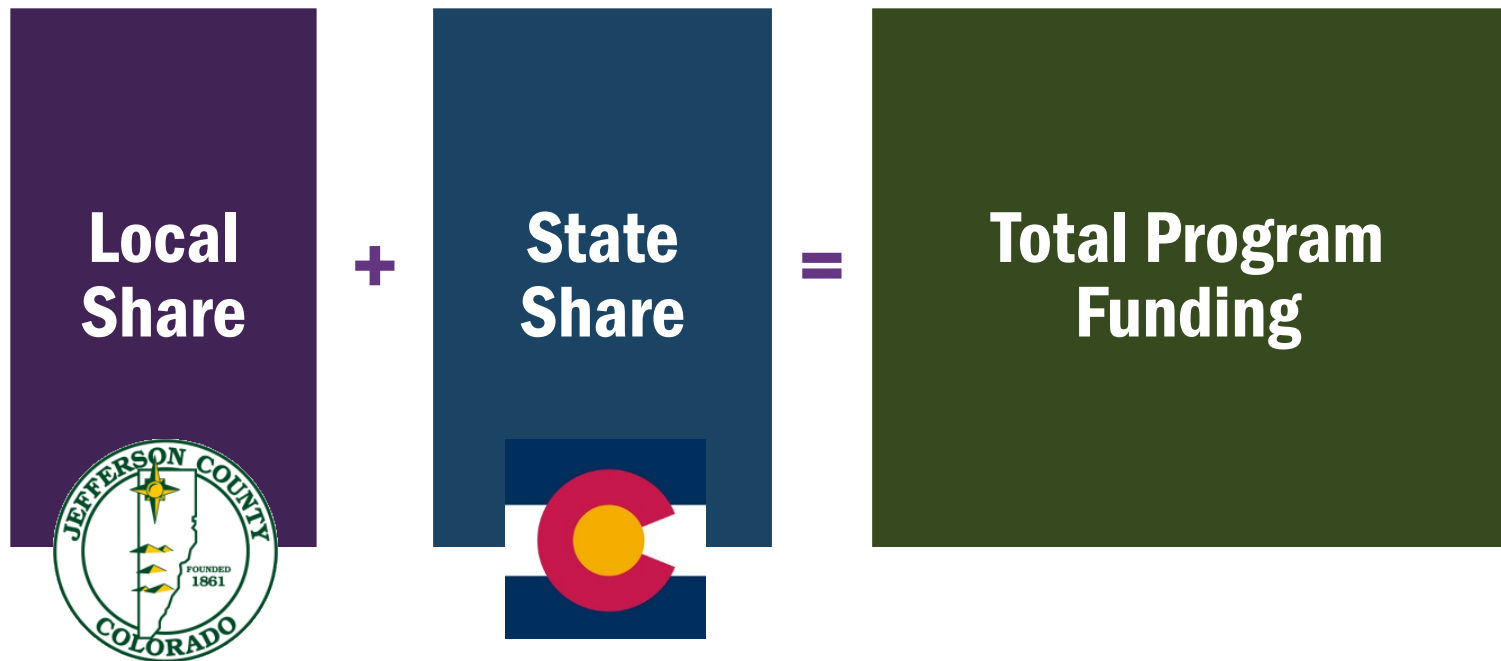
Cost of living

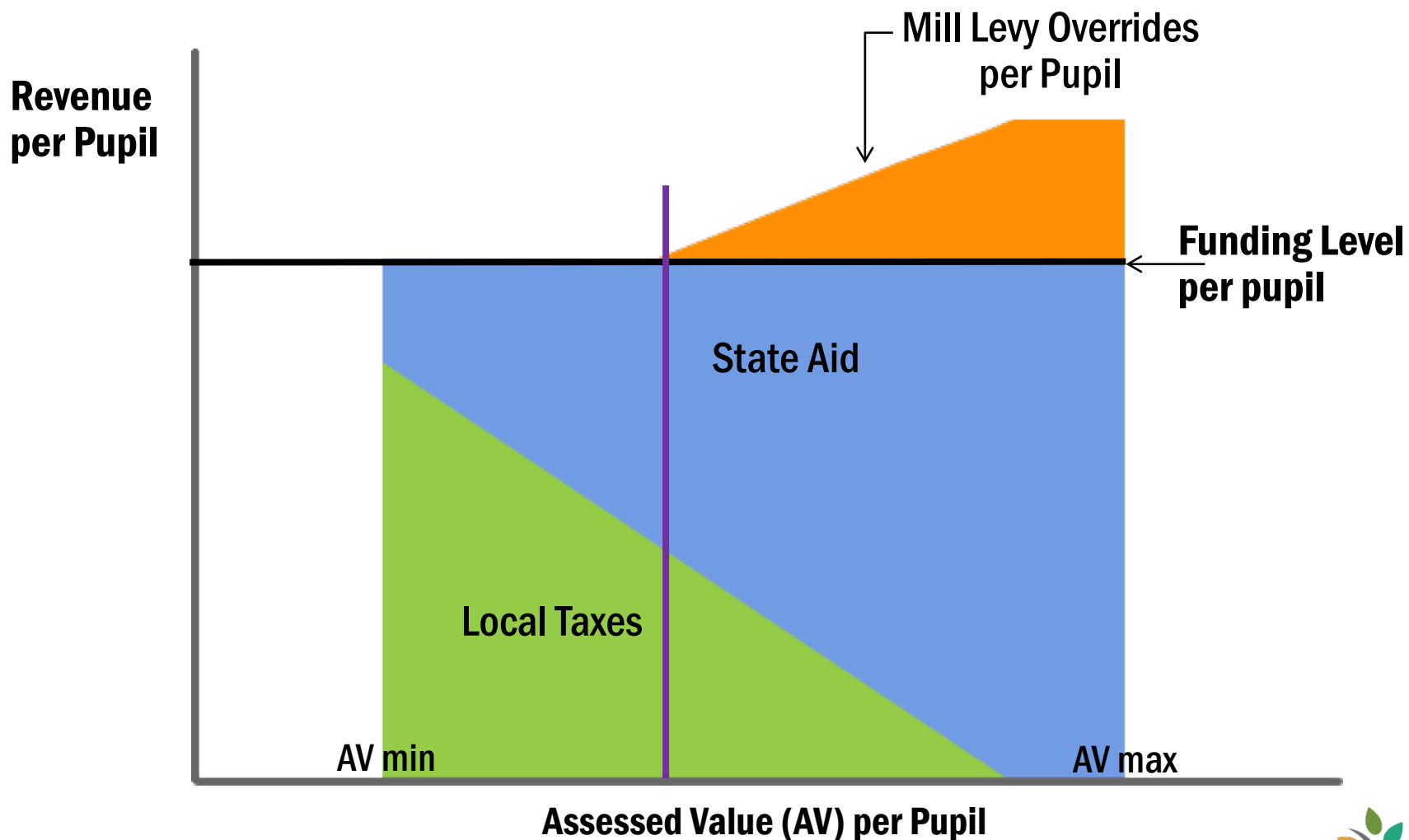
Budget stabilization factor

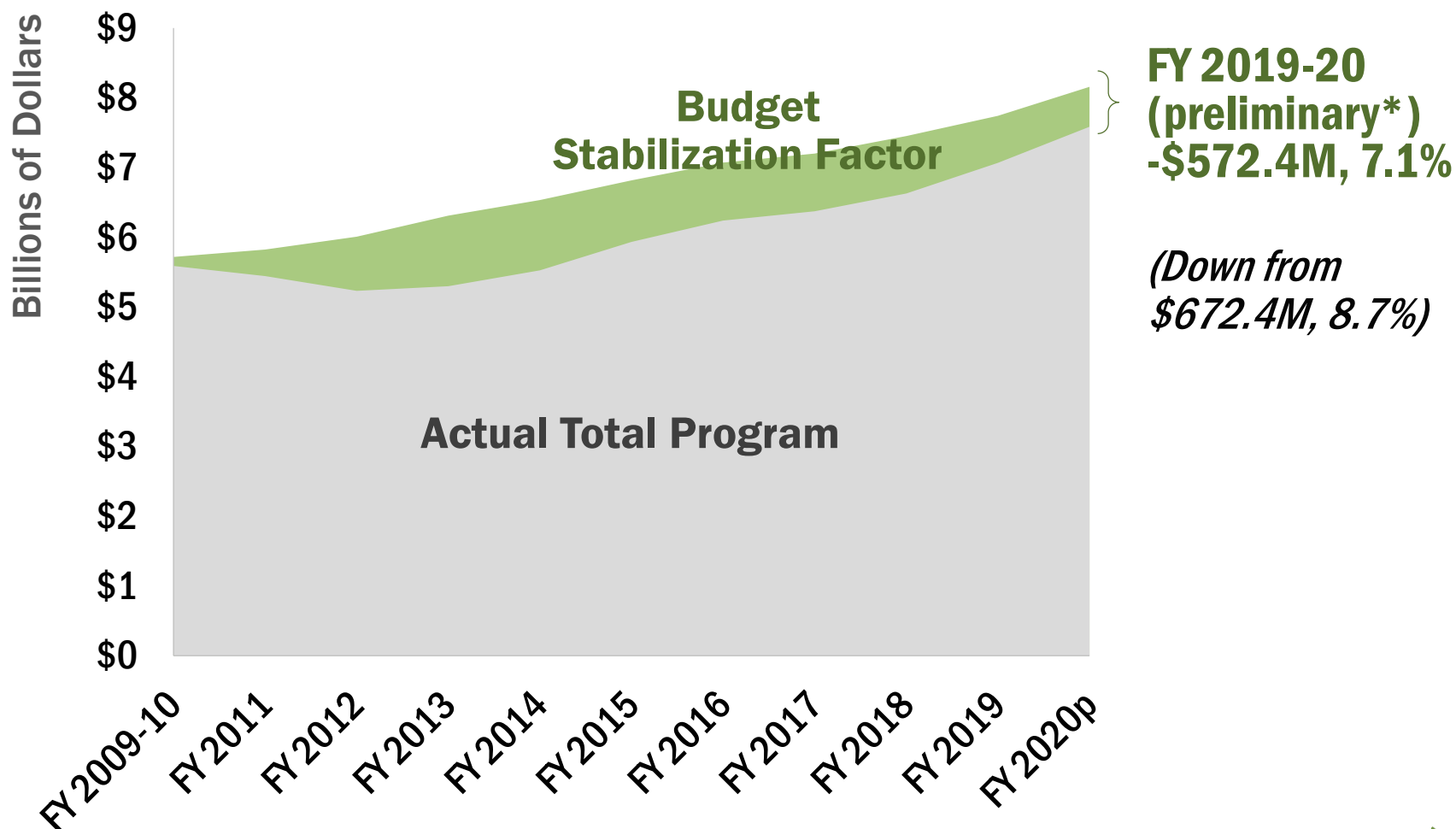
Personnel & non-personnel costs

Size of district

The two sources of revenue that combine to equal **Total Program Funding**.



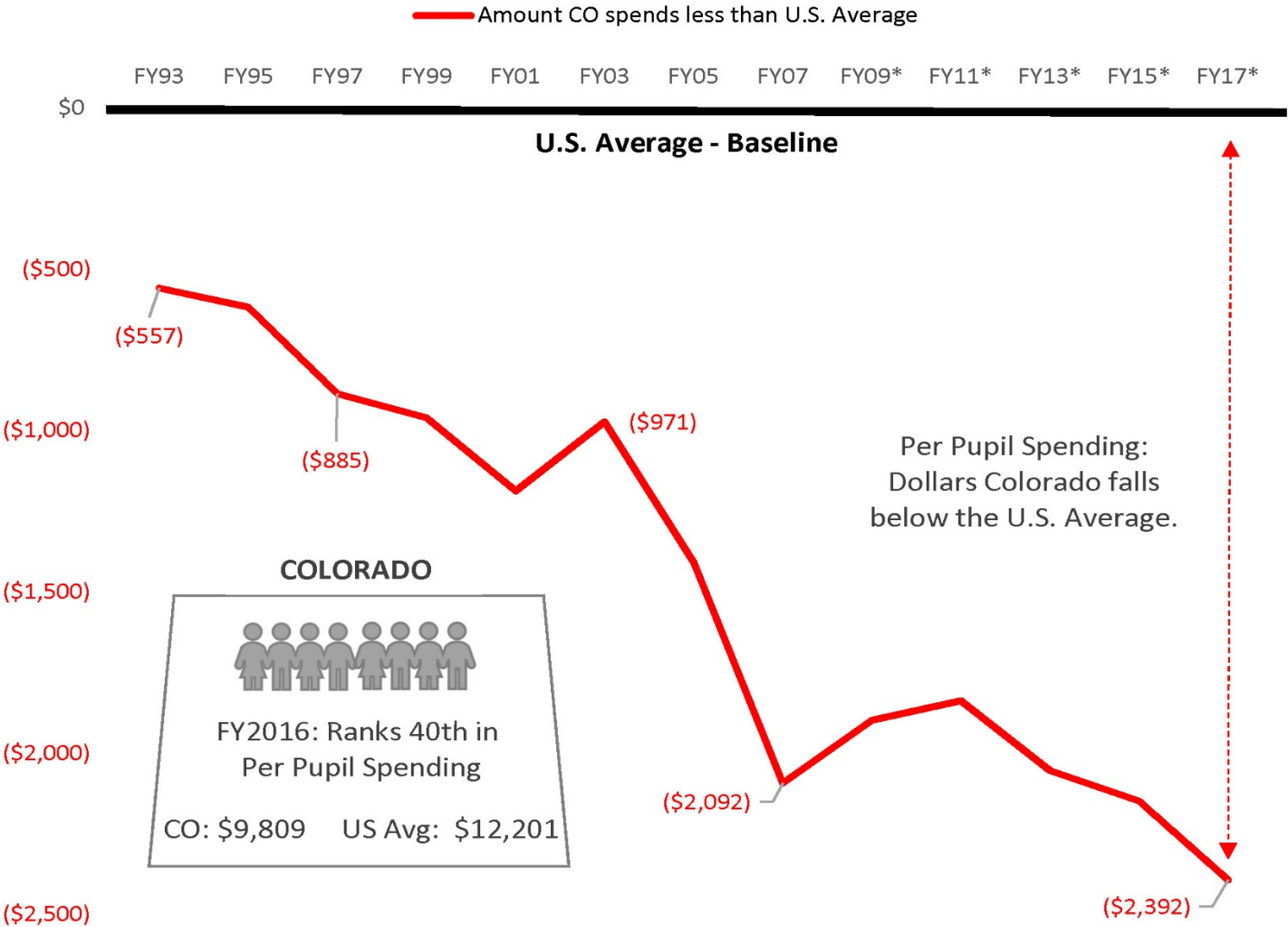




*FY 2019-20 totals are preliminary per the December forecast.

Source: Colorado Legislative Council, State of Colorado Jan. 2020

Colorado Per Pupil Spending Continues to Fall Further from the U.S. Average.



Data: U.S. Census, audited data | Chart: Colorado School Finance Project
May 2019

*Budget Stabilization Factor (formerly Negative Factor)

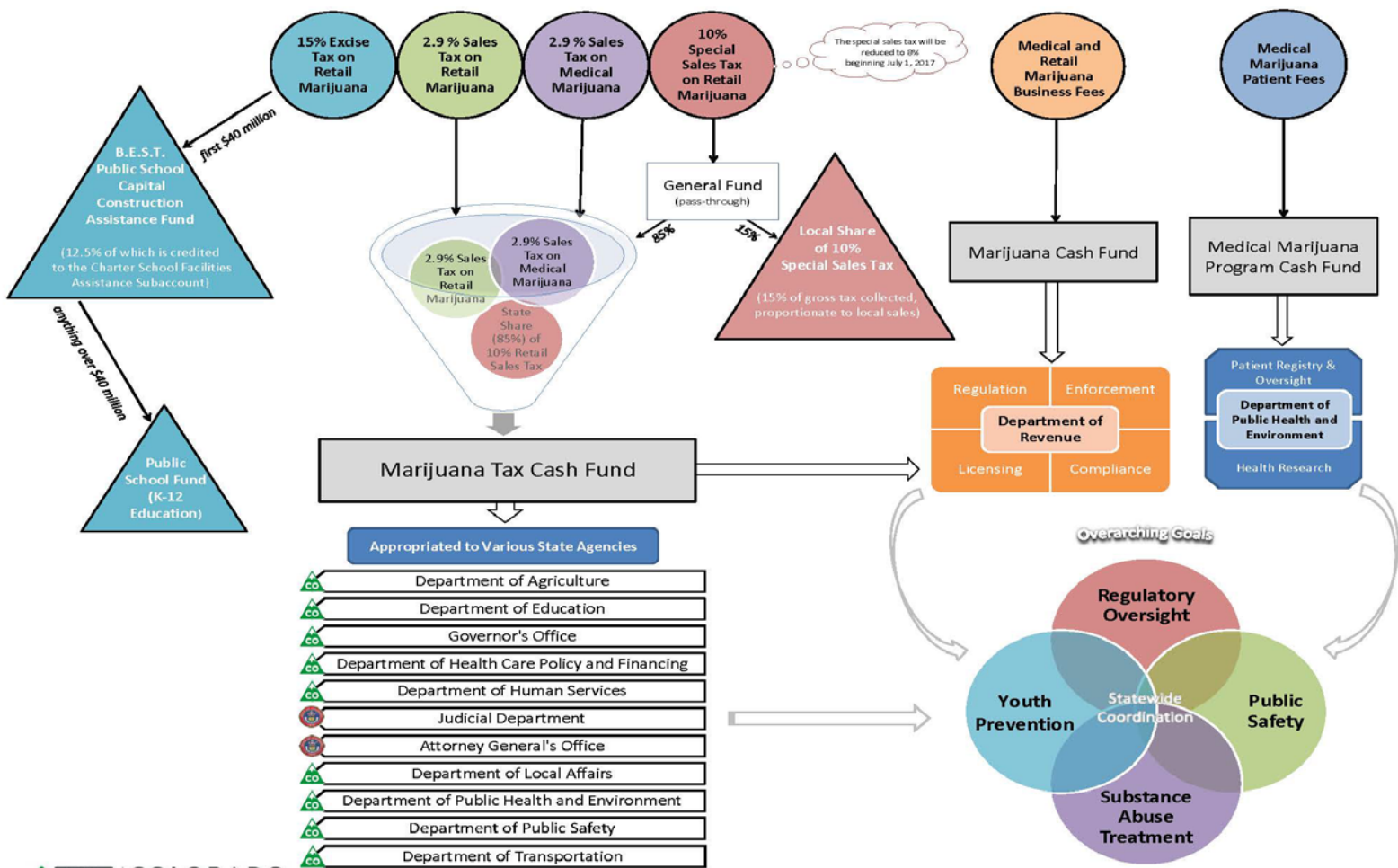


State	Per Pupil Spending
NY	\$23,091
DC	\$21,974
CT	\$19,322
NJ	\$18,920
VT	\$18,290
AK	\$17,838
WY	\$16,537
MA	\$16,197
RI	\$15,943
PA	\$15,798
US Avg.	\$12,201
CO	\$9,809

CO School Finance

But where's the pot money?

How is Marijuana Revenue Collected and Spent in the State of Colorado?



Bottomline: Jeffco Public Schools has received \$4.6M from marijuana funding since inception.



Individual District Finance

Mill Levy Overrides (MLO)

- ▶ MLO is additional revenue outside of the Total Program Formula
- ▶ Limited to 25% of Total Program
- ▶ Is not included in the total for the local share and, therefore, does not affect the amount of state share funding

Capital Projects – Bond Mill levies

- ▶ Proceeds and expenditures from debt authorization in separate capital fund
- ▶ Bond mill revenue flows to debt service fund for repayment of debt

Mill Levy Overrides

- 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

Note: Mill levies continue unless changed by election.

Bond Levy

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

Note: Bond levies end with repayment of the debt.

Per Pupil and Mill Levy

District	# of Students	State Per Pupil Funding 19/20	Mill Levy Override Per Pupil 19/20	Additional Funding for Jeffco (if same as noted districted)
Denver	91,185	\$8,212	\$2,503	\$92M
Jeffco	82,205 (2nd)	\$7,810 (4th)	\$1,790 (5th)	
Douglas	66,036	\$7,718	\$1,116	\$(63)M
Cherry Creek	54,540	\$7,973	\$2,292	\$55M
Boulder	31,301	\$7,817	\$2,368	\$48M
Littleton	14,793	\$7,707	\$1,948	\$6M

Source: CDE

District	Total Appropriated Budget	Enrollment
Lee County, FL	\$1,456,048,981	92,686
Denver, CO	\$1,508,574,193	91,138
Albuquerque, NM	\$1,346,491,635	90,651
Prince William, VA	\$1,435,906,641	89,345
Fort Worth, TX	\$1,128,602,071	87,428
Jeffco Public Schools	\$1,008,008,698	86,731
Davidson County, TN	\$1,175,000,400	85,163
Austin, TX	\$1,573,930,628	83,067
Baltimore, MD	\$1,349,032,409	82,354
Anne Arundel, MD	\$1,121,630,500	81,379
Alpine, UT	\$878,054,103	78,957

Sources: Source: US Census Bureau 2017 Public Elementary-Secondary Education Finance Data;
total budget figures from each district's respective website 2016/2017



ESSER UPDATE

ESSER UPDATE: ESSER I/II

ESSER I/II

- Preventing, preparing for, and responding to COVID-19
 - ▶ PPE
 - ▶ Increase instructional time
 - ▶ professional development
 - ▶ staff retention
 - ▶ device refresh and replacement and other technology needs
- Addressing learning loss
- Preparing schools for re-opening, testing, repairing and upgrading projects to improve air quality in school buildings

ESSER UPDATE: ESSER III

American Rescue Plan (ARP ESSER III)

- Must be allocated on learning loss through implementation of evidence-based interventions; respond to student's academic, social and emotional needs; and address the disproportionate impact of COVID-19 on underrepresented student subgroups
 - ▶ Summer school
 - ▶ Extended day
 - ▶ Comprehensive after school programs
 - ▶ Extended school year
 - ▶ Improving building conditions

ESSER FUNDING: I/II/III

ESSER I \$7.0M	ESSER II \$30.4M	ESSER III \$68.2M
<p>Assumption currently built in to 2020/2021 Revised Budget</p> <ul style="list-style-type: none">▪ Increased instructional time▪ Technology▪ PPE	<p>New</p> <ul style="list-style-type: none">▪ Increased instructional time▪ Food Service▪ Child Care	<p>2/3 (\$45.5M) district plan for uses to be determined</p> <p>1/3 (\$22.7M) won't be allocated until approved per CDE plan</p>

▪ Identifying costs of items already incurred/spent that can be covered by ESSER will give more flexibility to General Fund one-time spending in the coming one year or two.

QUESTIONS



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.

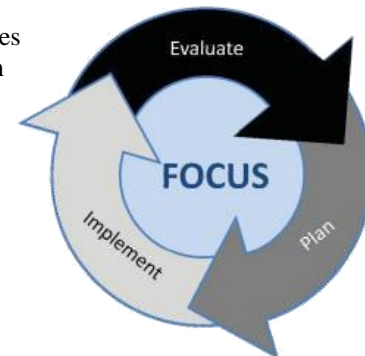
District Contact Information (Additional contacts may be added, if needed)

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	
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	Phone: 303.982.6565	
	Mailing Address: Jeffco Public Schools Instructional Data Services 1829 Denver West Drive #27 Golden, Colorado 80401	

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 approximately 80,000 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 last three years reported (through 2018-2019) and district mobility has trended downward to 5% in 2019-20 (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

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

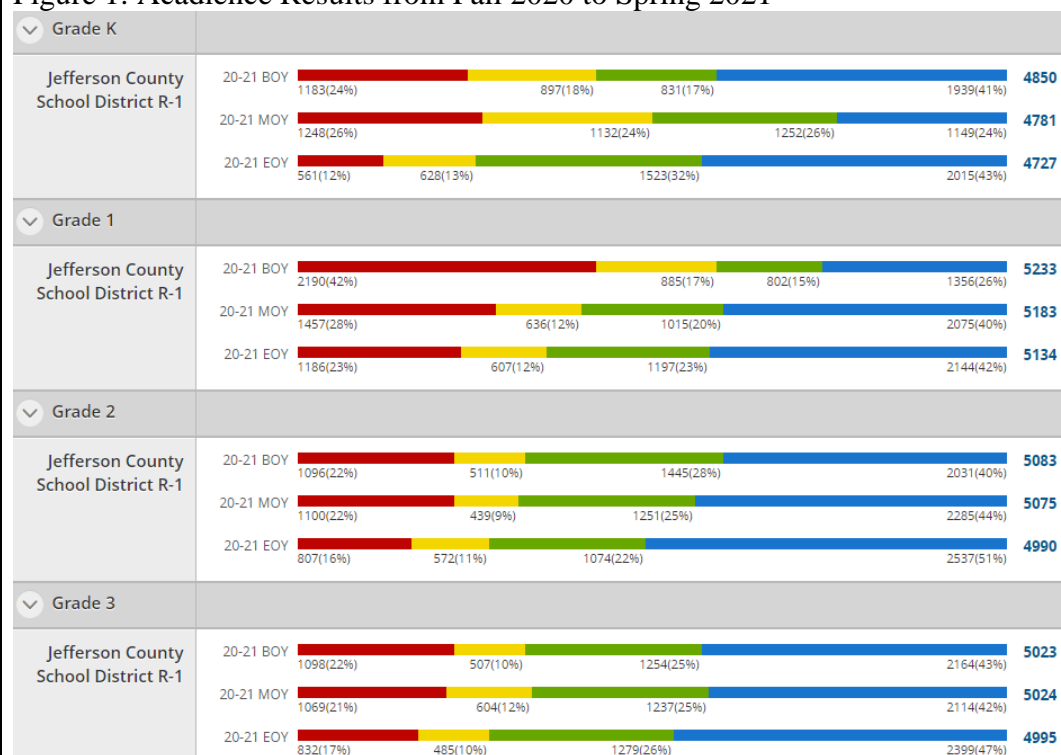
Some additional resources that may be helpful include: the pre-populated report (Section I), the Performance Frameworks, the District Dashboard and the School Dashboard. Consulting local data is also very important to this section.

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 compete 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 spring 2021. Between these benchmarks, significant progress in reading appears to have been achieved for kindergarten and grade 1, and more than expected growth in in grades 2 and 3. While students with disabilities and English language learners experienced progress from the beginning to end of the year, significant performance gaps persist compared to overall district performance. Jeffco's results are similar to other districts in CDE's Early Literacy Assessment Tool (ELAT) grant across Colorado.

Figure 1: Acadience Results from Fall 2020 to Spring 2021



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 .

BOY: Beginning of Year MOY: Middle of Year EOY: End of Year

Tables 1 and 2 show four year trends for MAP academic growth results. For math this school year, grades 3 and 4 performed at or above the 50th percentile (“typical growth”), and all grade levels showed lower growth than pre-pandemic performance except grade 4. Median growth percentiles for Reading ranged from the 40th to the 47th percentile and no grades had median growth at or above the 50th percentile. All grade levels experienced lower median growth in reading compared to pre-pandemic years.

Table 1: MAP Math Academic Growth

Fall to Spring MAP Math - Median Growth Percentile				
Grade	2017-2018	2018-2019	2019-2020	2020-2021
3	59	55	-	50
4	56	54	-	55
5	56	56	-	46
6	64	57	-	42
7	63	57	-	41
8	59	55	-	42
9	60*	57*	-	47*
10	59*	56*	-	43*

* 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 Spring MAP Reading - Median Growth Percentile				
Grade	2017-2018	2018-2019	2019-2020	2020-2021
3	60	58	-	47
4	56	55	-	45
5	58	52	-	47
6	56	51	-	40
7	52	51	-	40
8	56	56	-	44
9	58	56	-	44

10
59
57
-
44

According to [NWEA research](#) (the MAP test vendor), grade 3 through 8 students made math and reading gains nationally in 2020-21, but “gains during the 2020-21 school year at a lower rate compared to prepandemic trends” (p. 2). In addition, “students ended the year with lower achievement compared to a typical year, with larger declines relative to historical trends in math (8 to 12 percentile points) than in reading (3 to 6 percentile points) (p. 2).” These national results provide context for Jeffco Public Schools’ performance results.

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.

Due to lower participation rates for state tests last year, the lack of academic growth reported by the Colorado Department of Education, and the reduction in available CMAS tests (i.e., grades 3, 5, and 7 only for English language arts and grades 3, 6, and 8 only for mathematics), results are not necessarily representative of district performance this year. Jeffco district and school-based staff has reviewed these state results in the context of individual students as well as school and district trends over time. Jeffco plans to will rely on district data for unified improvement planning and incorporate state results when testing participation resumes normal levels at 95% or above in 2022. Refer to Tables 3 and 4 below for Jeffco state test participant rates.

Table 3: 2021 Jeffco CMAS Participation (percent of total students with scores)

	ELA Grade 3	ELA Grade 5	ELA Grade 7	Math Grade 4	Math Grade 6	Math Grade 8
All Students	81%	81%	70%	81%	75%	66%
Female	81%	81%	69%	82%	74%	63%
Male	81%	80%	72%	81%	75%	70%
Hispanic*	75%	74%	65%	74%	68%	61%
White	84%	84%	73%	85%	78%	69%
IEP	74%	77%	65%	73%	69%	60%
FRL	78%	77%	64%	77%	67%	59%

ELA = English language arts; IEP = individualized education program; FRL = eligible for free or reduced lunch program

*Largest non-white racial group

Table 4: 2021 Jeffco SAT Participation (percent of total students with scores)

	EBRW^ PSAT 9	EBRW^ PSAT 10	EBRW^ SAT	Math PSAT 9	Math PSAT 10	Math PSAT 11
All Students	85%	86%	90%	85%	86%	90%
Female	85%	87%	90%	85%	87%	90%
Male	86%	86%	90%	86%	86%	90%
Hispanic*	77%	77%	83%	77%	77%	83%
White	89%	90%	93%	89%	90%	93%
IEP	75%	71%	83%	75%	71%	83%
FRL	74%	73%	82%	74%	73%	82%

ELA = English language arts; IEP = individualized education program; FRL = eligible for free or reduced lunch program

*Largest non-white racial group ^EBRW = Evidenced-based reading and writing

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 5 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 5: 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 6 below (over 70% or higher for all constructs). For most areas, favorability increased for the 2021 results.

Table 6: 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.

The Teaching and Learning Conditions in Colorado (TLCC) survey administered to public school K-12 educators by the Colorado Department of Education was optional in 2021.

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 spring 2021, all grade levels experienced lower fall to spring median growth compared to the pre-pandemic years at the district level on the MAP assessment.
Math Achievement	Math academic growth from fall 2020 to spring 2021 showed higher academic growth than reading; however, all grade levels except grade 4 experienced lower fall to spring median growth compared to the pre-pandemic years at the district level on the MAP assessment.
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.

Section IV: Action Plan(s)

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

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.

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
Leaders provide training, resources and expectations to foster a culture of equal access to education for all students in every school across the district.	Develop and execute a District Professional Learning Plan Increased resources and professional learning will be provided for school leaders to enhance academic,	Improved trends for student district survey favorability for student engagement items	Educational Research & Design, Student Success, School Leadership Team, Cabinet	General Fund

	behavioral, and socio-emotional student support structures in their schools	<p>50th+ percentile growth scores on MAP Reading/Math (grades 3-10) and Acadience (grades K-3) progress monitoring</p> <p>Discipline disproportionality data for historically underserved students</p> <p>Academic growth and achievement gap data for historically underserved students</p>		
Create cross departmental structures and supports to manage the change process required to implement district professional learning plan.	<p>The district MTSS Leadership Team (MLT) will partner across central dept's on an action plan that supports MTSS integration across learning initiatives</p> <p>Establish central support triad teams for 1) School Leadership 2) Educational Research and Design and 3) Student Success to work regularly together to support schools</p> <p>Create shared agreements between central academic departments (ERD, SS, SL) to provide supports through: professional learning, clearly articulated expectations and monitoring of use of instructional resources and systemic practices.</p> <p>Develop system-alignment through collaborative structures (TAC, PAC, DAC) and common monitoring tools for program evaluation.</p>	<p>Ongoing feedback from District Advisory Committees (Teacher Advisory, Principal advisories) for plan adjustments</p> <p>Staff surveys/feedback on central supports</p> <p>Ongoing feedback from District Advisory Committees (Teacher Advisory, Principal advisories) for plan adjustments</p>	<p>Educational Research & Design, Student Success, School Leadership Team, Cabinet</p> <p>Educational Research & Design, Student Success, School Leadership Team, Cabinet</p>	<p>General Fund</p> <p>General Fund</p>

		Progress monitoring data reviewed quarterly by District Academic Leadership Team		
All schools consistently will include an MTSS major improvement strategy in their Unified Improvement Plans (UIPs)	<p>Central support provided to schools to develop UIP drafts</p> <p>Community Superintendents will support and monitor school MTSS action steps.</p> <p>Submitted UIPs implementation benchmarks and interim measures monitored by central triad teams throughout school year</p>	Quarterly reporting on progress to Cabinet	Central triad teams	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
<p>The district will study barriers to data access by schools and recommend next steps to make more reporting available and easier to use</p> <p>The district will create an action plan to address data infrastructure and data governance needs</p>	<p>Project for enhancing school data access launched in fall 2021</p> <p>Recommendations for improvements provided by winter 2021</p> <p>Action plan developed by spring 2022 to implement recommendations</p>	<p>Additional training and reporting provided throughout the school year</p> <p>Feedback from school-based staff (principal advisory, teacher advisory, focus groups, etc.)</p>	Information Technology (IT), Educational Research & Design, Student Success, School Leadership Team, Cabinet	General Fund
Instructional departments will complete “data dives” to monitor district Unified Improvement Plan (UIP) goals and interim measures	Central department staff meet three times per year to review district data and plan for continuous improvement	Progress on DUIP implementation benchmarks and interim measures	Educational Research & Design, Student Success, School Leadership Team, Cabinet	General Fund

The district accountability committee (DAC) will review and monitor the district UIP throughout the year at DAC meetings	DAC meetings agendas with DUIP discussions	Discipline disproportionality data for historically underserved students Academic growth and achievement gap data for historically underserved students		
Community Superintendents will complete “data dives” with their principals to monitor UIP goals and interim measures	Community Superintendents will conduct 5 structured data conversations throughout the year with consistent data protocol to review school data and plan for continuous improvement	Progress on school UIP implementation benchmarks and interim measures	School Leadership Team, central triad teams	General Fund
School Insights will be communicated to and used by stakeholders for school and district continuous improvement planning	School Insights communication plan and professional learning 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 as inform school/district planning and monitoring success of improvement processes

Action Planning Steps	Implementation Benchmarks	Interim Measures	Key Personnel	Resources

Enhance systems for family and student empowerment, feedback, and engagement to support district literacy initiatives	Families and students receive information and support, as well as provide feedback on literacy learning for their children	<ul style="list-style-type: none"> • Student and family friendly proficiency scales (defining what grade level expectations look like) will be provided to all stakeholders • Increased favorability in reading challenge in annual district student survey • 50th+ percentile growth scores on MAP Reading/Math (grades 3-10) and Acadience (grades K-3) progress monitoring • Increased favorability from annual district family survey feedback 	Central instructional departments and central triad teams, Communication Services	General Fund
Family Engagement Liaisons (FELs) <ul style="list-style-type: none"> • 32 Title I Schools • Expansion of Family Engagement Liaisons (FELs) in 7 Title I Jeffco Summer of Early Literacy (JSEL) sites and 7 non-Title I JSEL sites 	Title I FELs continue to support families with a focus on academic expectations, communicating upcoming and present learning to support students at home. 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, training, and capacity building on effective family engagement strategies provided to various stakeholder groups	Learning opportunities will be available for school leaders for family	Feedback on effectiveness of trainings	Title I, Communication Services, Educational Research & Design,	General Fund Title I Funds

	engagement throughout the school year	Family feedback from annual district survey; family feedback to their schools	Student Success, IT, HIPPY	Other grant funding
Expansion of family/teacher home visit opportunities through the Parent Teacher Home Visit (PTHV) program	Trainings offered for school staff in Title I schools	Feedback on effectiveness of training and implementation from school staff and families	Title I	Title I Funds
Title I will partner with any Title I schools in the CDE FSCP P-12 Framework Collaborative https://www.cde.state.co.us/uip/2021fscprubriccollaborativeyearatglance	Central Title I team member partners with school leadership teams for learning and support throughout the school year	Monthly meetings create shared school vision and action plan for family engagement using FSCP state framework	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 shared vocabulary, understanding, and implementation of MTSS support structures to improve academic and behavioral outcomes for every student	Districtwide MTSS Book Study: <i>Integrated Multi-Tiered Systems of Support</i> By McIntosh & Goodman	Socio-emotional screeners Discipline data Acadience Benchmark	Student Success Department, Educational Research & Design, Community Superintendents	General Fund

	Training and resources provided for academic, socio-emotional and behavioral supports of a range of learners and learning styles	MAP Benchmark Feedback on and planned application of training from school teams		
Provide a variety of educator literacy learning supports to address student needs across a continuum, with a focus on literacy content, pedagogy, and resources.	Elementary schools provided with literacy training and support for literacy research project Secondary schools supported through 1. English language arts content and pedagogy learning, and 2. Disciplinary literacy in each content course and/or learning opportunity	Acadience Benchmark MAP Reading	Educational Research & Design, Student Success Department, Community Superintendents	General Fund READ Act
Continue Equity, Diversity, and Inclusion learning across the district to foster inclusive learning environments and ensure equitable access for all students	District Equity Trainings held throughout the school year	Feedback on and planned application of training from school staff Student and staff surveys on climate/culture (Staff Inclusivity Survey and Make Your Voice Heard Survey)	Student Success Department, Educational Research & Design, Community Superintendents	General Fund
Continue to provide a variety of learnings for educators and leaders to understand how Jeffco's proficiency scales define, impact and are critical to the systemic and equitably-calibrated high academic expectations for every student in Jeffco.	District stakeholder trainings throughout the year (e.g., administrators, instructional coaches, DTLs, GT RTs) Consistent communications loop between school-based and central-based instructional staff	Acadience Benchmark MAP Benchmark <ul style="list-style-type: none"> 50th+ percentile growth scores on MAP Reading/Math (grades 3-10) and Acadience (grades K-3) progress monitoring 	Educational Research & Design, Student Success Department, Community Superintendents	General Fund



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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	Enrollment and attendance of students at 14 elementary schools across the district JSEL teachers trained on evidence-based reading practices	Acadience Benchmark Amplify Reading Usage Student and family survey feedback	Educational Research & Design, JSEL staff	General Fund
All Jeffco grade K-3 educators complete the CDE required evidence-based training for teaching reading as a result of changes to the Colorado READ Act in SB 19-199	On-going communication to inform school leaders and teachers of upcoming CDE deadlines Development of online systems to collect teacher training completion information	Percent of teachers completing training Percent of teachers uploading credentials into Jeffco online system	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 elementary literacy resources across schools to ensure investment over the next few years is grounded in what we know will work for our diverse student populations	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

Middle schools will continue to focus on socio-emotional supports for students, increase student engagement and relevance of the learning, resulting in higher academic growth in reading and math	District MTSS resources and professional learning provided	Classroom assessments, Acadience and MAP	Student Success Department, Educational Research & Design, Community Superintendents	General Fund
High schools will continue to focus on credit recovery and Post-secondary Workforce Readiness including increased work-based learning, career tech and college opportunities	<p>Central supports provided from the post-secondary readiness office</p> <p>Central departments and schools will analyze each school's Career and College Readiness programs for students and develop a district-wide plan for 2022/2023</p>	<p>Enrollment in internships, concurrent enrollment</p> <p>Attainment of industry certifications</p> <p>Class of 2022 attainment of graduation demonstration requirements in reading and math</p>	Educational Research & Design, Student Success Department, Community Superintendents	General Fund

District Performance Targets

Prior Year Performance Target Results

2020-21 Target	Spring 2021 Results	Goal Met/Not Met
MAP Math Grade 3 from Fall 2020 Mean RIT score of 189 to Spring 2021 Mean RIT score of 201.6	200.8	Goal Not Met -0.8
MAP Math Grade 4 from Fall 2020 Mean RIT score of 199 to Spring 2021 Mean RIT score of 209.9	210.6	Goal Met +0.7
MAP Math Grade 5 from Fall 2020 Mean RIT score of 208 to Spring 2021 Mean RIT score of 217.5	217.3	Goal Not Met -0.2
MAP Math Grade 6 from Fall 2020 Mean RIT score of 215 to Spring 2021 Mean RIT score of 223	222.0	Goal Not Met

		-1.0
MAP Math Grade 7 from Fall 2020 Mean RIT score of 222 to Spring 2021 Mean RIT score of 228.6	228.3	Goal Not Met -0.3
MAP Math Grade 8 from Fall 2020 Mean RIT score of 229 to Spring 2021 Mean RIT score of 234.4	233.9	Goal Not Met -0.5
MAP Math Grade 9 from Fall 2020 Mean RIT score of 235 to Spring 2021 Mean RIT score of 238.6	239.3	Goal Met +0.7
MAP Math Grade 10 from Fall 2020 Mean RIT score of 236 to Spring 2021 Mean RIT score of 239.4	237.4	Goal Not Met -2.0
MAP Reading Grade 3 from Fall 2020 Mean RIT score of 190 to Spring 2021 Mean RIT score of 200.4	199.6	Goal Not Met -0.8
MAP Reading Grade 4 from Fall 2020 Mean RIT score of 201 to Spring 2021 Mean RIT score of 208.9	207.4	Goal Not Met -1.5
MAP Reading Grade 5 from Fall 2020 Mean RIT score of 208 to Spring 2021 Mean RIT score of 214.3	212.9	Goal Not Met -1.4
MAP Reading Grade 6 from Fall 2020 Mean RIT score of 214 to Spring 2021 Mean RIT score of 219	216.9	Goal Not Met -2.1
MAP Reading Grade 7 from Fall 2020 Mean RIT score of 218 to Spring 2021 Mean RIT score of 222.2	220.3	Goal Not Met -1.9
MAP Reading Grade 8 from Fall 2020 Mean RIT score of 223 to Spring 2021 Mean RIT score of 226.4	224.9	Goal Not Met -1.5
MAP Reading Grade 9 from Fall 2020 Mean RIT score of 227 to Spring 2021 Mean RIT score of 229	228.3	Goal Not Met -0.7
MAP Reading Grade 10 from Fall 2020 Mean RIT score of 230 to Spring 2021 Mean RIT score of 231.7	230.3	Goal Not Met -1.4

2021-22 District Performance Targets

- The percent of students scoring “well below” and “below” benchmark for Acadience will decrease by x% points from Beginning of Year to End of Year for the 2021-22 school year (percent varies by grade level K-3). (Fall 2021 baseline to be completed in September 2021)
- The MAP Median Growth Percentile will meet or exceed the 55th percentile for academic growth from Beginning of Year to End of Year for the 2021-22 school year for grades 3-10 in reading and mathematics.
- X% of 12th grade students (depending on baseline data reported in September 2021) will demonstrate Postsecondary and Workforce Readiness (PWR) in literacy by meeting the English portion of the graduation requirements.

DAC AARs

AAR = Articulation Area Representatives

AAR Chair: Therese Rednor

*Special meetings may be arranged, if needed.
Otherwise, communication will be via email.*

AARs Defined

Jefferson County is divided into 17 neighborhood hubs of assigned schools grouped around one particular high school. These 17 areas, plus the district charter and option schools, make up the 19 defined “articulation areas” (AAs).

Each AA is assigned two AARs (except 3 for charters).

All AARs are appointed for 2-year terms.

AARs Defined

The goals of the Articulation Area Representatives are to:

- Facilitate **communication** and increase **engagement** practices between the District Accountability Committee (DAC) and the School Accountability Committees (SACs).
- Facilitate **communication** within the AA.
- Be an available **resource** and provide **support** to SACs in the AA.

How the AARs for each AA work together

- The AARs for each AA will decide among themselves how to divide their responsibilities for their schools/SACs.
- AARs are also asked to serve on a subcommittee of the DAC.

The AAR Role

Each AAR will support and engage their assigned school SACs through:

- Regular communication and engagement about the needs of the AA - with SAC Chairs – as well as Principals, presidents of the PTAs (or other organizations of families and teachers recognized by the school), Community Superintendents, and other interested parties, if feasible.
- Answering questions and providing resources on school budget priorities, Unified Improvement Plan (UIP) creation/revision, and increasing FSCP (school, family, and community partnerships).
- If possible, coordinating at least one meeting each year for the entire AA (SAC Chairs and principals).

The AAR Role

What does regular communication and engagement look like?

- Providing the SACs with a brief summary of any relevant issues discussed at the monthly DAC meetings (some of this might be provided by the AAR Chair).
- Reminding the SACs about upcoming surveys and survey deadlines.
- Asking for feedback from the SACs on important issues.
- Communicating about and inviting AA members to DAC/SAC events as well as other events in the AA (including the once-a-year meeting, if feasible).
- Attending SAC meetings in the AA at least once per year, if possible.
- Other reminders and communications as needed.

The AAR Role

What resources are available to help me answer questions I receive?

- For additional support you can reach out to Therese Rednor, AAR Chair, at tcrednor@breakthrubev.com or 720-840-4089.
- Your fellow AARs are also a resource for you.
- You can ask the DAC Chair or Vice Chair, or a subcommittee chair.
- The Community Superintendents for the schools in the AA are also a resource. A list of these school leaders can be found here: <https://www.jeffcopublicschools.org/cms/One.aspx?portalId=627965&pageId=1106409>.

The AAR Role

How do I coordinate the optional meeting for my AA?

- Identify a purpose for the meeting. A few ideas:
 - SAC role/procedures/membership recruitment
 - Coordinating within the AA
 - Jeffco Generations Strategic Plan
 - Family School Community Partnerships
- Partner with the other AAR, the Community Superintendent, and the high school principal to identify the topic/topics for the meeting.
- Identify the meeting date 60-90 days prior to the event to ensure that there is time for planning, scheduling, and communication.
- Usually the high school principal will be willing to host the meeting.

AAR Action Checklist

Action Items*:

- Create a list of emails for the principals (and principals' secretaries) in the AA by visiting each school's website and going to the Staff Directory page.
- Email each principal (with a copy to the principal's secretary) to request their SAC Chair's name and contact information.
- Create an email group for your articulation area that includes your assigned school SAC Chairs and principals.

*It would be helpful to complete these tasks ASAP, prior to **the October DAC Meeting**.