

DUIP

FEBRUARY, 2019



DAC Action

- Vote on the DUIP
 - Early Academic Achievement
 - Middle Level Academic Achievement
 - College & Career Ready
 - GT
- Review Action Steps for Budget
- Refer to the page numbers in the DUIP for details.

Early Academic Achievement

- **Challenge:** Early academic achievement and growth gaps for subgroups remain largely unchanged **(p. 25)**
- **Root Cause:** Inequitable early academic access, resources, and support **(p. 25)**
- **Strategy:** Close achievement gaps for subgroups by supporting teachers in the development and connection of Colorado Academic Standards to transformed tasks to engage all students in primary grades **(p.26)**
- **Action Steps: (p. 27)**
 - Marzano Proficiency Scales provide teachers with learning benchmarks and instructional entry points for all students across our district with the incremental learning all students need to achieve or exceed expectations by the end of the year
 - Address educational equity with step-by-step benchmarks should be learning, what and when students should be learning
 - Do not exist currently in the district's curriculum
 - Include all grade levels, content areas and Jeffco Generations Skills
 - JSEL - Jeffco Summer of Early Learning offers an additional 6 weeks of intensive summer school for literacy and numeracy instruction for students who are at risk of not meeting end of year expectations
- **Measurable Outcomes: p. 29-30)**

Middle Level Achievement

- **Challenge:** Middle level English language arts and mathematics growth falls below state average **(p. 25)**
- **Root Cause:** Lack of engaging learning experiences for middle level students **(p. 25)**
- **Strategy:** Develop resources, training, and structures so middle school educators can transform the task for student learning **(p. 27)**
- **Action Steps (p. 27)**
 - Marzano Proficiency Scales (see Early Academic description)
 - Math interventionists work with small groups of students to close the gap between where students are currently performing and grade level expectations. This strategy allows for classroom teachers to maintain grade level expectations while the interventionists can help fill gaps for students who have holes in their mathematical understanding.
- **Measurable Outcomes: (p. 29-30)**

College and Career Ready

- **Challenge:** Not all Jeffco high school students are demonstrating career and college readiness as demonstrated by Colorado SAT and graduation rates **(p. 25)**
- **Root Cause:** Lack of customized learning experiences with college and career connections in high school **(p. 25)**
- **Strategy: (p. 28)**
 - Provide resources and training to provide teachers with relevant instructional models
 - Increase student access to career and college opportunities through the expansion of Career and Technical Education programs, Concurrent Enrollment courses, and Advanced Placement (AP), and International Baccalaureate (IB) courses
 - Expand work-based learning opportunities (worksite tours, mentors, career exploration activities, job shadows, internships and apprenticeships) for all students
- **Action Steps (p. 28)**
 - Marzano Proficiency Scales (see Early Academic description)
 - Expand work-based learning to support customized pathways (such as CareerWise Apprenticeships and teacher externships) **5A**
- **Measurable Outcomes (p. 31-33)**

GT

- **Challenge:** The district remains underrepresented with our GT identified students among our Free/Reduced Lunch (FRL) and English Language Learner (ELL) populations as compared with our overall district identification rate. **(p. 25)**
- **Root Cause (p. 25)**
 - There remain perceived misunderstandings of the nature of giftedness and access to identification and programming resources among those schools who have large numbers of ELL & FRL populations
 - There is a lack of alternate assessments and enriched programming for ELL and FRL students who show high potential
- **Strategy (p. 28)** Implement a Talent Pool model for high potential G/T students who demonstrate an advanced/exceptional ability in a particular area, but at this time do not meet the formal criteria for gifted identification
 - to better identify high potential students among targeted populations (FRL/ELL)
 - To provide appropriately challenging instruction
- **Action Steps (p. 29)**
 - Communicate about the nature of gifted potential in underrepresented populations
 - Provide resources and deliver professional learning on identification and programming strategies (academic & social-emotional) for educators at Pilot Schools
 - Implement additional testing instruments (like non-verbal ability tests)
 - Broaden pilot
- **Measurable Outcomes (p. 33)**

Discussion 10 minutes
Vote on DUIP





Narrative on Data Analysis and Root Cause Identification

Jeffco Public Schools is the second largest school district in Colorado with over 86,000 PK-12 students and approximately 14,000 employees. Step inside one of Jeffco's 155 schools and programs on 168 campuses and you will see a staff dedicated to building a bright future for every student. District staff is supported by a committed school board, involved parents, and a caring community that combine to provide quality education to prepare all children for a successful future.

Charts 1 and 2 below show Jeffco's student demographics for free/reduced lunch eligible students and ethnicity. For the past five years, trends in these populations have been relatively stable at about one-third of the student population overall.

Chart 1: Jeffco Public Schools Free/Reduced Lunch Eligible K-12 Student Enrollment Trends 17/18

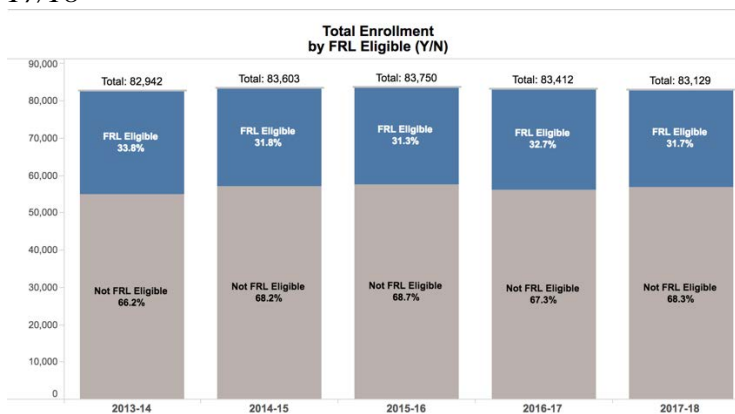
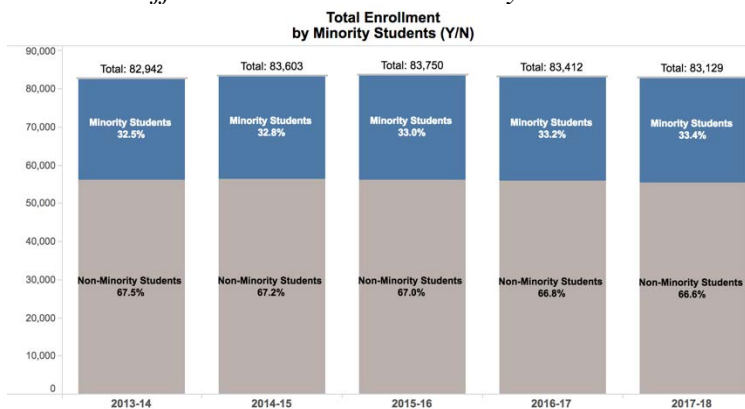


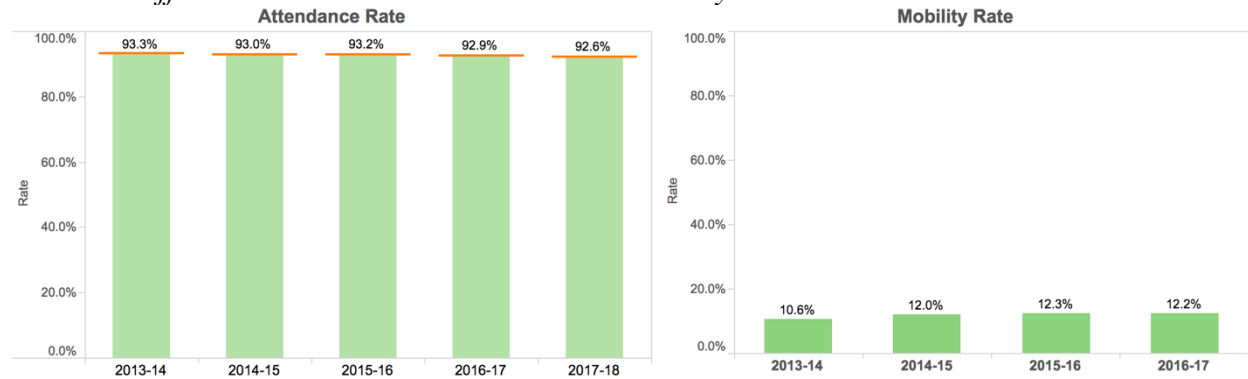
Chart 2: Jeffco Public Schools Minority K-12 Student Enrollment Trends 17/18



Source: Colorado Department of Education <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

Chart 3 below shows a fairly stable trend for the district's overall attendance rate, and a slight increase in the district's mobility rate over the past four years, from 10.6% in 2013-14 to 12.2% in 2016-17.

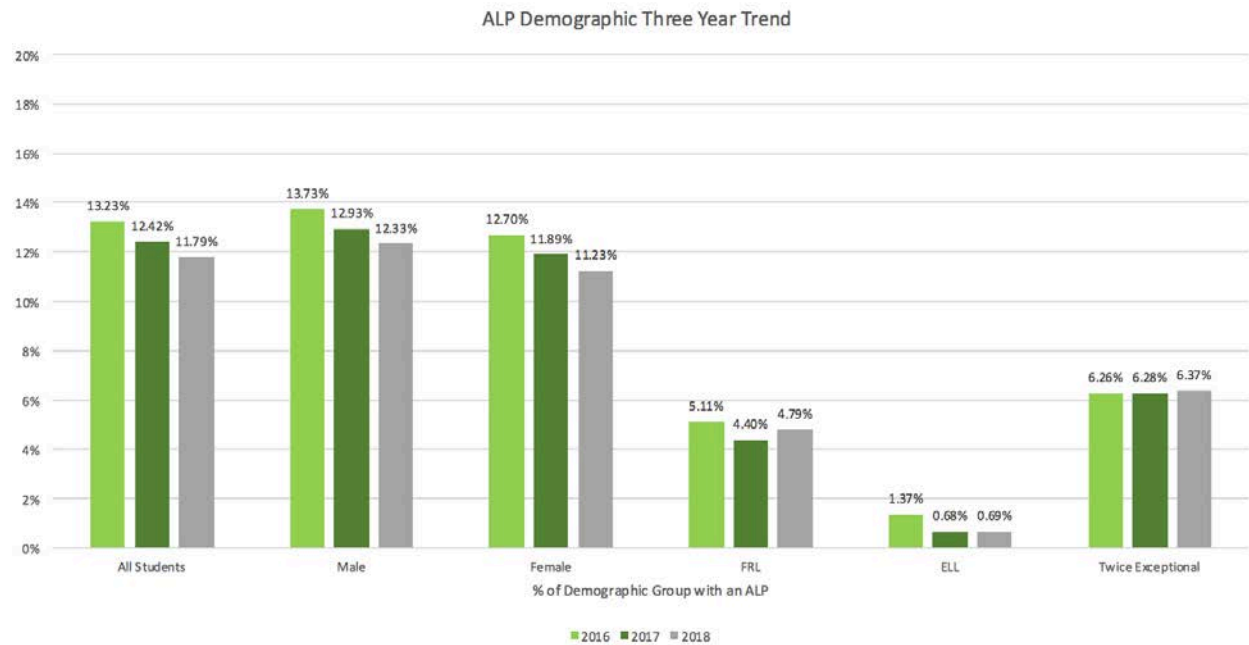
Chart 3: Jeffco Public Schools Attendance and Mobility Rate Trends



Source: Colorado Department of Education <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

Chart 4 below shows the overall percentage of identified G/T students by subgroup. While the overall percentage of identified G/T students decreased from 12.4% to 11.8%, the percentage of G/T identified Free/Reduced Lunch (FRL) students increased from 4.4% to 4.8%. In addition, the percentage of G/T identified ELL students and Twice Exceptional remained relatively stable. For the most recent data available (2017), Colorado's statewide G/T identification is 7.4% of the total population, compared to 12.4% for Jeffco Schools. For 2017, the state identified 3.3% of free/reduced lunch eligible students as gifted compared to 4.4% for Jeffco; the state identified 1.1% for English learners compared to 0.7% for Jeffco.

Chart 4: Advanced Learning Plan (ALP) Demographic Three Year Trend



Note: In Chart 4 above, each subgroup represents the percent identified gifted within the total population of that subgroup (for example, in 2018, 4.79% of all students eligible for free/reduced lunch were identified gifted; whereas, 11.79% of all students in Jeffco were identified as gifted).

Prior Year Targets

The tables on the following pages review results from the targets set on the district's UIP from last year.

Performance Indicator: Academic Achievement (Status)**2018 CMAS Grades 3 ELA & READ Act**

Prior Year Target	Performance
2018 CMAS Grade 3 ELA: <ul style="list-style-type: none"> • Increase overall met/exceeded from 45% to 47% • Decrease did not yet meet/partially met from 31% to 29% 	<ul style="list-style-type: none"> • From 45% to 47% Goal Met • 31% (2016-2017) to 29% (2017-2018) Goal Met
READ Act: Reduce the percentage of students who have been identified with a significant reading deficiency (SRD) from 10% in 2017 to 9% in 2018. Decrease the percent of K-3 students from 48% to 46% who began the year “well below” on the DIBELS Next early reading assessment and continued to be “well below” at the end of the year	11% of K-3 students have been identified with an SRD as of Spring 2018. Goal not met 49% of all K-3 students stayed well-below benchmark (red composite) from the beginning of the year to the end of the year on DIBELS Next. Goal not met K = 28% 1 = 48% 2 = 63% 3 = 60%

2018 CMAS Grade 7 Math

Prior Year Target	Performance
<ul style="list-style-type: none"> • Increase overall met/exceeded from 33% to 34% • Increase Major Content sub-claim (expressions, equations, proportional relationships, etc.) met/exceeded from 35% to 37% • Increase Reasoning sub-claim (constructing viable arguments, critiquing the reasoning of others, etc.) met/ exceeded for: 34% to 36% 	<ul style="list-style-type: none"> • Overall: Increase 33% to 39% Goal met Sub-claim targets not reportable: Major content subclaims were not calculated by CDE in the same format due changes in the CMAS tests for 2017-18.

Performance Indicator: Academic Growth

2017 CMAS Grade 4 ELA

Prior Year Target	Performance
<p>Increase to 50th Median Growth Percentile (if below) or maintain MGP (if at/above 50th) for 2018 CMAS Grade 4 ELA assessment for the following student groups:</p> <ul style="list-style-type: none"> • All Students: 56th • Males: 52nd • Hispanic (largest minority group): 50th • Students with disabilities: increase from 40th percentile • Limited English Proficient (LEP) (largest English Learner group): 56th • Gifted/Talented (G/T) (any identified strength area): 68th percentile to exceed state performance • Free/Reduced Lunch: increase from 49th 	<ul style="list-style-type: none"> • All Students: Decreased from 56th to 51st Median Growth Percentile Grade 4 Assessment for the following student groups: Goal not met • Males: Decreased from 52nd to 42nd percentile Goal not met • Hispanic decreased from 50th percentile to 44th Goal not met • Students with disabilities: Decreased from 40th percentile to 37th Goal not met • LEP: From 56th percentile to 44th percentile Goal not met • Gifted/Talented - Decreased from 68th percentile to 63rd percentile did not exceed state at 63rd percentile Goal not met • Free/Reduced: Decreased from 49th percentile to 42nd Goal not met

2017 CMAS Grade 7 Math

Prior Year Target	Performance
<p>Increase to 50th Median Growth Percentile (if below) or maintain MGP (if at/above 50th) for 2018 CMAS Grade 7 Math assessment for the following student groups:</p> <ul style="list-style-type: none"> • All Students: 50th • Hispanic (largest minority group): increase from 43rd percentile • IEP (Special Education): increase from 48th percentile • Limited English Proficient (LEP) (largest English Learner group): increase from 49th percentile • Gifted/Talented (G/T) (any identified strength area): 56th percentile to exceed state performance • Free/Reduced Lunch: increase from 43rd 	<ul style="list-style-type: none"> • All Students: Decrease to 49th percentile Goal not met • Hispanic: decrease from 43th to 41st percentile Goal not met • IEP: Decreased from 48th percentile to 43rd Goal not met • LEP: Decrease from 49th percentile to 36th Goal not met • Gifted/Talented - Decreased from 56th percentile to 55th percentile, did not exceed state at 57th percentile Goal not met • Free/Reduced Lunch: Decrease from 43rd percentile to 42nd. Goal not met

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target	Performance
<ul style="list-style-type: none"> ● Increase overall 2018 Colorado SAT mean scale score for: <ul style="list-style-type: none"> ○ EBRW* from 536 to 540 ○ Math from 526 to 530 ● Increase to 50th Median Growth Percentile (if below) or maintain MGP (if at/above 50th) for the PSAT to SAT Median Growth Percentile (MGP) for: <ul style="list-style-type: none"> ○ Overall EBRW* 54th/Math 56th ○ Free/Reduced Lunch: EBRW* increase from 46th/Math increase from 47th ○ Minority (non-white): EBRW* increase from 49th/Math 50th percentile ○ Students with Disabilities: EBRW* increase from 38th/Math increase from 33rd <p>*EBRW = Evidenced-based Reading and Writing</p>	<ul style="list-style-type: none"> ● Decreased overall 2018 Colorado SAT mean scale score for: <ul style="list-style-type: none"> ○ EBRW* from 536 to 533 Goal not met ○ Math from 526 to 523 Goal not met ○ Overall EBRW* 55th/Math 53rd Goal not met ○ Free/Reduced Lunch: EBRW* decrease from 46th to 45th/Math no change Goal not met ○ Minority (non-white):EBRW* Decrease from 49th to 47th percentile/Math 50th to 48th Goal not met ○ Students with Disabilities: EBRW* Increase from 38th to 48th/Math Increase from 33rd to 41st Goal met <p>*EBRW = Evidence Based Reading and Writing</p>
<ul style="list-style-type: none"> ● Based on CDHE's Annual Report on Concurrent Enrollment, Jeffco will increase the percentage of concurrently enrolled students districtwide in grades 9 through 12 from 8% to 9% in 2016-17. ● Based on CDE reporting in the District Performance Framework, increase the matriculation rate** for all students from 61.2% to 63% <p>**Reflects all 2017 high school graduates that enroll in a Career & Technical Education program, and 2-Year or 4-Year Higher Education Institution during the subsequent academic year</p>	<ul style="list-style-type: none"> ● Jeffco percentage of concurrently enrolled students district wide in grades 9-12 have remain unchanged at 8% in 2017-18 Goal not met <p>Matriculation rate** increased for all students from 61.2% to 65.3% Goal Met</p>

<p>Increase the 5-year graduation rate by 0.5 percentage point overall and for each student group.</p> <ul style="list-style-type: none"> • Overall: Improve the 5-year grad. rate of 86.8% to 87.3% as reported for the 2017-18 school year • Gifted/talented: Improve the 5-year grad. rate of 95.3% to 95.8% as reported for the 2017-18 school year • Total minority: Improve the 5-year grad. rate of 82.4% to 82.9% as reported for the 2017-18 school year • Free/reduced lunch: Improve the 5-year grad. rate of 77.1% to 77.6% as reported for the 2017-18 school year • Students with disabilities: Improve the 5-year grad. rate of 69.9% to 70.4% as reported for the 2017-18 school year • English learner: Improve the 5-year grad. rate of 69.8% to 70.3% as reported for the 2017-18 school year 	<ul style="list-style-type: none"> • Overall: Increased from 86.8% to 87.6% in 2017-18 Goal Met • Gifted/Talented: Increased from 95.3% to 96.4% in 2017-18 Goal Met • Total Minority: Increased from 82.4% to 83.3% in 2017-18 Goal Met • Free/Reduced lunch: Decreased from 77.1% to 76.9% in 2017-18 Goal not met • Students with disabilities: Increased from 69.9% to 73.4% in 2017-18 Goal Met • English learner: Increased from 69.8% to 74.2% in 2017-18 Goal Met
<p>Increase the 7-year graduation rate by 0.5 percentage points for the following student groups:</p> <ul style="list-style-type: none"> • Students with disabilities: improve the 7-year grad. rate of 80.6% to 81.1% as reported for the 2017-18 school year • English learner: improve the 7-year grad. rate of 74.2% to 74.7% as reported for the 2017-18 school year 	<ul style="list-style-type: none"> • Students with disabilities: Decreased from 80.6% to 78.2% in 2017-18 Goal not met • English learner: Stayed constant at 74.2% in 2017-18 Goal not met
<p>Decrease the annual dropout rate for the district to 1.6% (from 1.7%)</p> <p>0.1 percentage point decrease in the annual dropout rate for each student group:</p> <ul style="list-style-type: none"> • Gifted/talented – 0.2% (from 0.3%) • Total minority – 2.5% (from 2.6%) • Free/reduced lunch – 2.4% (from 2.5%) • Students with disabilities – 1.9% (from 2.0%) • English learner – 3.3% (from 3.4%) 	<ul style="list-style-type: none"> • Overall: Decreased from 1.7% to 1.6% in 2017-18 Goal Met • Gifted/Talented: Stayed constant at 0.3% in 2017-18 Goal not met • Total Minority: Decreased from 2.6% to 2.4% in 2017-18 Goal Met • Free/Reduced lunch: Stayed constant at 2.5% in 2017-18 Goal not met • Students with disabilities: Increased from 2.0% to 2.1% in 2017-18 Goal not met • English learner: Increased from 3.4% to 4.1% in 2017-18 Goal not met

Gifted Education Program Targets

Prior Year Target	Performance
<ul style="list-style-type: none"> • Increase identification of Free/Reduced lunch from 4.4% to 5.5%. <i>(was 5.11% in 2016)</i> • Increase identification of English Language Learners from 0.68% to 1.5% <i>(was 1.4% in 2016)</i> • Increase percentage of GT FRL students Meeting/Exceeding CMAS ELA from 68% to 70%. <i>(was 67% in 2016)</i> • Increase percentage of GT FRL students Meeting/Exceeding CMAS Math from 62% to 70%. <i>(was 67% in 2016)</i> • Decrease percentage of GT LEP students with Low Growth on CMAS Math to match that of non-ELL students. • Decrease percentage of 2e students with Low Growth on CMAS ELA to match that of non-2e students. • Maintain MGP for district 4th grade GT on ELA (currently at 68) to exceed state MGP for GT students at that grade level (currently at 66) • Increase MGP for district 7th grade GT on Math (currently at 55) to that of the state MGP for GT students at that grade level (currently at 58) • Increase percentage of GT High School students reporting feelings of choice about what happens to them at school to exceed that of all high school students for that year. 	<ul style="list-style-type: none"> • Increased identification of Free/Reduced lunch from 4.4% to 4.8%. Goal not met • Increased identification of English Language Learners from 0.68% to 0.69% Goal not met • Increased percentage of GT FRL students Meeting/Exceeding CMAS ELA from 68% to 74%. Goal Met • Increased percentage of GT FRL students Meeting/Exceeding CMAS Math from 62% to 68%. Goal not met • GT LEP students with Low Growth on CMAS Math (46%) did not match that of non-ELL students (28%). Goal not met • Percentage of 2e students with Low Growth on CMAS ELA (33%) to match that of non-2e students (28%). Goal not met • MGP for district 4th grade GT on ELA (63rd) to exceed state MGP for GT students at that grade level (63rd) Goal not met • MGP for district 7th grade GT on Math (55th) to that of the state MGP for GT students at that grade level (57th) Goal not met • Percentage of GT High School students reporting feelings of choice about what happens to them at school met but did not exceed that of all high school students for that year (73.1%).

Current Performance

Jeffco Public Schools exceeds the state expectation of 95% participation rate for CMAS, PSAT & SAT tests; therefore, data included for the district's current performance is representative of the overall student population.

Academic Achievement

Starting with English Language Arts achievement data, **Chart 5** compares the percent of students who met/exceeded CMAS expectations for Jeffco and Colorado. Jeffco exceeded the state performance for all grade levels.

Chart 5: 2017-18 Jeffco/Colorado CMAS English Language Arts (ELA) Achievement Comparison

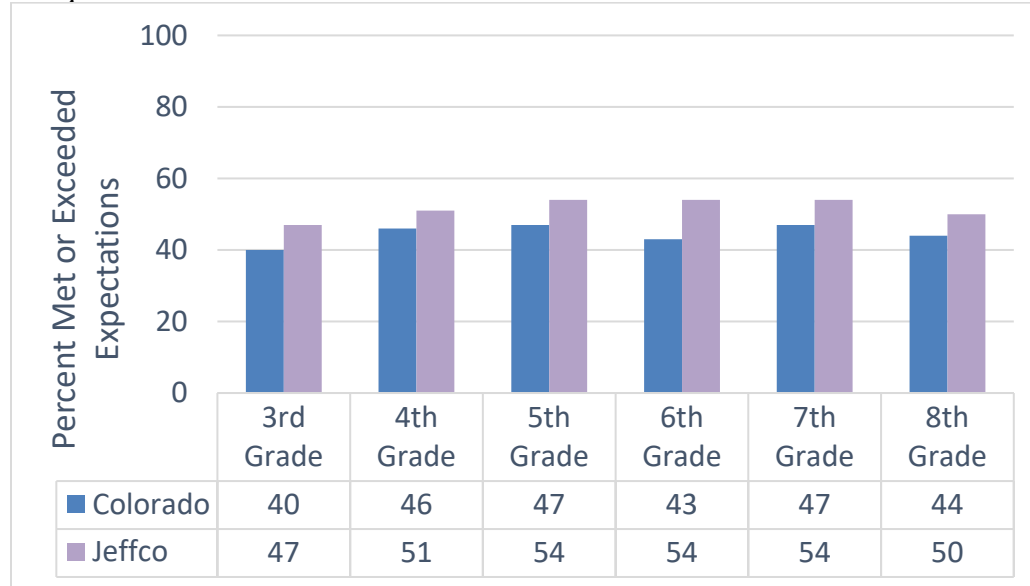
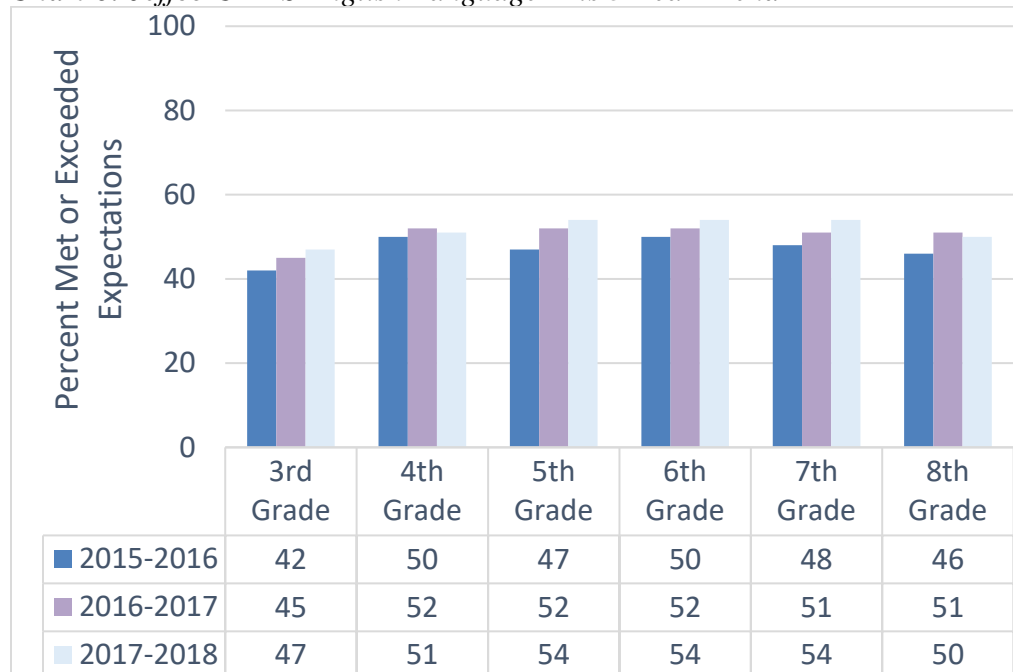


Chart 6 below shows Jeffco’s progress. Since 2015-16, Jeffco demonstrated increased performance in all grade levels for CMAS English language arts (ELA). In 2017-18, grades 4 and 8 did not sustain gains from the prior year. Examining results over time for a “quasi-cohort” (not adjusted for mobility), 3rd grade students have increased in percent met/exceeded from 42% in 2015-16 to 54% as 5th graders in 2017-18. Most “quasi-cohort” performance has shown improvement over time.

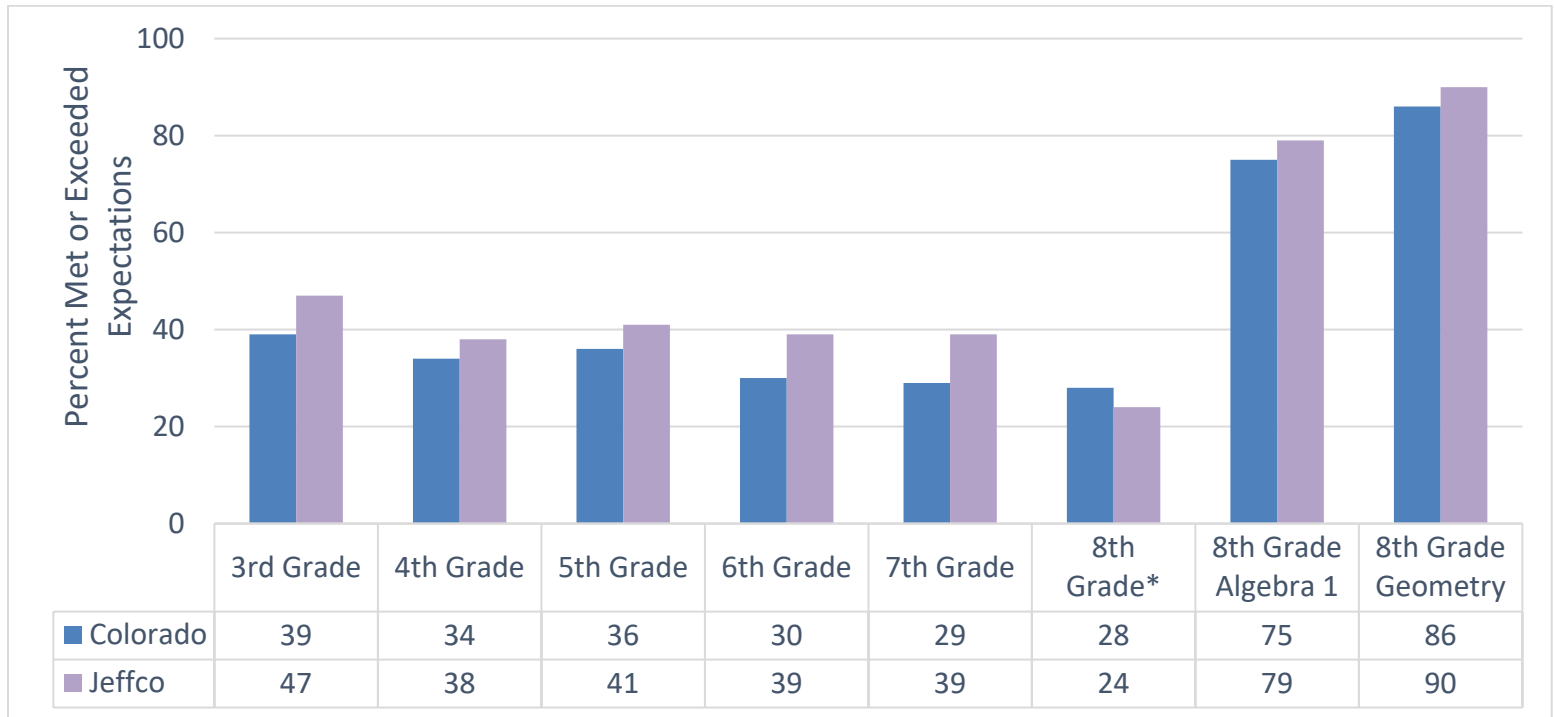
Chart 6: Jeffco CMAS English Language Arts 3-Year Trend



DRAFT 1.29.19

Chart 7 below compares Jeffco to the state. By overall grade levels, Jeffco exceeded the state performance across the board. The 8th grade math results do not represent the entire grade level due to about one-third of 8th graders being represented in the Algebra I and Geometry assessments.

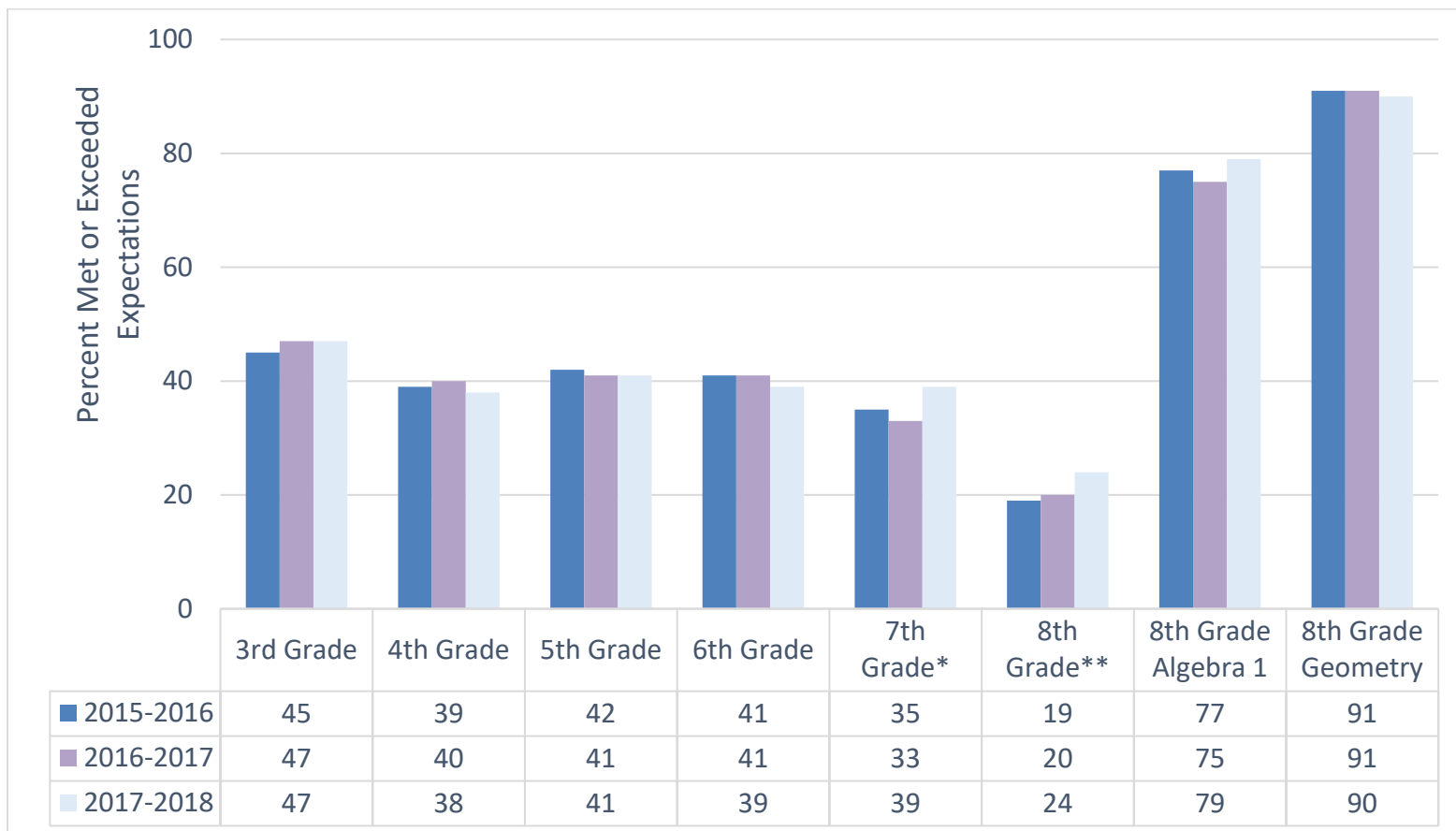
Chart 7: 2017-18 Jeffco/Colorado CMAS Mathematics Achievement Comparison



*Approximately one-third of Jeffco eighth grade students are included in CMAS Algebra I and Geometry assessment results instead of the standard grade 8 math assessment, so state comparisons are not equivalent for the single assessment (grade 8 CMAS Math) in which Jeffco did not exceed state performance. Schools and districts across the state do not test grade 8 CMAS math consistently.

Chart 8 below shows the 3-year trend in CMAS Math achievement for Jeffco. All but three assessments improved or remained stable compared to the prior year. Examining results over time for a “quasi-cohort” (not adjusted for mobility), 3rd grade students have decreased in percent met/exceeded from 45% in 2015-16 to 41% as 5th graders in 2017-18. Most “quasi-cohort” performance has not shown improvement over time for mathematics performance.

Chart 8: Jeffco CMAS Mathematics 3-year Trend



* Beginning in Spring 2018, all grade 7 students took the Grade 7 CMAS Math assessment. In prior years, grade 7 students enrolled in Algebra I took the CMAS Algebra I assessment. Therefore, interpret performance trends with caution.

** Approximately one-third of Jeffco eighth grade students are included in CMAS Algebra I and Geometry assessment results instead of the standard grade 8 math assessment. Schools and districts across the state do not test grade 8 CMAS math consistently.

DRAFT 1.29.19

For CMAS Science, **Chart 9** below shows Jeffco compared to the state. Again, Jeffco exceeded state performance for all grade levels. Comparing trends in CMAS Science in **Chart 10** below, district performance slightly improved for grade 5, remained stable for grade 8 and slightly decreased for grade 11 compared to the prior year.

Chart 9: 2017-18 Jeffco/Colorado CMAS Science Achievement Comparison

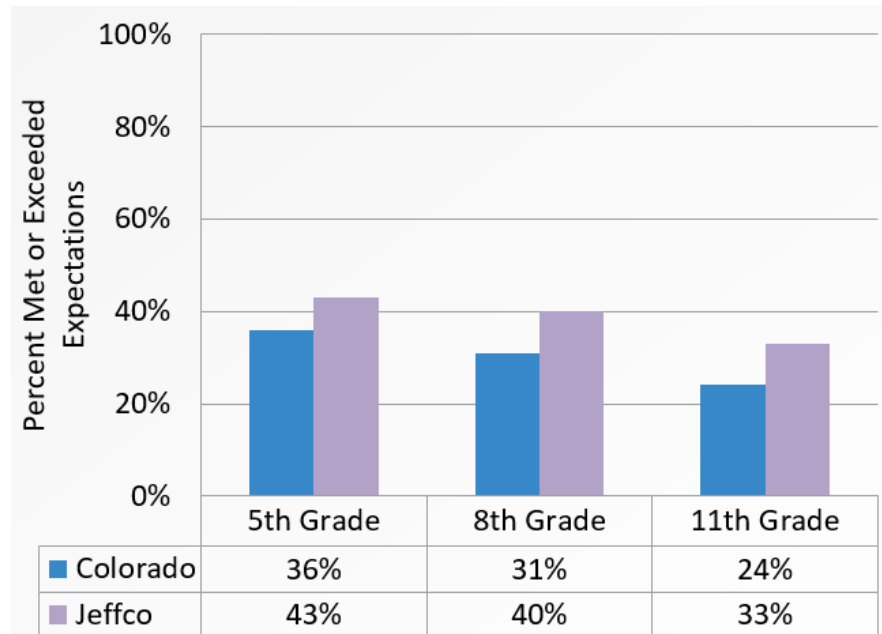
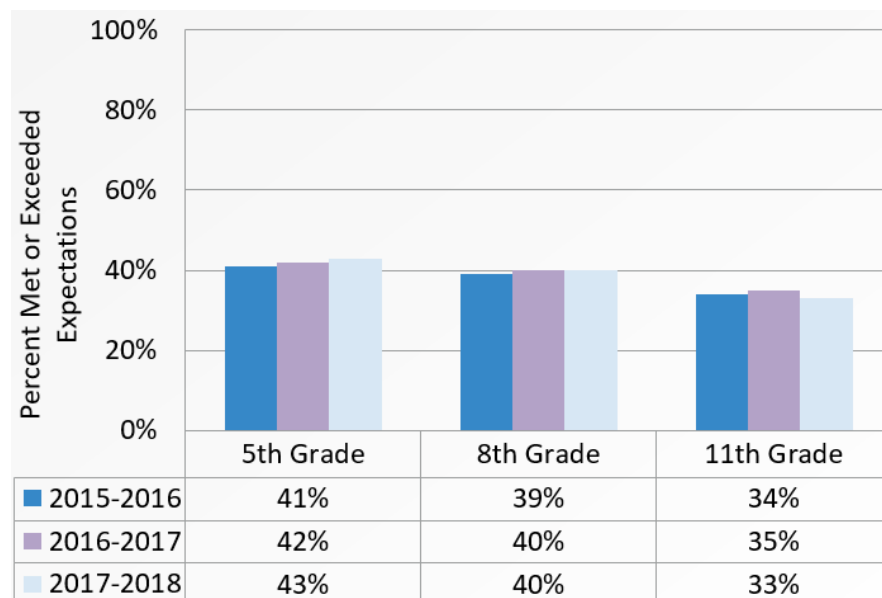


Chart 10: Jeffco CMAS Science 3-Year Trend



Academic Growth

CMAS median growth percentiles are displayed in **Charts 11 and 12** below. CMAS growth shows how students grew over time compared to their academic peers. In **Chart 11**, Jeffco's overall 2018 English language arts (ELA) median growth percentile of 51 exceeds the state at the 50th percentile. Overall ELA growth in Jeffco declined by 1 percentile point from 2017, but still exceeded 2016 growth by 2-points. In English language arts, growth for grades 7 and 8, free/reduced price eligible students, males, students on individualized education plans, and Hispanic and Black students continue to be areas for improved growth. Grades 7 and 8 were the only grade levels that did not meet the state typical growth at the 50th percentile for ELA. For gifted students, Jeffco's ELA median growth at the 57th percentile fell below the state's percentile (59th).

Chart 11: 2017-18 Jeffco CMAS English Language Arts Median Growth Percentile by Subgroup

		ENGLISH LANGUAGE ARTS					
		District			State		
		2016	2017	2018	2016	2017	2018
ALL STUDENTS		49.0	52.0	51.0	50.0	50.0	50.0
GRADE LEVEL	All Students	49.0	52.0	51.0	50.0	50.0	50.0
	04	51.0	56.0	51.0	50.0	50.0	50.0
	05	49.0	51.0	50.0	50.0	50.0	50.0
	06	59.0	61.0	60.0	50.0	50.0	50.0
	07	42.0	44.0	45.0	50.0	50.0	50.0
	08	46.0	47.0	46.0	50.0	50.0	50.0
ENGLISH LEARNERS	09	48.0	52.0		50.0	50.0	
	English Learners	50.0	54.0	50.0	50.0	51.0	50.0
FREE AND REDUCED LUNCH (FRL)	Non-English Learners	49.0	52.0	51.0	50.0	50.0	50.0
	FRL Eligible	45.0	48.0	45.0	47.0	48.0	47.0
GENDER	Non-FRL	51.0	54.0	53.0	52.0	52.0	52.0
	Female	54.0	56.0	55.0	55.0	55.0	54.0
GIFTED	Male	44.0	48.0	46.0	45.0	46.0	46.0
	Gifted and Talented	56.0	57.0	57.0	60.0	58.0	59.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	Non-Gifted and Talented	48.0	51.0	49.0	49.0	49.0	49.0
	On IEP	40.0	44.0	44.0	38.0	41.0	42.0
MIGRANT	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
PERFORMANCE LEVEL	Non-Minority	50.0	53.0	52.0	51.0	51.0	51.0
	At or Above Benchmark	49.0	52.0	50.0	50.0	50.0	50.0
RACE/ETHNICITY	Below Benchmark	50.0	52.0	51.0	50.0	50.0	50.0
	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
	Two or More Races	49.0	53.0	51.0	51.0	51.0	50.0

Chart 12 below, Jeffco's overall median growth at the 51st percentile for CMAS Math declined slightly compared to the prior year, but continued to exceed the state. Math growth performance has similar subgroup areas of improvement as ELA, except for males (51st percentile). CMAS Math median growth percentiles for English learners and Hawaiian/Pacific Islanders also did not meet the state typical growth at the 50th percentile. The highest growth occurred at 6th grade (58th percentile), while three grade levels (grades 4, 7 and 8) did not meet the state typical growth at the 50th percentile. In math, gifted students reached the 57th percentile, compared to the 59th at the state level.

Chart 12: 2017-18 Jeffco CMAS Mathematics Median Growth Percentile by Subgroup

		MATH					
		District			State		
		2016	2017	2018	2016	2017	2018
ALL STUDENTS	All Students	52.0	53.0	51.0	50.0	50.0	50.0
GRADE LEVEL	04	50.0	52.0	47.0	50.0	50.0	50.0
	05	55.0	54.0	51.0	50.0	50.0	50.0
	06	57.0	57.0	58.0	50.0	50.0	50.0
	07	48.0	50.0	49.0	50.0	50.0	50.0
	08	49.0	49.0	47.0	50.0	51.0	50.0
	09	53.0	56.0		49.0	50.0	
ENGLISH LEARNERS	English Learners	49.0	49.0	47.0	47.0	49.0	48.0
	Non-English Learners	52.0	54.0	51.0	51.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	46.0	47.0	44.0	46.0	46.0	46.0
	Non-FRL	55.0	56.0	53.0	53.0	53.0	53.0
GENDER	Female	54.0	52.0	50.0	51.0	50.0	50.0
	Male	50.0	54.0	51.0	49.0	50.0	50.0
GIFTED	Gifted and Talented	59.0	60.0	57.0	60.0	58.0	59.0
	Non-Gifted and Talented	51.0	52.0	49.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	42.0	48.5	43.0	40.0	43.0	43.0
	Non-IEP	53.0	54.0	51.0	51.0	51.0	51.0
MIGRANT	Migrant				42.0	47.0	43.0
	Non-Migrant	52.0	53.0	51.0	50.0	50.0	50.0
MINORITY	Minority	49.0	49.0	47.0	47.0	48.0	48.0
	Non-Minority	54.0	55.0	52.0	53.0	52.0	52.0
PERFORMANCE LEVEL	At or Above Benchmark	52.0	53.0	50.0	50.0	50.0	50.0
	Below Benchmark	52.0	53.0	51.0	50.0	50.0	50.0
RACE/ETHNICITY	American Indian or Alaska Native	43.0	52.0	55.0	46.0	45.0	48.0
	Asian	62.0	58.0	58.0	59.0	58.0	59.0
	Black	47.0	45.0	44.0	46.0	45.0	46.0
	Hispanic	47.0	47.0	45.0	46.0	47.0	47.0
	White	54.0	55.0	52.0	53.0	52.0	52.0
	Hawaiian/Pacific Islander	56.0	45.0	39.0	53.0	50.0	51.0
	Two or More Races	51.0	56.0	52.0	51.0	51.0	51.0

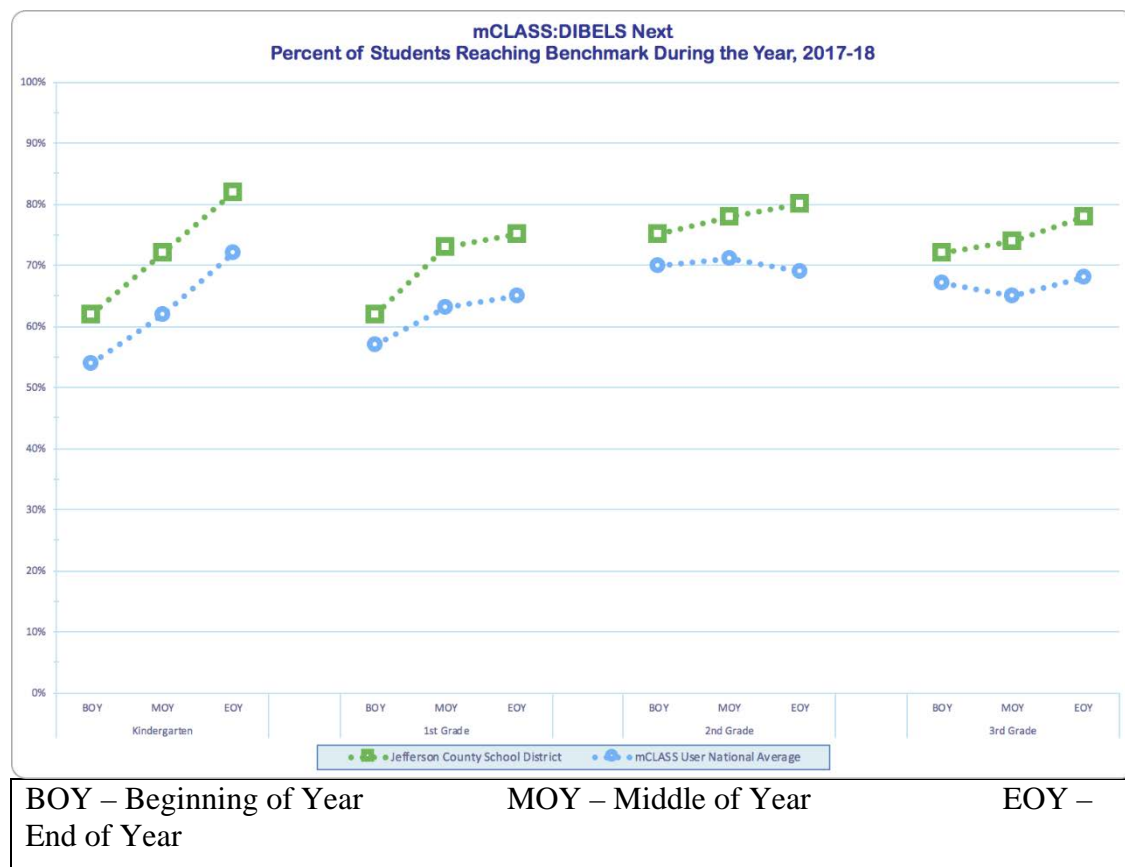
Early Childhood Needs Assessment

[An analysis](#) of the Jeffco Kindergarten Entry Assessment (KEA) data as well as the [framework](#) for planning, implementing and evaluating PreK-3rd Grade approaches have been incorporated into Jeffco Public School's Early Childhood Education (ECE) needs assessment for implementation of researched-based early learning strategies. Priorities associated with this framework include: limited approaches to kindergarten transition from a Jeffco preschool or community partner preschool into Jeffco kindergarten classrooms, limited P-3 systemic instructional practices across all schools, and, limitations in aligned community support partnerships for families with children from birth to school age. Jeffco Public School's [Strategic Plan](#) for Jeffco outlines expanded efforts to address each of these identified needs.

READ Act

Chart 13 below shows 2017-18 performance on the districtwide early literacy READ Act assessment, DIBELS Next, compared to the national average. All grade levels (K-3) exceed the national average. Students also show progress from the Beginning of Year (BOY) to the End of Year (EOY) benchmarks.

Chart 13: 2017-18 Jeffco Kindergarten Through Grade 3 Percent of Students Reaching DIBELS Benchmark



Workforce & College Ready

Chart 14 below, Jeffco exceeded the state's mean scale score for Colorado SAT in both Evidenced-Based Reading/Writing (EBRW) and Math.

Chart 14: 2017-18 Jeffco/Colorado SAT Achievement Comparison

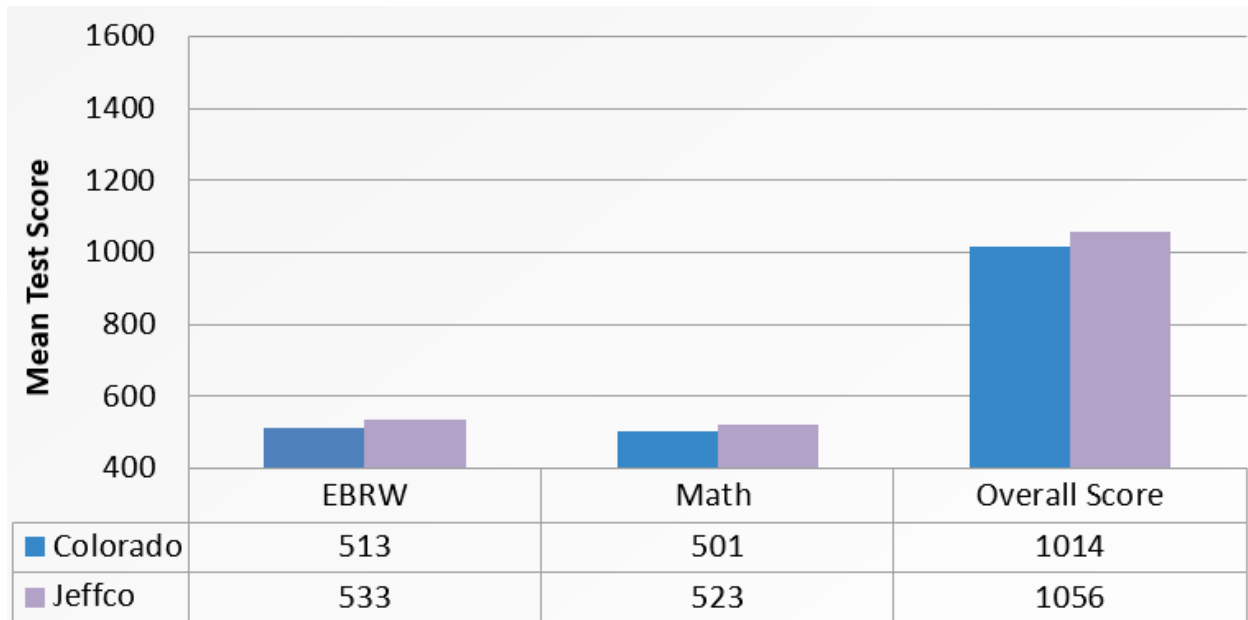
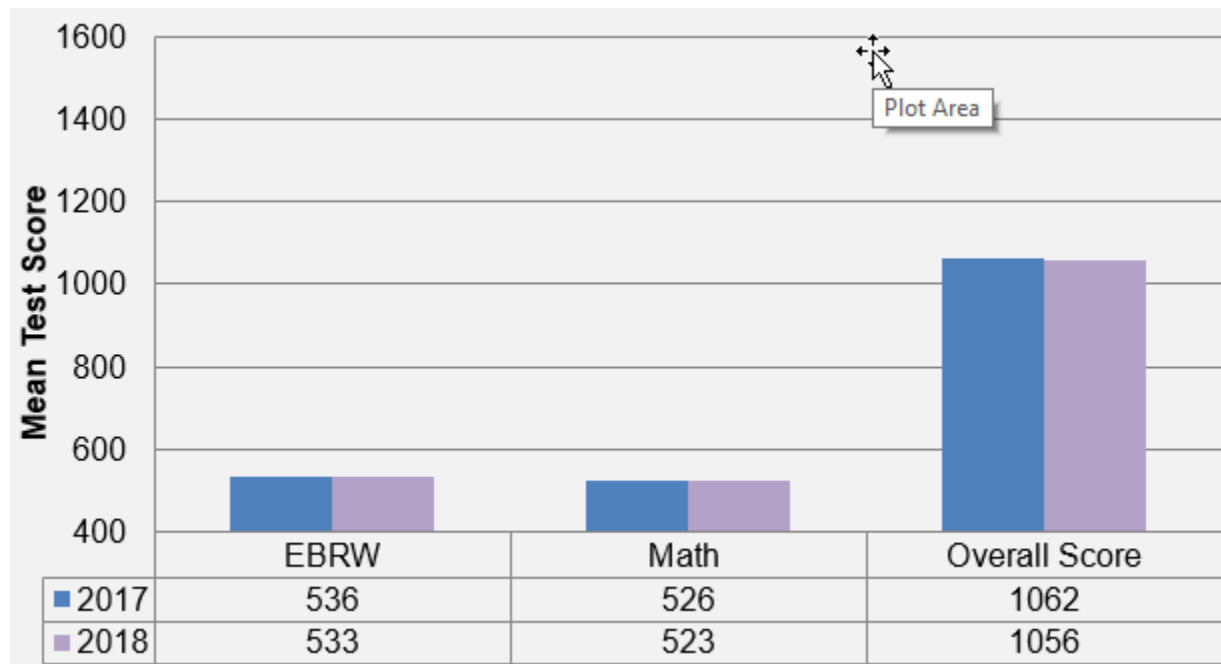


Chart 15 below shows Jeffco’s two-year trend data for SAT. The trend is stable, with only two years of data available since the Colorado Department of Education implemented state-wide SAT testing in 2016-17.

Chart 15: Jeffco CMAS SAT 2-Year Trend




The Colorado Department of Education (CDE) calculates academic growth for PSAT and SAT the same way as CMAS growth (comparing student performance from one year to the next to a matched academic peer group). As shown in **Charts 16 and 17** below, Jeffco’s overall Evidence-Based Reading/Writing (EBRW) median growth percentile at the 55th percentile and the 53rd percentile for Mathematics exceeded the state. Jeffco exceeded the state’s median growth percentiles for many subgroups. The Asian, Black and Hispanic subgroups did not meet EBRW growth, while the American Indian, Black, Hispanic and Hawaiian/Pacific Islander subgroups did not meet Math growth. The following groups did not meet state typical growth for both SAT EBRW and Math: English learners, free/reduced lunch eligible, females, students with individual education plans, total minority.

DRAFT 1.29.19

Chart 16: 2017-18 Jeffco PSAT/SAT Evidence-Based Reading/Writing Median Growth Percentile by Subgroup

		EVIDENCE-BASED READING AND WRITING			
		District		State	
		2017	2018	2017	2018
ALL STUDENTS	All Students	54.0	55.0	49.0	50.0
GRADE LEVEL	09		53.0		51.0
	10		56.0		51.0
	11	54.0	55.0	49.0	50.0
ENGLISH LEARNERS	English Learners	47.0	42.0	44.0	38.0
	Non-English Learners	55.0	56.0	51.0	53.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	46.0	45.0	43.0	42.0
	Non-FRL	56.0	58.0	53.0	56.0
GENDER	Female	54.0	48.0	48.0	45.0
	Male	55.0	61.0	51.0	56.0
GIFTED	Gifted and Talented	64.0	68.0	60.0	64.0
	Non-Gifted and Talented	53.0	51.0	48.0	48.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	38.0	47.5	32.0	43.0
	Non-IEP	55.0	55.0	51.0	51.0
MIGRANT	Migrant			39.0	42.0
	Non-Migrant	54.0	55.0	49.0	51.0
MINORITY	Minority	49.0	47.0	46.0	43.0
	Non-Minority	56.0	58.0	53.0	57.0
RACE/ETHNICITY	American Indian or Alaska Native	44.0	50.5	44.5	43.0
	Asian	53.0	49.0	54.0	52.0
	Black	55.5	45.0	47.0	40.0
	Hispanic	47.0	46.0	44.0	42.0
	White	56.0	58.0	53.0	57.0
	Hawaiian/Pacific Islander		52.0	45.0	39.0
	Two or More Races	51.0	55.0	48.0	52.0

Chart 17: 2017-18 Jeffco PSAT/SAT Mathematics Median Growth Percentile by Subgroup

		MATH			
		District		State	
		2017	2018	2017	2018
					
ALL STUDENTS	All Students	56.0	53.0	50.0	50.0
GRADE LEVEL	09		53.0		50.0
	10		53.0		50.0
	11	56.0	53.0	50.0	50.0
ENGLISH LEARNERS	English Learners	45.0	45.0	41.0	43.0
	Non-English Learners	58.0	54.0	52.0	52.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	47.0	47.0	41.0	45.0
	Non-FRL	59.0	55.0	54.0	53.0
GENDER	Female	54.0	49.0	48.0	48.0
	Male	58.0	57.0	50.0	53.0
GIFTED	Gifted and Talented	65.0	55.0	58.0	55.0
	Non-Gifted and Talented	54.0	53.0	48.0	50.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	33.0	41.0	28.0	38.0
	Non-IEP	58.0	54.0	51.0	51.0
MIGRANT	Migrant			32.0	43.0
	Non-Migrant	56.0	53.0	50.0	50.0
MINORITY	Minority	50.0	48.0	45.0	47.0
	Non-Minority	59.0	55.0	54.0	54.0
RACE/ETHNICITY	American Indian or Alaska Native	50.0	45.0	41.0	46.0
	Asian	58.0	51.0	56.0	56.0
	Black	41.0	44.0	43.0	44.0
	Hispanic	48.0	48.0	43.0	46.0
	White	59.0	55.0	54.0	54.0
	Hawaiian/Pacific Islander		42.0	45.0	49.0
	Two or More Races	59.0	54.0	51.0	50.0

Climate Data

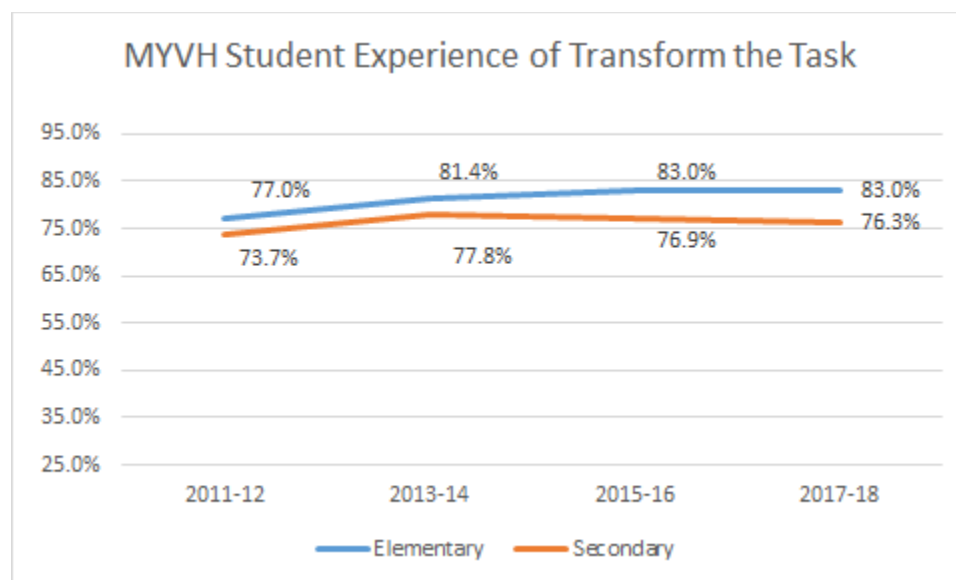
In order to fully understand the district's academic data, it is important to contextualize achievement and growth data with climate data such as student engagement, family engagement and the teaching and learning conditions within the district. Additionally, these data can make direct connections to the district's strategic plan. Jeffco schools administers three surveys to assess student, family, and employee perceptions of climate.

Student Engagement

Make Your Voice Heard (MYVH) is a student survey that is designed to measure student engagement conceptualized as affective, behavioral, and cognitive engagement. The survey is given to students in grades 2 through twelve, every other year. MYVH is optional for schools to

administer in the ‘off-years’. Using questions from MYVH, an index was created to assess students’ experience of engaged tasks in the classroom. While Jeffco Generations is the new strategic plan, MYVH has asked about the three components of transform the task for many years. The three components include high expectations, real world application and student voice and choice in their learning (student agency). Therefore, MYVH heard results were trended for relevant items into a ‘Transform the Task index.’ Reliability estimates of this index range from .69 to .84 over the four years of census data. **Chart 18** below describes the overall percent positive over the last several years on the engaged task (referred to as transform the task in the strategic plan).

Chart 18: Make Your Voice Heard Student Survey: Transform the Task Index



Based on Chart 18, secondary students experience less authentic tasks than elementary. For example, on one item in the index, 87% of elementary students find what they learn as useful to their real life, only 66% of middle school students and 60% of high school students agree with that statement.

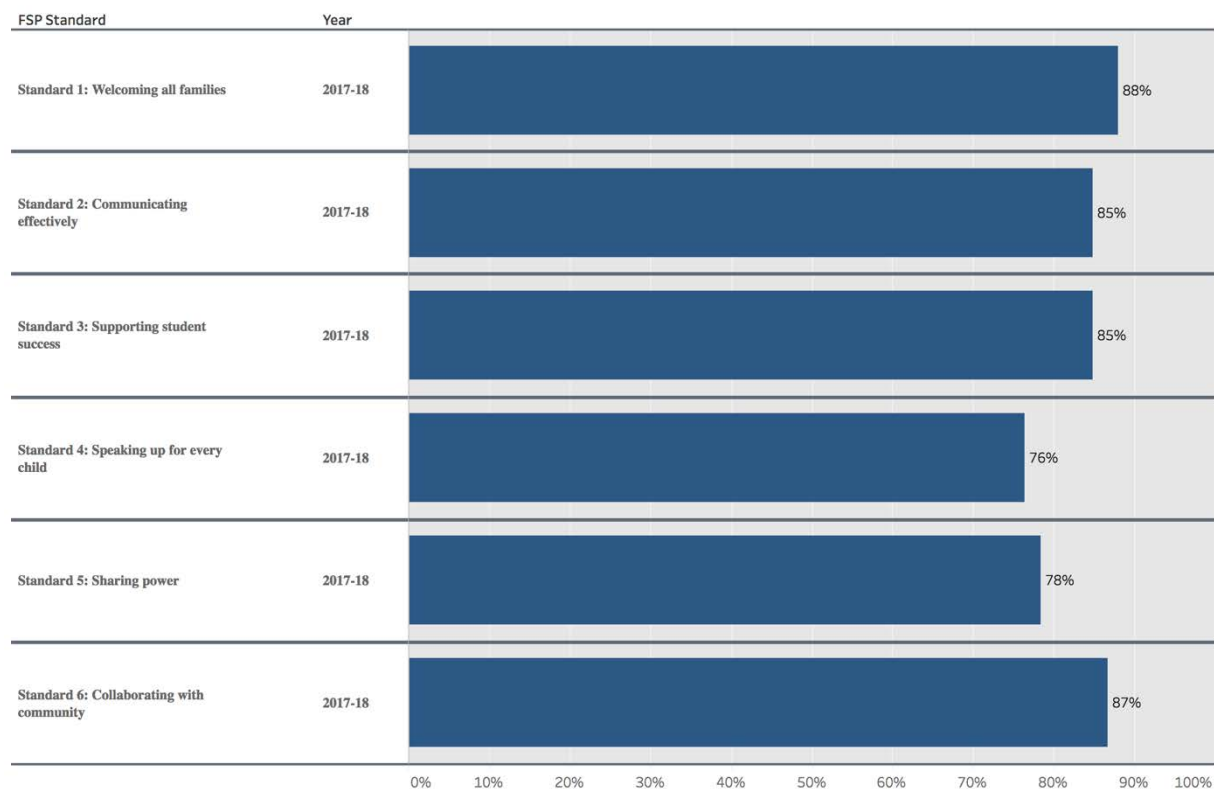
Family Engagement

The Family School Partnership survey (FSP) was designed to assess the nationally recognized standards for family engagement with school. The survey is given to families every other year as a census (e.g., 2016-17), however it is optional in the ‘off-years’ (e.g., 2017-18) and the total number of respondents is similar (nearly 11,000) whether it is a census year or not. In addition to assessing the six PTA standards developed by Harvard School of Education (Mapp, 2007), the FSP asks parents whether they were familiar with the Jeffco Generations strategic plan.

As shown in **Chart 19** below, the FSP survey data demonstrate at the school level, engagement is strong in many schools, where families and the community come together in support of learning - relationships. In other areas of the district, schools struggle with family engagement, both in terms of rallying the community to support school needs but also in helping families feel they are full partners in their students' education.

Chart 19: 2017-18 Percent Agreement on the District Family-School Partnership Survey

Family-School Partnership Survey - District Trends
Percentage Agree/Strongly Agree



Jeffco Public Schools is committed to continuously improving our family-school community partnerships and exceeds federal and state requirements pertaining to family engagement. To that end, one component of the Jeffco Strategic Plan elevates [family and community engagement](#), with measurable steps through a theory of action, smart goals and an action plan. Furthermore, Title I schools seek meaningful stakeholder engagement (families, teachers/staff, principal and community) throughout the year in order to ensure families' voice is represented in the Family-School Compact and UIP (Unified Improvement Plan). The Jeffco Title I Family Engagement Liaison program provides additional, intentional support to help develop robust high impact family engagement strategies that are linked to learning.

Staff Engagement

In 2017-18, Jeffco Schools participated in the statewide assessment of the *Teaching & Learning Conditions in Colorado* (TLCC). Two areas of need were identified: time and professional development. Specifically, Jeffco results showed the lowest area of agreement (58% overall favorability rating) for the questions concerning availability of and use of time. The items concerning professional development (PD) had a 70% overall favorability rating (the next lowest category) and included questions about teachers receiving adequate professional learning. While these results mirror statewide results, it is important to recognize that in order to fully implement the strategic plan's vision of transforming student tasks, teachers need time and professional learning to change instruction and plan for authentic learning experiences. Results for Jeffco can be found on the [TLCC website](#).

Trend Analysis

Early Literacy

- In both 2016-17 and 2017-18 school years, 46% of the K-3 students scoring below and well below expectations at the beginning of the year on DIBELS (K-3 reading assessment) increased their scores to the “at” and “above” categories.
- Composite scores for K-3 students in DIBELS shows widening gaps between students at well below proficiency at the beginning of the year and remained well below proficiency at the end of the year across the school year and across grade levels. For example, in 2017-18 the percentage of students scoring red/well below composite at both Beginning of Year (BOY) tests and still well below at End of Year (EOY) tests in Kindergarten is 28%; Grade 1 is 48%; Grade 2 is 63% and Grade 3 is 60%.
- The percent of Jeffco students who met/exceeded expectations for grades 3 through 8 ELA CMAS achievement continued to exceed the state in all grade levels, as in all prior years.
- Students in Grade 3 through 8 increased from the 49th percentile in overall growth on ELA CMAS from the 2015-2016 to the 51st percentile in 2017-2018.
- Four of six grade levels improved in the percent of students who met/exceeded ELA CMAS from 2016-2017 and 2017-2018.
- Grade 3 CMAS ELA achievement results show an increase in students who met and exceeded expectations, from 42% in 2015-16 to 47% in 2017-18.
- Females outperform males in English language arts. Overall, a 9-point gap exists between genders in grades 4 through 8 for ELA academic growth percentiles.
- The percentage of Gifted/Talented (GT) students eligible for free/reduced price lunch who met or exceeded Grade 4 CMAS ELA expectations increased from 68% in 2016-17 to 74% in 2017-18. The district's Grade 4 CMAS ELA median growth percentile (MGP) matched the state MGP for GT students at the 63rd percentile.
- The Jeffco *Make Your Voice Heard* survey data show that about half of Grade 2 through 6 students who participated in the survey believe, “The things I read in school are challenging.”

Mathematical Reasoning

- Nearly 4 in 10 students met or exceeded expectations on both the grade 6 and 7 CMAS Math assessment, with median growth at the 58th percentile for grade 6 compared to the 49th percentile for 7th grade. Trends for Grade 7 CMAS are not consistent due to population changes in students tested.
- There is a 29-point gap between the percent of white and Hispanic students who met/exceeded Grade 7 CMAS Math expectations in 2017-18 compared to 26 points in 2016-17.
- There is a 33-point gap between free/reduced lunch (FRL) and non FRL-eligible students who met/exceeded Grade 7 CMAS Math expectations compared to 28 points in 2016-17.
- For Grade 7 CMAS Math, the sub-content area of mathematical reasoning earned the lowest percent of points of the four sub-content areas at 26 points, compared to 32 for major content, 41 for modeling, and 48 for supporting content. No trend data available due to change in CDE reporting of sub-content areas.
- The percentage of Gifted/Talented (GT) students eligible for free/reduced price lunch who met or exceeded grade 7 CMAS Mathematics expectations increased from 62% in 2016-17 to 68% in 2017-18.
- The Grade 7 CMAS Mathematics Median Growth Percentile (MGP) for district 7th grade GT students was at the 55th percentile compared to the state MGP for GT students at the 57th percentile.
- On the district-wide Make Your Voice Heard student survey, about three-quarters of 7th and 8th grade students agreed or strongly agreed that their math work is challenging.

Postsecondary & Workforce Readiness

- Jeffco's 2018 Colorado SAT results exceeded the state. Evidence Based Reading/Writing (EBRW): Jeffco 533 /State 513. Math: Jeffco 523 /State 501. Overall: Jeffco 1056 /State 1014.
- The two-year trend for Colorado SAT shows relatively stable performance from 2017 to 2018 at the district level. The Colorado SAT has only been administered for two years, so a three-year trend is not available.
- In 2018, the range of overall SAT school mean scores across the district span 782 to 1296.
- Jeffco's 2018 PSAT to SAT academic growth exceeded the state median (50th percentile): 55th median growth percentile for EBRW and 53rd median growth percentile for Math. Compared to 2017 performance, SAT EBRW district growth increased by 1-percentage point, while Math growth increased by 3-percentage points.
- PSAT/SAT subgroup growth for minority students, students eligible for free/reduced lunch and special education students generally did not reach the 50th percentile. This trend holds from 2017.
- There were differences in the PSAT/SAT growth rates of males and females in EBRW. Males increased in growth on the PSAT to SAT from the 55th percentile (2017) to the 61st percentile (2018) and females decreased in growth on the PSAT to SAT from

the 54th to 48th percentile, resulting in a 13 percentage point growth gap between males and females.

- There were differences in the PSAT/SAT growth rates of males and females in Math. Males decreased in growth on the PSAT to SAT from the 58th percentile (2017) to the 57th percentile (2018) and females decreased in growth on the PSAT to SAT from the 54th to 49th percentile, resulting in an 8 percentage point growth gap between males and females.
- For overall PSAT/SAT academic growth, students with disabilities improved performance in both EBRW at the 47.5 percentile (up from the 38th) and 41st percentile for Math (up from the 33rd).
- The percent of students concurrently enrolled remained stable at 8% from 2015-16 to 2016-17.
- Matriculation rates increased for all students from 61.2% to 65.3%.
- Updated graduation and dropout rates will be released in January 2019.

Priority Performance Challenges and Root Causes

1. Priority Performance Challenge: Early (Preschool to Grade 3) academic achievement and growth gaps for student subgroups remain largely unchanged in the district (with free/reduced lunch eligible, minority, and limited English proficient students generally underperforming their peers; males in literacy and females in math underperforming peers; and gifted students compared to academic peers).

Root Cause: Inequitable early academic access, resources, and support that transform the student experience to focus on demonstrated student learning and development needs inclusive of cognition, communication and language development, emotional & social development, health & physical development, literacy, and math.

2. Priority Performance Challenge: The district's middle level English language arts and mathematics academic growth falls below state typical levels at the 50th percentile (including growth for free/reduced lunch eligible, minority, females, English learners; and gifted students compared to their academic peers).

Root Cause: There is a lack of engaging student learning experiences for middle level students. Many Jeffco students have not fully engaged in their learning due to a lack of student agency (voice and choice in their learning) and relevance (real world application) with high expectations for all learners.

3. Priority Performance Challenge: Not all Jeffco high school students are demonstrating career and college readiness, as demonstrated by district SAT performance, graduation rates, etc. by student subgroups, including free/reduced lunch eligible, minority, English learners, etc.

Root Cause: There is a lack of student learning experiences for both career and college connections during the high school years that will ensure students are ready and able to connect to career, college, and life as productive citizens. In the information age, "one size fits all" instruction doesn't meet the needs of all high school students. Teachers still need additional support and training to personalize instruction for a variety of customized pathways (students choosing their own career and college paths) in high school.

4. Priority Performance Challenge: The district continues to remain underrepresented with Gifted/Talented identified students among free/reduced lunch eligible and English language learner populations as compared with the overall district gifted identification rate.

Root Causes:

- In 2016-17, Jeffco began implementing the new, more stringent, CDE guidelines for gifted identification, using an entire Body of Evidence of indicators for gifted identification. The gathering of this Body of Evidence is more time-intensive, delaying the time to make a formal gifted identification. This new process has had an impact on all

identifications (our overall district identifications decreased from 13.2% in 2016 to 11.8% in 2018 of all Jeffco students identified GT) and significantly impacted English Language Learners (ELLs) and Free/Reduced Lunch (FRL) student identifications.

- Perceived misunderstandings persist regarding the nature of giftedness among those schools who have large numbers of FRL and ELL populations.
- There remains a perceived lack of access for gifted identification or programming resources among families or communities with high ELL or FRL populations.
- There is a need for more targeted identification instruments and strategies for these populations, such as use of non-verbal cognitive assessments and periodic follow-up testing.
- There is a lack of appropriate enriched programming for ELL and FRL students who show high potential for giftedness.

Major Improvement Strategies

Note that the Major Improvement Strategies below are embedded in the district's [strategic plan](#) with the following overall theory of action:

If we keep the creation of profoundly authentic student experience at the center of our work (Learning) and build repeatable procedures (system-ness) where quality learning can be scaled, replicated, and provided equitably to every student (Conditions for Learning) and create systems to ensure that every student comes to school ready to learn and barriers to learning are removed (Readiness for Learning), ...

Then our students will be prepared for their futures.

For the district Unified Improvement Plan, strategies mainly highlight the Learning section of the district's Strategic Plan; however, Conditions and Readiness for Learning also are important areas that the district continues to support. For students to fully access academic learning, students need to have conditions in place to foster learning, as well as be ready for the learning. Changing the student learning experience includes changing the tasks students complete in the classroom everyday, as well as supporting students with socio-emotional learning supports, providing equity in learning, etc. (as outlined in the full district Strategic Plan).

Early Academic Transformative Tasks for All Students

Jeffco Strategic Plan tactics most closely aligned to this Major Improvement Strategy: [\(Transforming the Task, High Expectations, Responsive Teaching, and Commitment to Equity\)](#)

The district and schools will partner to close achievement gaps for subgroups (including free/reduced lunch eligible, minority, gender, gifted students compared to academic peers, and English learners) compared to all students in early academics through the development of systemic curriculum, assessment, and professional learning supports, including the following:

1. Support teachers to connect high expectations based on Colorado Academic Standards with engaging tasks for all students by:
 - a. Creating developmentally-aligned resources and training to provide educators with models that transform the task for student learning so that students have a foundation of Jeffco Generation skills.
 - b. Revising and developing Jeffco curriculum and resources to align to the high expectations of the 2018 Colorado Academic Standards, Generations/Essential Skills, and Proficiency Scales.
2. Create structures, training, and resources to support learning labs, or laboratory experiences where teachers, leaders, and coaches collaborate to improve practice within the context of their own students, and pilot in schools across the district in 2018-19.
3. Implement a systemic whole child formative assessment kindergarten through third grade. Support teachers in understanding whole child data, formative assessment processes and data informed instruction toward sustainable academic outcomes.
4. Partner with key community organizations to provide equitable supports for families with children birth through third grade so that students enter and continue ready to learn.
5. Continue to provide the Jeffco Summer of Early Learning (changed from Literacy) for struggling primary learners in incoming Kindergarten through 3rd grades.

Middle Level Transformative Tasks for All Students

Jeffco Strategic Plan tactics most closely aligned to this Major Improvement Strategy: (Transforming the Task, High Expectations, Student Directed Learning, and Commitment to Equity)

The district will partner with schools to improve academic growth for subgroups (including free/reduced lunch eligible, minority, gender, gifted students compared to academic peers, and English learners) compared to all middle school students through the development of systemic curriculum, assessment and professional learning supports, including the following:

1. Develop resources and training to provide educators with models to transform the task for student learning, specifically, training for balanced components of rigorous instruction including procedural fluency, conceptual understanding, and application and transfer.
2. Revise and develop Jeffco curriculum and resources to align to the high expectations of the 2018 Colorado Academic Standards, Generations/Essential Skills, and Marzano Proficiency Scales.
3. Create structures, training, and resources to support learning labs, or laboratory experiences where teachers, leaders, and coaches collaborate to improve practice within the context of their own students, and pilot in schools across the district in 2018-19.

College & Career Readiness Transformative Tasks for All Students

Jeffco Strategic Plan tactics most closely aligned to this Major Improvement Strategy:
Customized Pathways, Transforming the Task, High Expectations, and Commitment to Equity)

The district and schools will partner to close achievement gaps for subgroups (including free/reduced lunch eligible, minority, gender, gifted students compared to academic peers, and English learners) and all students in mathematics and literacy (reading/writing/communicating) through the development of systemic curriculum, assessment and professional learning supports as well as increasing student access to career/college opportunities, including the following:

1. Transforming the task in high school classrooms: Develop resources and training to provide educators with models to transform the task for student learning.
2. Revise and develop Jeffco curriculum and resources to include career-connected opportunities and align to the high expectations of the 2018 Colorado Academic Standards, Generations/Essential Skills, and Marzano Proficiency Scales.
3. Create structures, training, and resources to support learning labs, or laboratory experiences where teachers, leaders, and coaches collaborate to improve practice within the context of their own students, and pilot in schools across the district in 2018-19.
4. Increase student access of career and college opportunities through the expansion of Career and Technical Education programs, Concurrent Enrollment courses, and AP and IB courses.
5. Expand work-based learning opportunities (worksite tours, mentors, career exploration activities, job shadows, internships and apprenticeships) for all students.
6. Align work-based learning and industry-related problem based learning experiences to high expectations to support math and literacy.
7. Provide professional learning and teacher externships to support the development of authentic classroom learning experiences.
8. Develop training and resources to support school-based programs for SAT and Accuplacer student supports so that teachers and students clearly understand the connection between SAT, Accuplacer, and the work they do to support career and college readiness.

Gifted Student Identification Major Improvement Strategy

Jeffco Strategic Plan tactics most closely aligned to this Major Improvement Strategy:
Transforming the Task, Commitment to Equity, and Responsive Teaching)

The Gifted/Talented Department will implement a Talent Pool model, defined as a group of students who demonstrate an advanced / exceptional ability in a particular area, but at this time do not meet the formal criteria for gifted identification, to better identify high potential students among minority, English Language Learner and Free/Reduced Lunch populations, and to

provide appropriately challenging instructional resources and strategies for these students to actualize their potential. Implementation of the Talent Pool model will:

1. Provide structures and processes that support the development of Talent Pools in Jeffco.
2. Develop resources and provide professional learning for stakeholders designed to expand mindsets regarding the nature of giftedness in all populations.
3. Enhance instructional programming with academic and social-emotional strategies to support gifted potential in underrepresented populations.
4. Implement alternative assessment measures and protocols to identify high potential students in targeted populations.

District Targets

Performance Indicator: Academic Achievement

CMAS Grade 3 ELA & READ Act

2018-19 Targets	2019-20 Targets
2019 CMAS Grade 3 ELA: <ul style="list-style-type: none"> ● Increase overall met/exceeded from 47% to 49% 	2020 CMAS Grade 3 ELA: <ul style="list-style-type: none"> ● Increase overall met/exceeded from 49% to 51%
READ Act: Reduce the percentage of students who have been identified with a significant reading deficiency (SRD) from 11% in 2018 to 9% in 2019 Decrease the percent of K-3 students from 49% to 47% who began the year “well below” on the DIBELS Next early reading assessment and continued to be “well below” at the end of the 2018-2019 school year	READ Act: Reduce the percentage of students who have been identified with a significant reading deficiency (SRD) from 9% in 2019 to 7% in 2020 Decrease the percent of K-3 students from 47% to 45% who began the year “well below” on the DIBELS Next early reading assessment and continued to be “well below” at the end of the 2019-2020 school year

CMAS Grade 7 Math

2018-19 Targets	2019-20 Targets
2019 CMAS Grade 7 Math:	2020 CMAS Grade 7 Math:

Increase overall met/exceeded from 39% to 41%	Increase overall met/exceeded from 41% to 43%
---	---

Performance Indicator: Academic Growth**CMAS Grade 4 ELA**

2018-19 Targets	2019-20 Targets
<p>2019 CMAS Grade 4 ELA:</p> <p>Increase to 50th Median Growth Percentile (if below) or maintain MGP (if at/above 50th) for 2019 CMAS Grade 4 ELA assessment for the following student groups:</p> <ul style="list-style-type: none"> ● All Students: Maintain or increase from 51st ● Males: increase from 42nd ● Hispanic (largest minority group): Increase from 44th ● Students with disabilities: Increase from 37th percentile ● Limited English Proficient (LEP) (largest English Learner group): Increase from 44th ● Gifted/Talented (G/T) (any identified strength area): 63rd percentile to meet/exceed state performance ● Free/Reduced Lunch: Increase from 42nd 	<p>2020 CMAS Grade 4 ELA:</p> <p>Increase to 50th Median Growth Percentile (if below) or maintain MGP (if at/above 50th) for 2020 CMAS Grade 4 ELA assessment for the following student groups:</p> <ul style="list-style-type: none"> ● All Students ● Males ● Hispanic (largest minority group) ● Students with disabilities ● Limited English Proficient (LEP) (largest English Learner group) ● Gifted/Talented (G/T) (any identified strength area) to meet/exceed state performance ● Free/Reduced Lunch

CMAS Grade 7 Math

2018-19 Targets	2019-20 Targets
<p>2019 CMAS Grade 7 Math:</p> <p>Increase to 50th Median Growth Percentile (if below) or maintain MGP (if at/above 50th) for 2019 CMAS Grade 7 Math assessment for the following student groups:</p> <ul style="list-style-type: none"> ● All Students: Increase from 49th 	<p>2020 CMAS Grade 7 Math:</p> <p>Increase to 50th Median Growth Percentile (if below) or maintain MGP (if at/above 50th) for 2020 CMAS Grade 7 Math assessment for the following student groups:</p> <ul style="list-style-type: none"> ● All Students

DRAFT 1.29.19

<ul style="list-style-type: none"> ● Hispanic (largest minority group): Increase from 41st percentile ● IEP (Special Education): Increase from 43rd percentile ● Limited English Proficient (LEP) (largest English Learner group): Increase from 36th percentile ● Gifted/Talented (G/T) (any identified strength area): 55th percentile to meet/exceed state performance ● Free/Reduced Lunch: Increase from 42nd 	<ul style="list-style-type: none"> ● Males ● Hispanic (largest minority group) ● Students with disabilities ● Limited English Proficient (LEP) (largest English Learner group) ● Gifted/Talented (G/T) (any identified strength area) to meet/exceed state performance ● Free/Reduced Lunch
--	---

Performance Indicator: Postsecondary & Workforce Readiness

2018-19 Targets	2019-20 Targets
<ul style="list-style-type: none"> • Increase overall 2019 Colorado SAT mean scale score for: <ul style="list-style-type: none"> o EBRW* from 533 to 537 o Math from 523 to 527 • Increase to 50th Median Growth Percentile (if below) or maintain MGP (if at/above 50th) for the 2019 PSAT to SAT Median Growth Percentile (MGP) for: <ul style="list-style-type: none"> o Overall EBRW* 55th/Math 53rd o Free/Reduced Lunch: EBRW* increase from 45th/Math increase from 47th o Minority (non-white): EBRW* increase from 47th/Math increase from 48th percentile o Students with Disabilities: EBRW* increase from 48th/Math increase from 41st <p>*EBRW = Evidenced-based Reading and Writing</p>	<ul style="list-style-type: none"> • Increase overall 2020 Colorado SAT mean scale score for: <ul style="list-style-type: none"> o EBRW* from 537 to 541 o Math from 527 to 531 • Increase to 50th Median Growth Percentile (if below) or maintain MGP (if at/above 50th) for the 2019 PSAT to SAT Median Growth Percentile (MGP) for: <ul style="list-style-type: none"> o Overall o Free/Reduced Lunch o Minority (non-white) o Students with Disabilities <p>*EBRW = Evidenced-based Reading and Writing</p>

<ul style="list-style-type: none"> Based on CDHE's Annual Report on Concurrent Enrollment, Jeffco will increase the percentage of concurrently enrolled students districtwide in grades 9 through 12 from 8% to 9% in 2017-18. Based on CDE reporting in the 2019 District Performance Framework, increase the matriculation rate** for all students from 65.3% to 67% <p>**Reflects all 2018 high school graduates that enroll in a Career & Technical Education program, and 2-Year or 4-Year Higher Education Institution during the subsequent academic year</p>	<ul style="list-style-type: none"> Based on CDHE's Annual Report on Concurrent Enrollment, Jeffco will increase the percentage of concurrently enrolled students districtwide in grades 9 through 12 from 9% to 10% in 2018-19. Based on CDE reporting in the 2020 District Performance Framework, increase the matriculation rate** for all students from 67% to 69% <p>**Reflects all 2019 high school graduates that enroll in a Career & Technical Education program, and 2-Year or 4-Year Higher Education Institution during the subsequent academic year</p>
--	---

2018-19 Targets	2019-20 Targets
<p>Increase the 5-year graduation rate by 0.5 percentage point overall and for each student group.</p> <ul style="list-style-type: none"> Overall: Improve the 5-year grad. rate of 87.6% to 88.1% as reported for the 2018-19 school year Gifted/talented: Improve the 5-year grad. rate of 96.4% to 96.9% as reported for the 2018-19 school year Total minority: Improve the 5-year grad. rate of 83.3% to 83.8% as reported for the 2018-19 school year Free/reduced lunch: Improve the 5-year grad. rate of 76.9% to 77.4% as reported for the 2018-19 school year Students with disabilities: Improve the 5-year grad. rate of 73.4% to 73.9% as reported for the 2018-19 school year English learner: Improve the 5-year grad. rate of 74.2% to 74.7% as reported for the 2018-19 school year 	<p>Increase the 5-year graduation rate by 0.5 percentage point overall and for each student group.</p> <ul style="list-style-type: none"> Overall: Improve the 5-year grad. rate of 88.1% to 88.6% as reported for the 2019-20 school year Gifted/talented: Improve the 5-year grad. rate of 96.9% to 97.4% as reported for the 2019-20 school year Total minority: Improve the 5-year grad. rate of 83.8% to 84.3% as reported for the 2019-20 school year Free/reduced lunch: Improve the 5-year grad. rate of 77.4% to 77.9% as reported for the 2019-20 school year Students with disabilities: Improve the 5-year grad. rate of 73.9% to 74.4% as reported for the 2019-20 school year English learner: Improve the 5-year grad. rate of 74.7% to 75.2% as reported for the 2019-20 school year

<p>Increase the 7-year graduation rate by 0.5 percentage points for the following student groups:</p> <ul style="list-style-type: none"> ● Students with disabilities: improve the 7-year grad. rate of 78.2% to 78.7% as reported for the 2018-19 school year ● English learner: improve the 7-year grad. rate of 74.2% to 74.7% as reported for the 2018-19 school year 	<p>Increase the 7-year graduation rate by 0.5 percentage points for the following student groups:</p> <ul style="list-style-type: none"> ● Students with disabilities: improve the 7-year grad. rate of 78.7% to 79.2% as reported for the 2019-20 school year ● English learner: improve the 7-year grad. rate of 74.7% to 75.2% as reported for the 2019-20 school year
<p>Decrease the annual dropout rate for the district to 1.5% (from 1.6%)</p> <p>0.1 percentage point decrease in the annual dropout rate for each student group:</p> <ul style="list-style-type: none"> ● Gifted/talented – 0.2% (from 0.3%) ● Total minority – 2.3% (from 2.4%) ● Free/reduced lunch – 2.4% (from 2.5%) ● Students with disabilities – 2.0% (from 2.1%) ● English learner – 4.0% (from 4.1%) 	<p>Decrease the annual dropout rate for the district to 1.4% (from 1.5%)</p> <p>0.1 percentage point decrease in the annual dropout rate for each student group:</p> <ul style="list-style-type: none"> ● Gifted/talented – 0.1% (from 0.2%) ● Total minority – 2.2% (from 2.3%) ● Free/reduced lunch – 2.3% (from 2.4%) ● Students with disabilities – 1.9% (from 2.0%) ● English learner – 3.9% (from 4.0%)

Gifted Education Program Targets

2018-19 Targets	2019-20 Targets
<ul style="list-style-type: none"> ● Increase identification of Free/Reduced lunch from 4.8% to 5% ● Increase identification of English Language Learners from 0.69% to 0.75% 	<ul style="list-style-type: none"> ● Increase identification of Free/Reduced lunch from 5% to 5.5% ● Increase identification of English Language Learners from .75% to 1%

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	<p>Revision and implementation of proficiency scales that calibrate rigorous standards and competency-based teaching and learning tasks for all students.</p> <p>Proficiency scales will support teachers in meeting the needs of English language learners, students with an IEP, etc.</p>	8/2018 to 6/2019	Proficiency Scales from Marzano Research Lab, School Leader's Guides... Grading, Teacher's Guide to... Grading; Jeffco Generations Skills, CO Academic Standards (revised) and CO Essential Skills	Tactic Leads, Strategy Leads, School-based and central teacher leaders (e.g., directors of C&I and Instructional Assessment, Student Engagement), ESL/Dual Language, SPED, Marzano Research Lab facilitators. Personnel will closely mirror the diversity and perspectives of Jeffco.	October 1st initial leadership team professional learning successfully executed December 3rd leadership team professional learning on target Resources (professional texts and proficiency scales) have been purchased 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. Colorado Essential Skills + Jeffco Generations Skills 3. 860 Marzano proficiency scales 4. Planning for and facilitation/implementation of Jeffco Revised Curriculum to include proficiency scales, sample transformed tasks and assessment items	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	<p>1) Continue JSEL for 2018-19, which would be year 7.</p> <p>2) Hire school staff with the inclusion of math literacy/numeracy component</p> <p>3) Determine locations and number of sites, partner with food services, facilities, human resources, ESL/DL, READ, Early Childhood Education, English Language Arts, School Leadership, JSEL staff to ensure that school environment is supportive of summer learners.</p> <p>4) Review data to continue determine effectiveness of program to provide additional literacy (Reading, Writing, Communicating) & math instruction to those K-3 readers 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.</p> <p>5) Support teachers in meeting the needs of English language learners, students with an IEP, etc.</p>	June --, 2019 to July --, 2019	Use of classroom libraries, leveled text sets, an approved-READ Act intervention, reading and writing as interconnected components, oral language, math literacy that includes a focus on numeracy.	Curriculum & Instruction Directors of Literacy and Math; Assistant Director of Early Literacy; Elementary Literacy and Math teams colleagues, ESL/Dual Language, SPED, and Representative s 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 component of JSEL in June/July 2018 and June/July 2019. Includes professional learning for all teachers and transfer of professional learning (Literacy and Math) to JSEL classrooms.	2018 non-sustainable funds; Current BFO for General Funds to support ongoing JSEL summer programming.	\$600,000.00

DRAFT 2018 Early Academic DUIP Action Plan

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
K-3 whole child formative assessment Major Improvement Strategy 3	Build on 2017-18 micro pilot and work with kindergarten KEA, through full pilot implementation K-3, align professional learning for formative instruction, whole child data, data driven instruction	8/2018 - 6/2019	North Carolina K-3 Formative Assessment Process	P3 Instructional team, Early Learning Administrators, Assessment and Research	pilot planning, KEA findings analysis, data instruction PL in November, teacher survey November			general fund	\$20,000
Aligned instructional practices to developmental abilities of students Major Improvement Strategy 1 & 3	Collaboratively create and utilize a look-for document that addresses student needs for success including student, environment and teacher expectations that are developmentally (and linguistically for English language learners) appropriate. Support school leaders and teachers in utilizing this tool to leverage instructional conversations, planning and implementation that transform student tasks.	8/2018 - 6/2019	Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches; P3 Transformed Look For Document	P3 Instructional team, Early Learning administrators	Achievement director learning labs October and January, Principal professional learning in planning October, work with school teams throughout school year			general fund grant fund	\$15,000
Transforming Early Numeracy Support in 1st-3rd Grade classrooms - 10 schools understanding early numeracy development Major Improvement Strategy 1 & 2	To align to transforming the task. Elementary teachers will be provided training and support around the following: 1. Determine the needs for establishing a Multi-tiered System of Support (MTSS) in the primary grades of targeted schools. These schools will continue participating in the MTSS for ELLs process with ESL/Dual Language staff. 2. Work with P-3 work group to make connections and determine needs to continue to support ongoing P-3 work. 3. determine data and criteria for selection of schools. 4. Determine the next steps needed to support teachers and students.	8/2018 - 6/2019	10 Schools of K-3 teachers: substitute and additional pay	Director of Curriculum and Instruction and Elementary Math Team	new request	2018-2020	60 teachers will participate in learning and transfer strategies into their math instructional block.	general fund grant fund	\$15,000
Jeffco Birth to Eight Roadmap Major Improvement Strategy 4	Engage the Jeffco community in designing a roadmap that ensures families of young children thrive and enter school ready	8/2018 - 6/2019	Early Milestones Colorado as consultant	Early Learning leadership	design and engagement, LAUNCH together initiative relationships and data collected			general fund commitment, foundation grant funding	\$350,000
Development of transformed student tasks Major Improvement Strategy 1	Teachers on special assignment (TOSAs) will work alongside Jeffco teachers to develop transformed student tasks for math and literacy units of study. ESL/Dual Language staff will also work alongside teachers to meet the needs of English language learners. These will be shared with all elementary level teachers via the Bridge to Curriculum and updates/highlights will be shared in the Schoology pages.	August 2018 and on going	teachers from all levels and a variety of task force groups	Math, Literacy and P3 Teachers on Special Assignment, ESL/Dual Language, SPED, Curriculum & Instruction Directors, Early Learning Director	already planned for 2018-19 and on going	2018 and ongoing	increased number of transformed tasks in the Bridge to Curriculum. Teachers will use and access these via the curriculum tool	General funds for release time to create, collaborate and develop tasks. General funds allocated to this work 2017-2018 and ongoing - continuing funding	

DRAFT 2018 Early Academic DUIP Action Plan

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
Pre-school-3rd grade (P-3) Early Literacy Strategies Work Major Improvement Strategy 1, 2 & 3	1) Continue and expand implementation of Discovery Reading, Talking, Writing and Differentiated Layered Centers 2) Conduct classroom observations to review how these practices change the student learning experience 3) Review for connections to Jeffco Generation Skills and enhance make explicit connections 4) Conduct data analysis to determine effectiveness.	8/2017 - 6/2019	Mostly nonfiction texts tied to themes for exploration by the reader and also manipulatives for the layered centers. Professional learning needs include release time for educators to observe/learn and transfer that learning through planning and action research.	Early Childhood Education Team and Professional Learning Team	Currently working with 12 schools for Differentiated Layered Centers and Discovery Reading, Talking, Writing. Discovery Reading, Talking, Writing is also in its second year as a structure in all JSEL classrooms.	2017-18 and 2018-19	Collaboration with cohort 1 and 2 schools; professional learning for JSEL teachers in Discovery Reading strategy	General Fund Buell Grant	\$50,000
Educator Learning Lab cycles of improvement Major Improvement Strategy 2	1) Jeffco Learning Labs are intentionally structured to engender educator self reflection and application of new skills to ensure all participants transform their practice for students--not just the lab host. 2) Jeffco Learning Lab participants will also have support in transforming their practice for English Language Learners, students with an IEP, etc.	9/2018-5/2020	Learning from mentor, planning, and learning labs regarding transforming the task; research regarding best instructional practices, Process of a LAB Experience That Affects Learning; Learning Lab Tight and Loose.	Exec. Dir. of Teacher Learning, school and central administrators/coaches/teachers, directors and central facilitators from Curriculum and Instruction	Several learning labs are already being facilitated and others are forming, Professional Learning for facilitators continues,	2018-2020	Number of educators engaged in ongoing learning and planning lab cycles. Areas of focus may include planning for daily, responsive instruction	Learning Lab funds through Dr. Colleen O'Brien's work on Teacher Learning	

DRAFT 2018 Early Academic DUIP Action Plan

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
CORE, Kindergarten - 5th grade (K-5) Literacy Implementation - Reading Workshop & Lucy Calkins & Team's Units of Study for Teaching Reading Major Improvement Strategy 1 & 2	<p>1) Continued partnership with schools implementing a reading workshop through Teaching Reading Through Units of Study by Lucy Calkins & Colleagues as a way to identify and solidify high expectations K-5 readers. Through this literacy workshop model, students are empowered to engage in the authentic work of readers across the instructional day.</p> <p>2) Provide ongoing educator support from the elementary literacy team to cultivate high literacy expectations and authentic literacy tasks for learners. Foster strategies and processes for embedding the Generations Skills. Dual Language central staff and Dual Language Instructional Coaches with provide elementary dual language teachers professional learning that will cultivate high literacy expectations and authentic literacy tasks for dual language learners. provide ongoing educator support from the ESL/Dual Language Resource teachers and Elementary ESL teachers to cultivate high literacy expectations and authentic tasks for English language learners.</p> <p>3) Make explicit connections between reading workshop and the tactics of the Jeffco Strategic Plan in all three strategy areas: Readiness for Learning, Conditions for Learning, and Learning.</p> <p>4) Identify Teaching Reading Through Units of Study resource and assessment connections to the Jeffco Generations skills and provide examples in Schoology and in Bridge to Curriculum.</p> <p>5) Conduct classroom learning labs to review how reading workshop practices are changing the student learning experience, providing timely feedback to readers, and developing many student and family connections in support of their children as readers.</p>	Fall 2018 to Summer 2019	Lucy Calkins Reading Units of Study Kits with book packs.	Curriculum & Instruction Director; Assistant Director of Early Literacy; Elementary Literacy Team; Digital Teacher Librarian Coordinator; Assistant Director and instructional coaches in ESL/DL; School-based leaders and teacher leaders;	Request for support of current 44 schools in their full K-5 implementation in connection with Transforming the Task, Equity, High Expectations, and Student-directed Learning.	2018-19	Needs assessment to determine number of schools and in what year of implementation. Based on data from needs assessment, plan for ongoing supports that include, but are not limited to resources and assessment supports uploaded in Bridge to Curriculum.	General Funds	\$7,500.00
Early Literacy Interventionists (LIs) Major Improvement Strategy 1 & 2	<p>1) Continuation of the work of Jeffco's Early Literacy Interventionists (LI's).</p> <p>2) Conduct short cycles of improvement through the structure of learning labs.</p> <p>3) Partner with schools to determine how this work is changing the student task and refine and upload sample transformed tasks in Bridge to Curriculum.</p> <p>4) Continued professional learning to successfully implement Jeffco Generations Skills</p> <p>5) Implementation of Learning and Planning Labs through Teacher Learning, High Expectations, Student-Directed Learning, and Transforming the Task tactic teams</p>	Fall 2018 to Summer 2019	Leveled Literacy Intervention; READ Act approved assessment and Intervention supplies; instructional materials and office supplies, independent reading books for students' home libraries.	Director of C&I, Assistant Director of Early Literacy, Literacy Interventionists, ELA curriculum content specialists, instructional Coaches, school administrators	Request for ongoing funds for 20 LIs, resources for intervention (assessment online access annual subscription fees), annual CO Council for International Reading Association (CCIRA) conference registration fees, and substitute coverage for professional learning across the school year.	2018-2019	Needs Analysis of all elementary schools in Jeffco. Determination of 20 schools for the 2019-2020 school year. Determination of intervention options. Hiring for vacant positions. Placement of LI's who wish to make a change and those who are new in the 20 LI schools. Recalibration with district leadership/principals regarding the 4 roles of LI's.	General Funds	\$1,816,662.00

DRAFT Action Steps Associated Middle Level Mathematical Reasoning		Green - asking for funds; orange currently funded						
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Marzano Proficiency Scales Aligned to Colorado Academic Standards Major Improvement Strategy 2	Implementation of proficiency scales that equitably calibrate standards and competency-based teaching and learning tasks for all students.	8/2018 to 6/2019	Proficiency Scales from Marzano Research Lab, School Leader's Guides... Grading, Teacher's Guide to... Grading; Jeffco Generations Skills, CO Academic Standards (revised) and CO Essential Skills	Tactic Leads, Strategy Leads, School-based and central teacher leaders (e.g., directors of C&I and Instructional Assessment, Student Engagement) Marzano Research Lab facilitators. Personnel will closely mirror the diversity and perspectives of Jeffco.	October 1st initial leadership team professional learning successfully executed December 3rd leadership team professional learning on target Resources (professional texts and proficiency scales) have been purchased 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. Colorado Essential Skills + Jeffco Generations Skills 3. 860 Marzano proficiency scales 4. Planning for and facilitation/implementation of Jeffco Revised Curriculum to include proficiency scales, sample transformed tasks and assessment items	A BFO has been created to request the funding for the Marzano Professional Learning component of this plan.

DRAFT Action Steps Associated Middle Level Mathematical Reasoning		Green - asking for funds; orange currently funded						
Transforming the Middle School Math Experience Major Improvement Strategy 2 & 3	<p>Modeled after the Leveled Literacy Interventionist (LLI) in our elementary schools, Middle School Math Interventionists (MMI) would help to target gaps in student academic performance in math with the supports identified below</p> <ol style="list-style-type: none"> 1. Determine a common expectation for roles and responsibilities for a Middle School Math Interventionist 2. Utilize Dan Meyer training with secondary math teachers 3. Launch Learning Labs with secondary math teachers 4. Determine the job description needed for middle level math interventionist. To Include knowledge and experience working with English language learners, students with an IEPs, etc. 5. Determine hiring timelines for New FTE requested for math interventionist 6. Determine schools who are in need of the math interventionist work side by side with teachers to develop rigorous tasks that support all students' needs with additional time and intensity. 7. Provide training and professional learning Math progressions and proficiency for Math Interventionist so that they can provide deep support to teachers in planning, problem solving, professional learning, and co-teaching in grades 8. Determine the needs and professional learning to improve classroom environments at the middle school level that meet all learners' needs. 9. Determine focus and support needed for the pedagogy around teaching around early numeracy progressions 	8/2019 ongoing	One additional staff member per middle school 5 total for first year	Curriculum & Instruction Director and the Secondary Math Team	new request	2019-2020	These FTE will support 6, 7th grade teachers and students. Using an intensive side by side support with teachers students will be able to access additional supports. Teachers will gain additional instructional practices to impact content and pedagogy at a deeper level tied to multiple points throughout the year	Curriculum and Instruction funds to support Dan Meyer \$8,000 Requires additional funding for FTE and additional pay for Secondary Math TOSA total cost \$1353,780 over 4 years

DRAFT Action Steps Associated Middle Level Mathematical Reasoning		Green - asking for funds; orange currently funded						
Educator Learning Lab cycles of improvement Major Improvement Strategy 3	Jeffco Learning Labs are intentionally structured to engender educator self reflection and application of new skills to ensure all participants transform their practice for students--not just the lab host. 2) Jeffco Learning Lab participants will also have support in transforming their practice for English Language Learners, students with an IEP, etc.	9/2018-5/2020	Learning from mentor, planning, and learning labs regarding transforming the task; research regarding best instructional practices, Process of a LAB Experience That Affects Learning; Learning Lab Tight and Loose.	Exec. Dir. of Teacher Learning, school and central administrators/coaches/teachers, directors and central facilitators from Curriculum and Instruction	Several learning labs are already being facilitated and others are forming, Professional Learning for facilitators continues,	2018-2020	Number of educators engaged in ongoing learning and planning lab cycles. Areas of focus may include planning for daily, responsive instruction	Learning Lab funds through Dr. Colleen O'Brien's work on Teacher Learning

Action Steps Associated with Career/College Ready (Draft)								
Green - asking for funds; orange currently funded								
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Expand work based learning to support customized pathways Major Improvement Strategy 5 & 6	This work is directly connected to Customized Pathways in the Jeffco Generations. 1) Develop consistent system wide opportunities for work based learning K-12. (Includes worksite tours, guest speakers, PBL connections, job shadows) 2) Increase access to and number students participating in CareerWise apprenticeships 3) Increase access to and the number of student internships 4) Expand connections between business/industry partnerships and Jeffco Schools 5) Develop blended learning models to support implementation of work based learning	August 2018/June 2021	General fund to support the Classrooms to Careers Summit, learning needs and community events for Jeffco Career Links team, and transportation for students to specific events (busses for worksite tours or events, bus passes for students to go to internships and apprenticeships)	Jeffco Career Links team: 1 coordinator and 3 specialists	Ongoing	2018-2021 and ongoing	Increase the number of seniors participating in apprenticeships and internships to 20%	Supporting schools CTE and WBL learning needs through a school facing FTE's shared across schools (6 additional positions)
Transforming the task through professional learning and teacher externships Major Improvement Strategy 1 & 2	1) Continue professional learning and side by side teacher level supports for implementation 2) Provide PBL training for CTE and Core teachers to develop engaging and authentic tasks 3) Implementation of STEM (Science, Technology, Engineering and Mathematics) Endorsed Diploma 4) Develop teacher externships to connect teachers to real world learning opportunities connected to content 5) Provide job shadows for teachers and employability institute for teachers/counselors	August 2018	Buck Institute, Project Based Learning (PBL) specialist, Bioscience Externships, Career Employability trainer, professional learning for teachers to create authentic lessons	PBL Specialist, Transform the Task task force, Executive Director, Special Assistant to the Superintendent, CAO	2018-2019 and ongoing	2018-2019 and ongoing	1) Increase the number of STEM and PBL trained teachers to 500	\$100,000 for PBL training for core, CTE, and STEM teachers plus \$36,000 for externships, employability institute, and teacher job shadows
Expand access to concurrent enrollment to support customized pathways Major Improvement Strategy 4 & 7	1) Support teacher development and training 2) Training and support for school level hiring practices for teachers to meet Higher Learning Commission requirements 3) Support partnerships with community colleges to teach concurrent enrollment classes with in high schools 4) Pay for student credits in career pathway programs (CareerWise Apprenticeships, Career Explore, high needs pathways)	August 2018	2 Concurrent Enrollment specialists	Current Concurrent Enrollment Specialist plus 1 additional FTE, director	New Request; this would begin in 2018-19	2018-2019 and ongoing	1) Increase the percent of teachers meeting Higher Learning Commission requirements in Math, English Language Arts, and Math based Science for guarantee transfer courses	\$105,000 for students to take college credit on campus in WT program and CareerWise Apprenticeships

Action Steps Associated with Career/College Ready (Draft) <i>Green - asking for funds; orange currently funded</i>								
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Marzano Proficiency Scales Aligned to Colorado Academic Standards Major Improvement Strategy 1 & 2	Implementation of proficiency scales that equitably calibrate standards and competency-based teaching and learning tasks for all students.	8/2018 to 6/2019	Proficiency Scales from Marzano Research Lab, School Leader's Guides... Grading, Teacher's Guide to... Grading; Jeffco Generations Skills, CO Academic Standards (revised) and CO Essential Skills	Tactic Leads, Strategy Leads, School-based and central teacher leaders, Marzano Research Lab facilitators	October 1st initial leadership team professional learning successfully executed December 3rd leadership team professional learning on target Resources (professional texts and proficiency scales) have been purchased 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. Colorado Essential Skills + Jeffco Generations Skills 3. 860 Marzano proficiency scales 4. Planning for and facilitation/implementation of Jeffco Revised Curriculum to include proficiency scales, sample transformed tasks and assessment items	A BFO has been created to request the funding for the Marzano Professional Learning component of this plan.

Action Steps Associated with Career/College Ready (Draft)								
Green - asking for funds; orange currently funded								
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Support Implementation of 2021 Graduation Requirements, Jeffco Seal of Biliteracy, and STEM Endorsed Diploma Major Improvement Strategy 4 & 8	1) Developing and supporting implementation of school level capstones 2) Developing and implementing a process for adding the number approved industry certifications to student transcripts 3) Supporting teachers to increase the number of industry certificate programs at each school 4) Support teachers in meeting the needs of English language learners, students with an IEP, etc. 5) Implement the Jeffco Seal of Biliteracy as an opportunity for all students in all high schools.	August 2017	3 content leads (pathway designer)	Choice Programming Department Pathway Designers, Directors and Executive Director	Ongoing	2017-2019 and ongoing	1) Increasing Capstone offerings in every high school 2) Increasing industry certifications from 205 (2017) to 1500 (2023) 3) High Schools develop plan for all students to meet Graduation Requirements 4) Develop professional learning that has a focus on meeting the needs of English language learners, students with an IEP, etc. 5) 50 students graduating with a Jeffco Seal of Biliteracy 2019.	Engineering Pathway support through \$110,000 for Solidworks/Adobe software and \$285,000 for Engineering Stratus equipment (this money supports the development of increased certifications with Solidworks)
Increase access to career technical education programming in schools to support customized pathways Major Improvement Strategy 4, 5 & 6	1) Support development of new career pathways 2) Develop competencies/curriculum aligned to industry needs and academic standards 3) Develop lessons with authentic tasks connected to both core academics and Career Technical Education (CTE) industry standards 4) promotion and marketing of career pathways and opportunities in multiple formats to students and families of English Language Learners, students with an IEP, etc.	August 2018	Professional learning funded by general fund	Choice Programming Director, CTE Coordinator, ESL/Dual Language, SPED	Ongoing	2018-2019 and ongoing	1) Every high school has complete career pathways 2) resources for students families are developed	\$710,000 one time \$ for STEM and CTE middle school programs. \$200,000 ongoing money to support future programming delivered through a Perkins required process

Action Steps Associated with Career/College Ready (Draft)								
Green - asking for funds; orange currently funded								
Action Step Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	Benchmark Measure	Funding Source
Equitable (or equally available to all students in all schools) access to AP and IB exams Major Improvement Strategy 4	1) Professional Learning support for educators to support all students 2) Determine current state of access to Advanced Placement (AP) and International Baccalaureate (IB) classes across Jeffco 3) Research partnership with Equal Opportunity Schools 4) Transforming the tasks in high school courses to support student readiness for AP and IB courses 5) Professional Learning support for educators to specifically support English language learners, students with an IEP, etc.	August 2018	Funding of Professional Learning, Equal Opportunity Schools partnership	2 FTE pathway designers, Director, school counselors and AP and IB teachers, ESL/Dual Language Staff	New Request; this would begin in 2018-19	2018-2019 and ongoing	1) Determine the current AP/IB access gaps and reduce those by 50% 2) develop professional learning to promote differentiation for subgroups of students.	
Develop equitable (or equally available to all students in all schools) readiness supports for SAT and Accuplacer Major Improvement Strategy 8	1) Determine current level of SAT readiness supports offered at each high school 2) Research various SAT readiness supports for effectiveness, and equitable access 3) Research best practices and core instructional needs based on PSAT for 9th and 10th grade results	August 2018	College Board, Instructional Assessment team	2 FTE: pathway designers, Director, Instructional Assessment team	New Request; this would begin in 2018-19	2018-2019 and ongoing	1) Increase access to SAT readiness supports to 75% of students 2) Establish teacher trainings for connecting SAT to content classes	
Educator Learning Lab cycles of improvement Major Improvement Strategy 3	1) Jeffco Learning Labs are intentionally structured to engender educator self reflection and application of new skills to ensure all participants transform their practice for all students--not just the lab host. 2) Jeffco Learning Lab participants will also have support in transforming their practice for English Language Learners, students with an IEP, etc.	9/2018-5/2020	Learning from mentor, planning, and learning labs regarding transforming the task; research regarding best instructional practices, Process of a LAB Experience That Affects Learning; Learning Lab Tight and Loose.	Exec. Dir. of Teacher Learning, school and central administrators/coaches/teachers, directors and central facilitators from Curriculum and Instruction	Several learning labs are already being facilitated and others are forming, Professional Learning for facilitators continues,	2018-2020	Number of educators engaged in ongoing learning and planning lab cycles. Areas of focus may include planning for daily, responsive instruction	Learning Lab funds through Dr. Colleen O'Brien's work on Teacher Learning

DUIP DAC Glossary

Acronym or Term	Defined
Academic Growth	A student's growth percentile (ranging from the 1st to the 99th) indicates how a student's performance changed over time relative to students with a similar score history on the state assessments.
ALP	Advanced Learning Plan for gifted/talented learners
AP	Advanced Placement - courses designed by College Board
Bridge to Curriculum	Jeffco's interactive online tool that supports instructional planning in Jeffco
Budgeting for Outcomes (BFO)	budgeting for outcomes (BFO) a way creating sustainable budgets that position the government to deliver the services citizens demand and expect.
Careerwise Apprenticeships	3 year apprenticeship program where students participate in on-the-job training with a local company. Each apprenticeship ensures an industry certification
CAS	Colorado Academic Standards
CDE	Colorado Department of Education
Competency Based Teaching	Teaching with specific skills in mind connected to the Colorado Academic Standards. Competencies are the demonstration of student learning.
Concurrent Enrollment	Student courses that receive college credit from the local community college or other local schools with an agreement with Jeffco Schools. Courses can be guaranteed transfer or may not be guarantee transfer.
Continous Improvement	continually learn, adjust, and grow
CTE	Career and Technical Education programs
Dan Meyer	Dan Meyer is an educational consultant who taught high school math to students who didn't like high school math. He has advocated for better math instruction on CNN, Good Morning America, Everyday With Rachael Ray, and TED.com. He earned his doctorate from Stanford University in math education and is the Chief Academic Officer at Desmos where he explores the future of math textbooks. He speaks internationally and was named one of Tech & Learning's 30 Leaders of the Future.
DIBELS	Dynamic Indicator of Basic Early Literacy Skills
Differentiated Layered Centers	Creating multiple paths so that students with different ability levels, learning styles, and interests can all be successful in learning and in demonstrating what they have learned.
Discovery Reading	The structure of communication and expectation that creates authentic, respectful conversations, where children listen to each other and add to one another's thinking
Dual Language Education	Spanish speakers and/or English speakers learn together in English and Spanish to become bilingual and biliterate. Current programming K-7.
DUIP	District Unified Improvement Plan
EBRW	Evidence-based Reading and Writing for SAT and PSAT
ECE	Early Childhood Education
ESL	English as a second language
Externships	Teacher externships where teachers participate in learning on the job at area industries. Teachers then develop authentic learning experiences connected to their learning.
Formative Assessment	Quick assessments to determine a student's understanding of a topic (quiz, ticket out the door)
FRL	Free and reduced lunch

Acronym or Term	Defined
GT	<p>Gifted and Talented; According to the CDE Website (https://www.cde.state.co.us/gt/about) the definition of a gifted student is:</p> <p>The Exceptional Children's Educational Act (ECEA) defines "gifted" children as: Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:</p> <ul style="list-style-type: none"> · General or specific intellectual ability · Specific academic aptitude · Creative or productive thinking · Leadership abilities · Visual arts, performing arts, musical or psychomotor abilities 12.01(16)
Higher Learning Commission	Organization that provides certification for concurrent enrollment courses taught by Jeffco teachers. Jeffco teachers must be certified by the higher learning commission to teach these courses.
IB	International Baccalaureate Programme
Jeffco Generation Skills	The Jeffco Generation Skills are the essential skills necessary for students to be college and career ready. These include; content mastery, civic & global engagement, self-direction & personal responsibility, communication, critical & creative thinking, collaboration & leading by influence, and agility & adaptability.
JSEL	Jeffco Summer of Early Learning
KEA	The Kindergarten Early Assessment helps teachers and families gain an ongoing understanding of the strengths and needs of each child as a way to help ensure that each child reaches his or her greatest potential. the information gathered during the first 60 days of kindergarten creates a snapshot of each child's learning development in key areas.
LAUNCH together initiative	LAUNCH Together is an initiative designed to improve social, emotional, behavioral, physical and cognitive outcomes for young children (prenatal through age eight) and their families in Colorado
Learning Labs	Learning Labs are laboratory experiences where teachers, leaders, and coaches collaborate to improve practice within the context of their own work place.
P3	Public-Private Partnership to support instructional supports in grades Preschool through grade 3
PBL	Project/Problem Based Learning creates authentic learning experiences for students to master Colorado Academic Standards through relevant and engaging work.
Proficiency Scales	A proficiency scale, in simplest terms, represents a progression of learning goals with three levels of difficulty: (1) the target (level 3.0) content; (2) the simpler (level 2.0) content; and (3) the more complex (level 4.0) content.
PSAT	The Preliminary SAT is a standardized test administered by the College Board. The PSAT tests the same skills and knowledge as the SAT appropriately designed for the grade level. The Colorado Department of Education requires statewide testing for all public schools in English language arts and mathematics for grades 9 and 10.
READ Act	The Colorado Reading to Ensure Academic Development Act focuses on students identified as having a significant reading deficiency, delineates requirements for parent communication, and provides funding to support intervention.
Reading Workshop	The structure of reading workshop includes a mini-lesson, student reading time, and closure. The basic and predictable structure of reading workshop accommodates for flexibility, responsiveness and student centered differentiated instructional support. All of the components of the reading workshop work in concert with one another in order to provide differentiated instruction for each student.

DUIP DAC Glossary

Acronym or Term	Defined
Resource Teacher	Resource Teachers are central staff who work in the schools to meet the needs of English language learners or students with an ALP.
SAT	The SAT is a standardized test administered by the College Board. The Colorado Department of Education requires statewide testing for all public schools in English language arts and mathematics for grade 11.
Schoology	Schoology brings together the best K-12 learning management system with assessment management to improve student performance, foster collaboration, and personalize learning.
SPED	Special Education; students with an individualized education program
STEM	Curriculum based on the idea of educating students in four specific disciplines - science, technology, engineering and mathematics.
Title I	Schools with large populations of low-income students that will receive supplemental federal funds to assist in meeting student educational goals.
TOSA	Teacher on Special Assignment

DAC DUIP Questions

Early Academic

1. **It should not be possible to reduce the percentage of K students who are deficient because they are new, different kids every year! I would remove the K-1 students from the goal (some 1st grades will be new too).**
 - a. For the early literacy DIBELS targets, Jeffco assesses all students K-3 at the beginning, middle, and end of the school year. The baseline for incoming students, therefore, is set each year and outcomes are measured at the end of the year. The overall target to reduce the percent of students identified with a significant reading deficiency (SRD) focuses on the instructional program for students with a “ready school” approach that “supports teachers’ ability to create responsive learning environments that ensure academic and developmental growth for students” (source: CDE).
2. **What are the stats/outcomes for JSEL? How is it measured?**
 - a. There are numerous research studies regarding stats and outcomes:
[2012 JSEL Evaluation](#) [2013 JSEL Evaluation](#) [2014 JSEL Evaluation](#)
[2017 National and Community Support Organization Report](#) (2018 pending)
3. **Marzano Proficiency Scales? Why so good, so critical? How will this info be delivered to teachers so that the info can be relevant?**

A Proficiency Scale takes a learning standard and breaks it down into four levels of support needed to demonstrate proficiency. This information is organized in a visual chart that can be used as a learning tool in the classroom. Upon implementation, teachers will use proficiency scales with their students as part of conversations about their learning. This is meant to help teacher and student identify skills to practice, where extra support is needed, and skill areas where the student is ready for enrichment. The High Expectations Team is partnering with teachers to focus on the use of proficiency scales for collaboration, conversation, differentiation and student goal setting between and among teachers and students.

“Teachers must understand clearly what learning results are expected and then base their assessment and grading plans on these learning goals. Students must also understand clearly what the learning goals are so that they know what is expected of them.” *How to Grade For Learning, K-12?* By [Ken B. O'Connor](#)

Explanation of Proficiency Scale using the example of riding a bike:

Level 1: Student is emerging and has little background knowledge (using training wheels with a parent holding on as well)

Level 2: Student is building foundational knowledge (riding a bike alone with training wheels)

Level 3: Student is proficient and has mastered the content or skill at their grade level (riding bike alone

with no parents or training wheels) *This is the goal for students.

Level 4: Student applies the knowledge and skills in a new way. (doing bike tricks, jumps and behaving like a BMX pro)

4. The Marzano action seems like a distraction. The reality is that all persons are ultimately ranked on objective achievement at the end of the day. Not a fan of scaling.

- a. The work of prioritizing the Colorado Academic Standards and revising proficiency scales is in response to many years of educator requests to provide learning progressions, learning targets and success criteria, prioritized standards and proficiency scales. The Jeffco curriculum defines the knowledge, skills, and understanding expected of students at the end of a unit of study or grade level, but it does not currently provide the degree of learning for students, leaving teachers to independently define the levels of expected achievement and growth.

5. JSEL seems practical and engaging. Is professional learning for teachers really necessary?

- a. One of the hallmarks of the JSEL system is ongoing professional learning for our JSEL teachers. Some of the teachers want to teach a different grade level while others are refining their content knowledge and instructional pedagogy over the 6 weeks of JSEL. JSEL is also a place where current district practices and resources are utilized and strengthened through professional learning that calibrates the understanding and knowledge of our teachers. An example of this is the *Discovery Reading, Writing, Thinking* structures and routines from our P-3 early learning team. Many JSEL teachers take their learning back to their home schools and implement and share their learning and experience with their students and colleagues.

6. K3 whole child assessment, aligned instructional practice, and birth to eight roadmap, seem like a big expense for plans and roadmaps, where is the \$350K going? Outside consultants?

- a. The Jeffco's Bright Futures Roadmap, an initiative to develop a county-wide vision to support Jeffco's youngest children and families, is a public-private partnership of Jefferson County community leaders in education, health, business, and local government. Through a robust community engagement process, the Bright Futures Roadmap initiative will build upon existing community strengths and assets, utilize data to identify needs, and develop a shared roadmap for serving Jeffco's children birth through eight years old and their families. The shared roadmap will develop recommendations to build a comprehensive, community-wide vision by:

- Summarizing the current landscape of programming and supports currently available to children ages birth to eight years living in Jeffco
- Leveraging available research on and examples of best practices for young children and their families to promote whole-child wellness and school readiness
- Providing actionable recommendations to the Jeffco community regarding collaborative partnerships to strengthen existing programs or develop new ones

Recommendations will focus on how the community can support parents in their role as their children's first and most important teacher, emphasize parent engagement and interaction, and address critical whole-child development transitions for infants and toddlers, preschoolers, and students from kindergarten through 3rd grade. From January – October 2019, the Bright Futures Roadmap Steering Group, comprised of early childhood professionals, parent and family representatives, school district leaders, local government representatives, community child care providers, business and other civic leaders, will complete a thorough and thoughtful engagement process to develop and vet key priorities for the Jeffco Bright Futures Roadmap. Three additional meetings will be open to all interested community members to learn about the initiative and provide feedback on the strengths and needs of Jefferson County and the direction of the roadmap.

The final roadmap with actionable recommendations will be published in December 2019. Jeffco's Bright Futures Roadmap is led by the Jeffco school district, public health, local government, and business leaders in the community and is supported by Early Milestones Colorado, a nonprofit that advances success for young children across the state by accelerating innovation, use of best practices, and systemic change. Dr. Glass is a co-chair and our Early Learning team is on the operations team.

The \$350,000 is grant funded through a coalition of Early Childhood funders and is the consultant fee from Early Milestones Colorado. Early Milestones Colorado has shown multiple community successes including with the City and County of Denver in their effort to build a birth to eight road map, as well as, the creation of the Denver Preschool Program. Further breakdown of these expenses via our contract can be shared upon request.

7. Educator Learning Labs seems useful if internal/mentors are used.

- a. The Educator Learning Labs are designed through the expertise of our Executive Director of Teacher Learning and include internal/mentor facilitators who support the ongoing growth of teachers over a 2-year period of time. All trainers are internal employees who receive ongoing professional learning in the research-based six step protocol. The planning and learning labs mirror the engaging and empowering workshop model that exists in many of our Jeffco classrooms. They also include a research component where the findings of thought partners in education are the anchors for

naming practices to be included in unit and lesson planning and also serve as look-fors during observations.

8. Price tag seems steep at \$1.8M for Interventionists.

- a. This item would cover 20 full-time employees (FTEs), including salary and benefits; it would also cover substitute coverage for professional learning days and replenishment of materials on an annual basis. Twenty staff members is not excessive considering that Jeffco supports 100+ elementary schools across the district.

Middle Level

1. Dan Meyer: What are the stats/outcomes that demonstrate the impact of his work?

- a. Consider this [website](#) for more information on Dan Meyer's methods to support student engagement in math.

Teachers continue to share the impact the learning with Dan Meyer has had on them, their team, and/or their department. Below is some information, elevating the unequivocal influence on the number of teachers, which positively impacts our students, as well as an outline of how we are sustaining the learning to build capacity.

A total of 324 people attended over the two days

- 81 attendees for the Leader focused sessions
- 243 attendees for the Teacher focused sessions

If all of the 243 teachers transforms the student learning experience for at least 135 students due to the fact this learning is targeted to secondary math teachers,

32,805 students will be impacted!

- We estimate that the cost per teacher was about \$49 – definitely worth it when it impacts over 30,000 students.

2. Same question as #4 under Early Academic (see above).

The Marzano action seems like a distraction. The reality is that all persons are ultimately ranked on objective achievement at the end of the day. Not a fan of scaling.

- b. The work of prioritizing the Colorado Academic Standards and revising proficiency scales is in response to many years of educator requests to provide learning progressions, learning targets and success criteria, prioritized standards and proficiency scales. The Jeffco curriculum defines the knowledge, skills, and understanding expected of students at the end of a unit of study or grade level, but it does not currently provide the degree of learning for students, leaving teachers to independently define the levels of expected achievement and growth.

3. **What funding amount is requested for Educator Learning lab? Seems useful if internal/mentors are used (Second sentence repeats item above in Early Academic #7).**
 - a. The Educator Learning Labs are designed through the expertise of Jeffco's Executive Director of Teacher Learning and include internal/mentor facilitators who support the ongoing growth of teachers over a 2-year period of time or 4 consecutive semesters. All trainers are internal employees who receive ongoing professional learning in the research-based six step protocol. The planning and learning labs mirror the engaging and empowering workshop model that exists in many of our Jeffco classrooms. They include a research component where the findings of thought partners in education are the anchors for naming practices to be included in unit and lesson planning. The look fors are research based on what the teachers are working on for their professional goals and serve as the observation look fors.
4. **Transforming the Middle School Math Experience sounds great, but I would want to know that the bulk of the \$1,353,780 is going towards increasing productive time with students and not training and planning.**
 - a. The thinking behind this is the importance of creating networks of support at each middle school. This strategy will create an opportunity for the middle school math team to have a math interventionist who is able to co-teach with teachers and support individual students, while providing job embedded professional learning with colleagues in their understanding of a transformed math task. We will be using a similar model used in the early grades with literacy.

Career and College Ready

1. **Are you working with FSCP?**
 - a. We have reached out to Tracy Apel who is leading this group at the district level to ensure that the work complements each other in an efficient manner.
2. **How did you decide on Solid Works instead of AutoCAD?**
 - a. The majority of our teachers are currently using Solid Works and have requested a district license for this software in their classrooms.
3. **Is there any "cross pollination" with what WOTC has already instituted?**
 - a. We work with the Colorado Workforce Development Council and the Department of Labor to identify work based learning opportunities connected to the state initiatives and sector partnerships. In addition, our Career Explore program is partnering with Jeffco Workforce Center funding to provide experiential learning opportunities. However, specific overlap between the Work Opportunity Tax Credit (WOTC) is not specifically part of this work at this time. However, we do

partner and support the work of our Student Engagement office who work to support our adult students.

- 4. Please be certain that the high school counselors have a voice in this process!**
 - a. We have worked with counselors on the connection to ICAP and on supporting Work based learning across their schools. Their voice has been part of the Work based learning initiatives and in supporting the development and communication of career pathways. We agree that we need to continue to meet with counselors as part of this entire plan.
- 5. Same question as #4 under Early Academic (see above).**
- 6. Equitable access to AP and IB, need to know funding request. Personally, not sure this should be a priority because we should focus on k-12 education before college. Identifying gaps shouldn't cost much.**
 - a. This work is supported by our current staffing so currently does not need additional funding.
- 7. Develop equitable readiness supports for SAT, need to know funding request. Same comment as above.**
 - a. Counselors are running school specific programs at this time for SAT supports. We are also working with schools to develop a better understanding of SAT needs.
 - b. Learning labs and Marzano Proficiency scales are supporting this work.
- 8. Educator Learning labs, need to know funding request. Same question as #3 under Middle Level (see above).**
- 9. All other actions look good and should be pursued.**

Gifted/Talented

- 1. Are you considering the fact that kids are not necessarily gifted in every area, and some are “twice exceptional” and could have learning disabilities at the same time as being gifted in one or more ways?**
 - a. Yes, we are definitely considering how to continue to identify and serve the needs of twice exceptional (2e) students. While we always want to improve these services, Jeffco is actually doing quite well in identifying 2e students, as [this chart](#) shows -- compared to state averages, where only 0.4% of all students on IEPs are also identified as GT, Jeffco has identified 6.37% of students on IEPs as GT/2e, and these numbers have increased slightly despite the downward trend of overall GT identifications due to the increased rigor in the ID requirements. Our department, along with input from various G/T stakeholder

advisory groups, decided that the primary focus area should be for ELLs and students on Free/Reduced Lunch.

2. This is excellent.

- a. We are very excited about this initiative!

3. Why not spend on G/T instead of trying to increase numbers?

- a. This is not just about increasing numbers, but in providing appropriately challenging supports for students who may not be currently on our radar. We want to be equitable in our delivery of services so that all students can achieve meaningful growth.

4. What are the seven pilot schools?

- a. We have been working with Allendale ES, Deane ES, Lasley ES, Secrest ES, Slater ES, Stevens ES, and Jefferson MS. In some cases, we have only been working with selected grade levels or classrooms, in others with the whole school.

5. What is the funding request for the Greens? Assuming low because it is just strategizing. I recommend reaching out to parents of GT students to help build the strategy. Maybe that is covered in "Broaden Outreach", but I read that as one-way communication.

- a. The funding request is included in the 'Resources' column for the green shaded items (we apologize for any confusion on this.)

6. Have you considered expanding the number of schools with GT classrooms?

- a. If this is referring to GT Center classes, we do not feel we need additional classrooms K-8 at this time as we still have space available in many of our GT Center classes. Since we don't provide transportation for GT Center classes, we don't think a Center-based model will be the most effective approach to address underrepresentation in the targeted populations.

7. All requests seem reasonable.

DUIP Targets

1. The targets make sense compared to last year.

- a. Trends were considered when creating targets for this year.

2. Comparing the slips in Math to the actions, I'm concerned there isn't as much being done for Grade 4 ELA as with grades 6 and 7.

- a. 2018 CMAS academic growth for grade 4 ELA reached the 51st percentile (exceeding the state typical of the 50th percentile); while CMAS growth for middle level math fell to the 49th and 47th percentiles for grades 7 and 8, respectively. Improvements in the Early Academic Learning major improvement strategy also

will impact grade 4 ELA (e.g., Marzano proficiency scales, Educator Learning Labs, etc.).

3. **Why are there only two targets for Gifted and Talented? There were 7 more last year.**

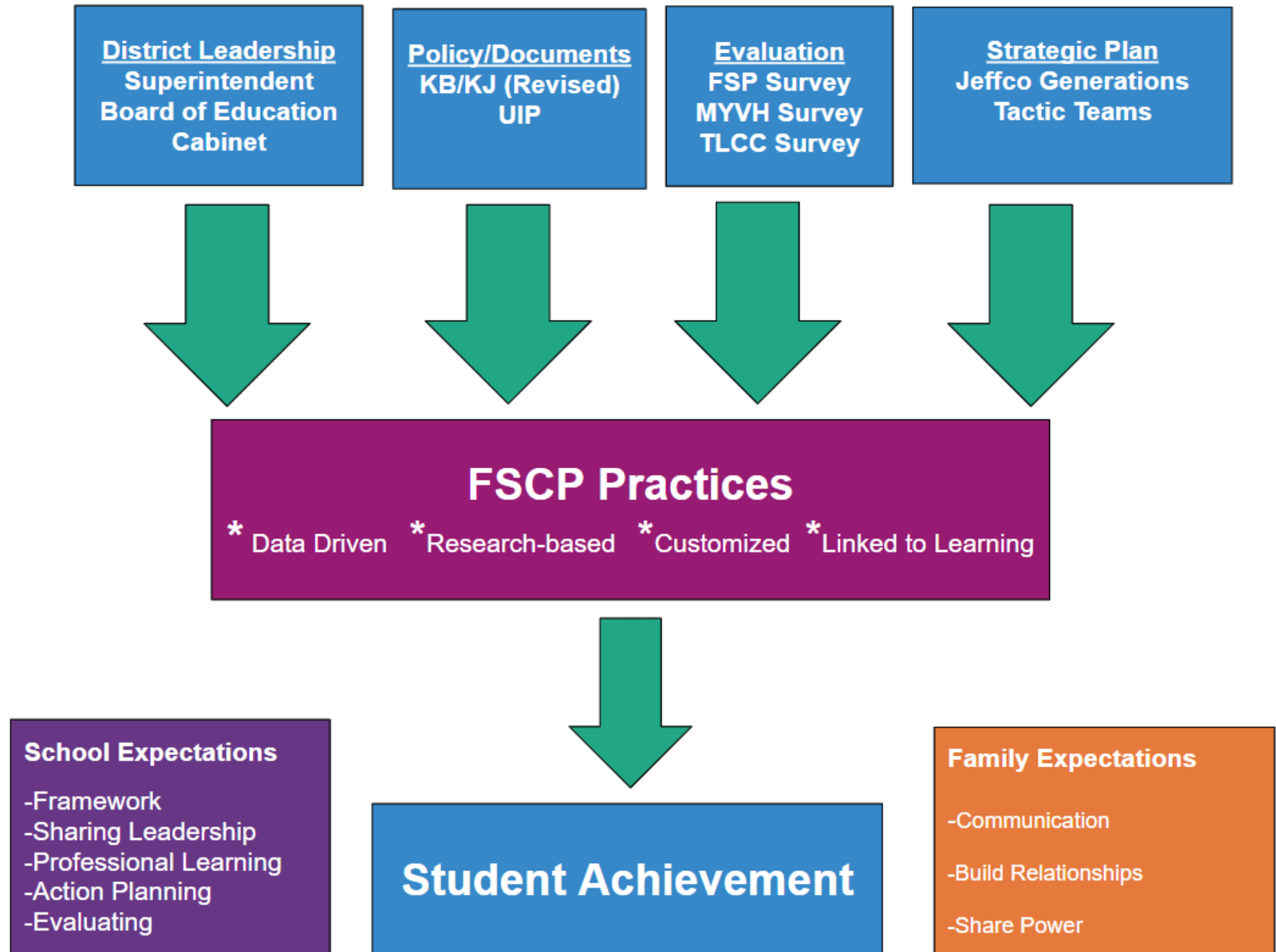
- a. CDE changed the Gifted and Talented UIP reporting for this year. Last year, G/T had a separate addendum for the G/T UIP. This year, CDE expected “documentation and integration of Gifted Education expectations with district unified improvement plans” ([source on CDE website](#)). The G/T improvement planning is **convergent** with the district UIP in that targets and improvement strategies are included throughout the District unified improvement plan. One area where G/T improvement planning is **divergent** from the district UIP concerns the identification of underrepresented groups--those divergent G/T targets and improvement strategies are listed separately in the district UIP.
4. It appears the numbers may have been transcribed incorrectly for the 2019-20 targets related to the 5-year and 7-year graduation rates on pages 32 and 33 of the narrative document.
- a. These targets have been corrected.

FSCP Sub-Committee Recommendations February 19, 2019

Overview

- Task
- Data Results
- District Support for FSCP Practices
- Current Status
- FSCP Sub-Committee Recommendations

FSCP District Structure



**FSCP
Sub-Committee
Recommendation
#1 - Budget**

- **Dedicated Staffing**
- **Materials**

**FSCP
Sub-Committee
Recommendation
#2 –
Administrators**

- **Implement FSCP in administrators' evaluations.**
- **Provide FSCP guidelines for principals and SACs**

**FSCP
Sub-Committee
Recommendation
#3 Training**

- **Implement District staff training**
- **District staff to provide school staff training**
- **Empower parents with tools for effective parent, child, and school engagement**

**FSCP
Sub-Committee
Recommendation
#4 –
Accountability**

- **Centralized program**
- **Track, analyze, and provide solutions for authentic family and community engagement.**

Community Engagement

- District leadership will make community engagement a priority

Approval

The FSCP sub-committee moves that the DAC approve our recommendations.

2019-20 Budget Subcommittee Recommendations

- Tuesday February 19th, 2019

RECOMMENDATIONS BASED ON FOLLOWING CRITERIA:

- School Accountability Committee Surveys
- District Accountability Committee feedback
- Cabinet Recommendations
- DUIP/FSCP Focus

DAC DISTRICT BUDGET PRIORITIES 2018-2019*

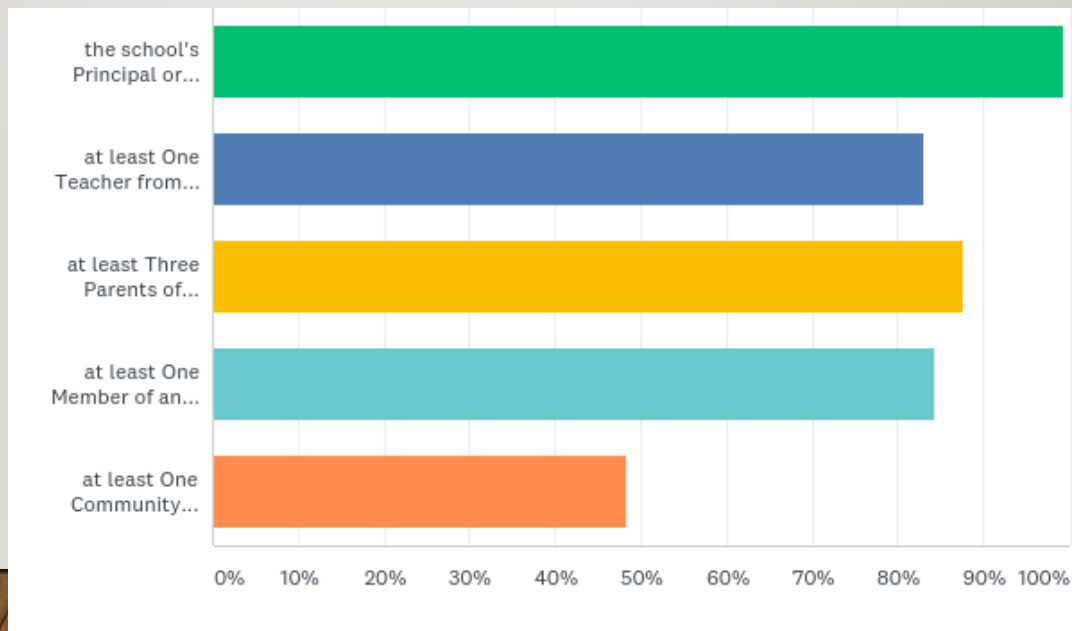
- Strongly support SAC findings which clearly prioritize Student Behavioral/Mental Health Support
- Strongly support SAC findings to prioritize Student Based Budget Funding for School Level Expenditures (in form of Additional Teachers)
- Support DUIP RECOMMENDATIONS
- Support FSCP RECOMMENDATIONS

SAC SURVEY GENERAL INFORMATION

- Total Responses **147**
- Date Created: Monday, October 22, 2018
- Complete Responses: 147

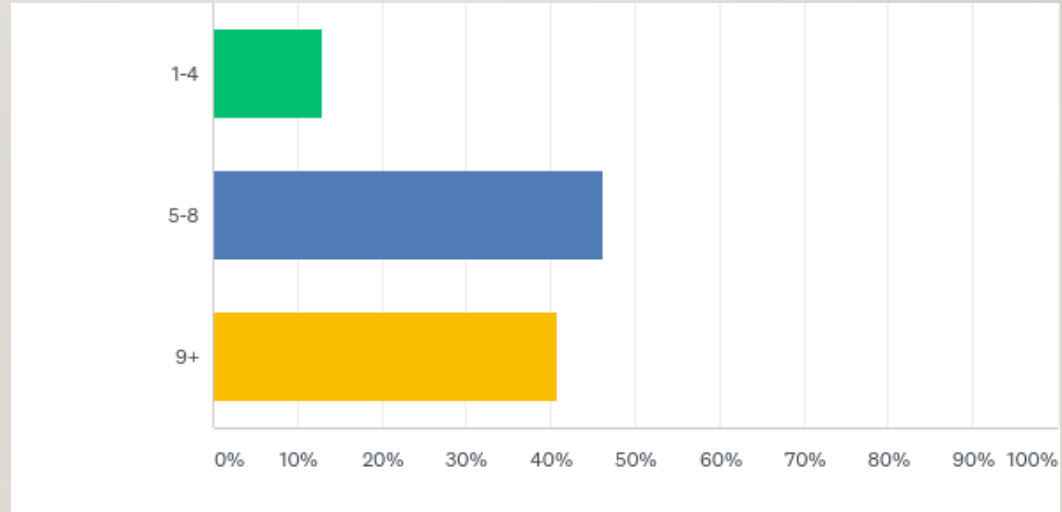
Q6: SCHOOL ACCOUNTABILITY COMMITTEE ASSURANCES - MEMBERSHIP THE SCHOOL'S CURRENT SAC INCLUDES (CHECK ALL THAT APPLY):

- Answered: 147 Skipped: 0



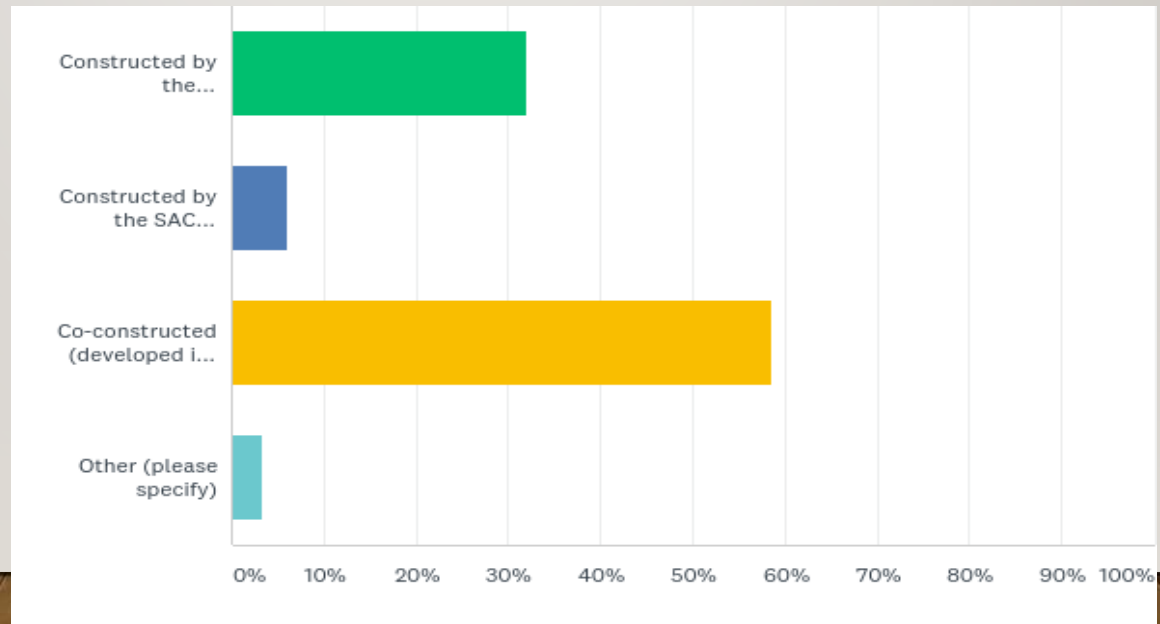
Q8: THE AVERAGE NUMBER OF ATTENDEES AT OUR REGULAR SAC MEETINGS IS:

- Answered: 147 Skipped: 0



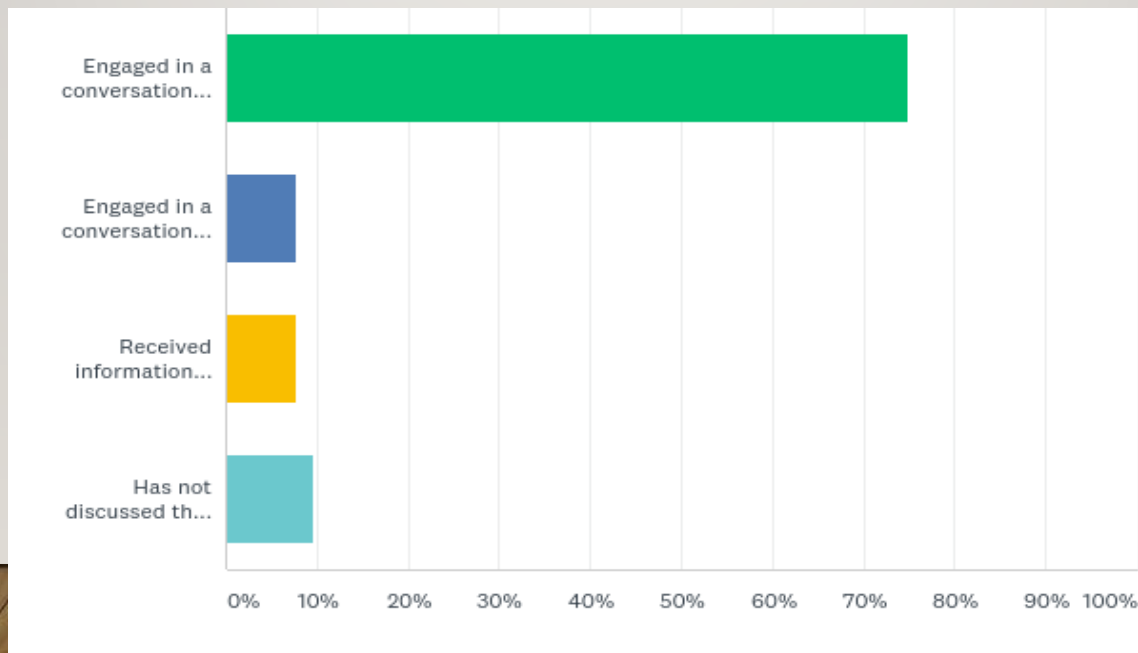
Q9: THE AGENDAS FOR SAC MEETINGS ARE TYPICALLY:

- Answered: 147 Skipped: 0



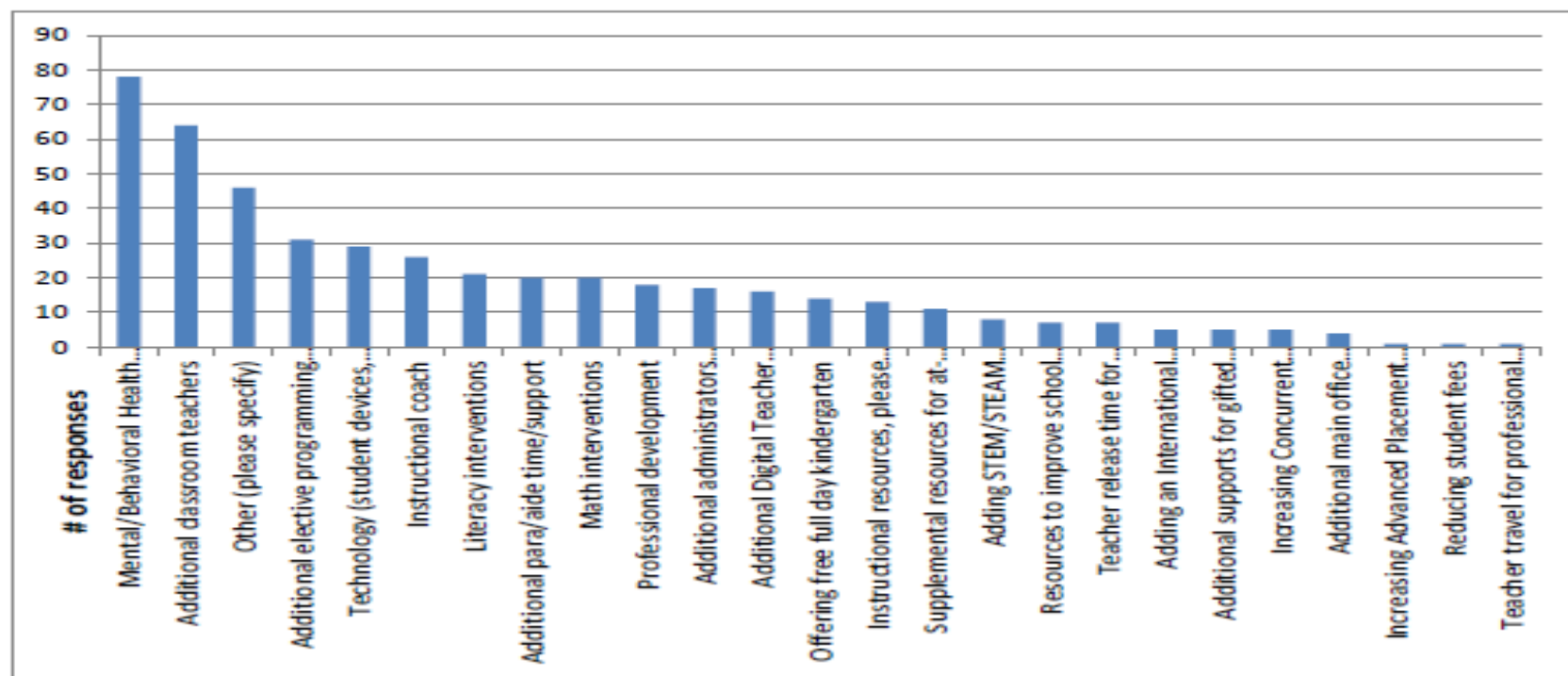
Q11: AS PART OF THE BUDGET PRIORITIZATION PROCESS, OUR SAC:

- Answered: 144 Skipped: 3

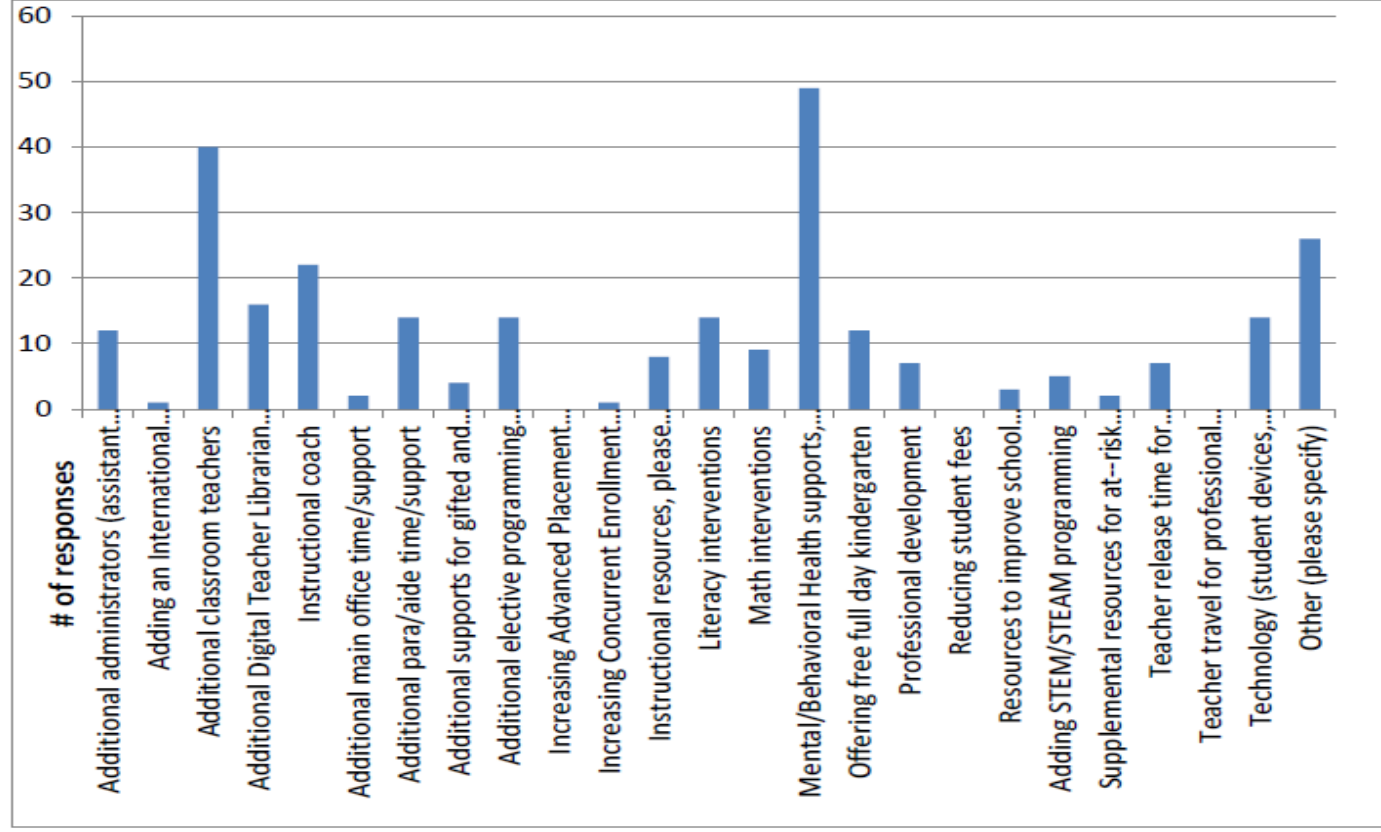


2019-2020 School Budget Questionnaire, Question 16: SCHOOL LEVEL SPENDING PRIORITIES –
From the list below, select the three top spending priorities identified by SAC

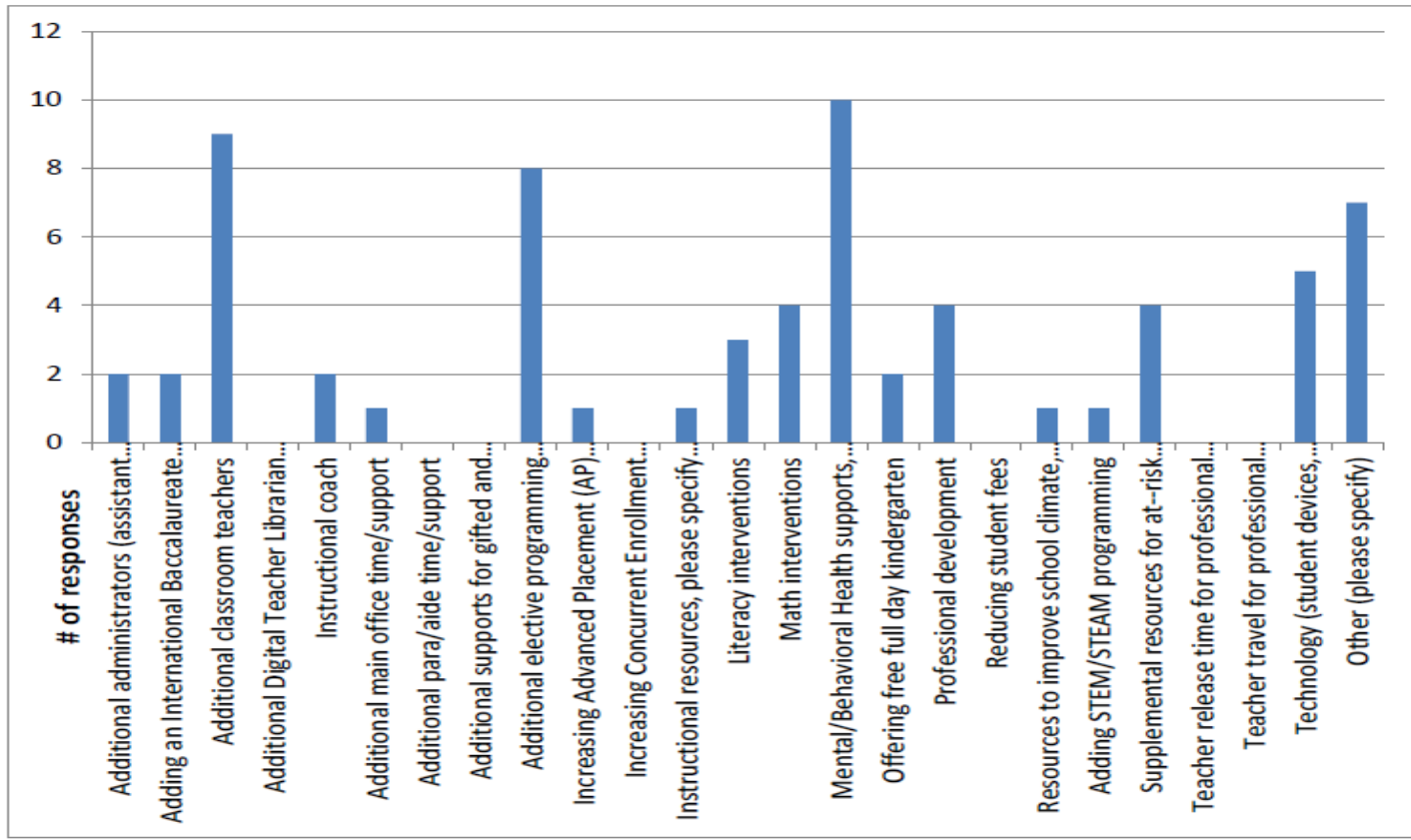
Total



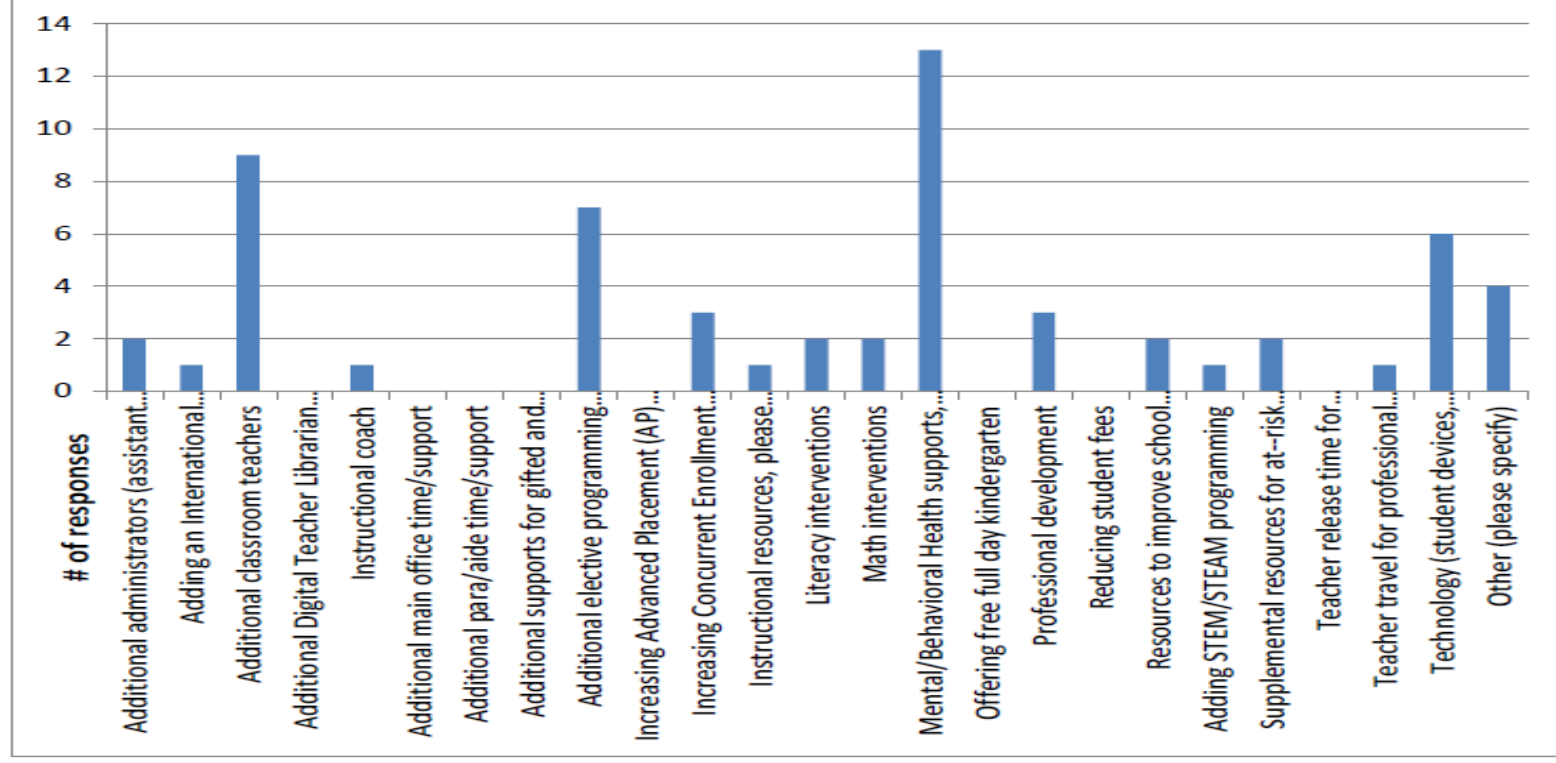
Elementary



Middle



High School



DAC DISTRICT BUDGET PRIORITIES 2018-2019*

- Strongly support SAC findings which clearly prioritize Student Behavioral/Mental Health Support
- Strongly support SAC findings to prioritize Student Based Budget Funding for School Level Expenditures (in form of Additional Teachers)
- Support DUIP RECOMMENDATIONS
- Support FSCP RECOMMENDATIONS

DUIP RECOMMENDATIONS

- Early Academic Achievement
 - Marzano Proficiency Scales. JSEL
- Middle Level Academic Achievement
 - Marzano Proficiency Scales. Math Interventions
- College & Career Ready
 - Marzano Proficiency Scales
 - Expand work-based learning to support customized pathways
- GT
 - GT potential in Underrepresented populations

FSCP RECOMMENDATIONS

Recommendations based on:

- Family School Partnership Survey (FSP)
- Make your Voice Heard (MYVH)
- Teaching and Learning Conditions Colorado (TLCC)

1. Funding of One (FTE) Full Time position

2. FSCP Educator/Training Professional Development
-Harvard GSE program

Jeffco District Accountability Committee

Charters • 02.19.2019

Overview

Vote Tonight to Approve an Evaluation Rubric for Charter School Evaluations

Recent progress

- Charter Committee has provided a recommended topics to be covered by charter applications in addition to the new district application
- The new charter application was combined in the executive summary of the district charter application
- District legal has reviewed and provided input

Areas of Focus for Charter Applications

- School Purpose
 - Community Impact
 - Governance
 - Budget and Finance
 - Educational Program
 - Serving Special Populations
 - Waivers
-

Evaluation Rubric

- Evaluate each area above on a 0-3 scale
 - 0=Harmful
 - 1=Serious Concern
 - 2=Good
 - 3=Excellent
-

Charter Application for DAC Review

The DAC charter review team will review each charter application with particular emphasis on the following components of the application:

- School Purpose, including the school's vision, mission, goals, objectives, and pupil performance standards and the manner in which these characteristics will serve the needs of the District and support the Jeffco Generations Vision.
- Community Impact, including target population and proposed location for the charter school and the evidence of support for the school.
- Governance including the number of board members, the length of each board member term, board member composition, and the mechanism for recruiting and replacing board members.
- Budget and Finance, including an explanation of how the school will fund itself over the charter term with identifiable and verifiable funding sources.
- Educational Program, including the educational model, the plan for evaluating student performance and supporting students who are not performing, the manner in which the school will provide academic and social/emotional supports for students, the manner in which the school will address student discipline, and the manner in which the school will use parent and community engagement to improve student learning.
- Serving Special Populations, including the school's plan for serving students with special needs, such as advanced learners, students with disabilities, and English language learners.
- Waivers of state law and District policy waivers, a brief rationale and replacement plan for each requested waiver.

In addition to the relevant portions of the charter application, the DAC charter review team may utilize additional information to evaluate a charter applicant, including board presentations, in-person interviews, and individual experience/research.

The Executive Summary section of the charter application shall serve as the DAC team's introduction to the charter application and the components outlined above. Therefore, the Executive Summary should be clear and concise, and should be understandable to readers of different backgrounds, including parents, educators, and other professionals.

Evaluation

Because of its composition and its role as statutorily-authorized advisory committee to the Board of Education, the DAC is uniquely situated to evaluate each of the application components outlined above. The DAC charter review team will review the application and assign a score of 0-3 in each of the components. Any area receiving a “0” is automatically disqualified from DAC recommendation. Any area receiving a “1” is under consideration for disqualification from DAC recommendation.

Rating Scale	Characteristics
3=Excellent	<p>The response reflects a thorough understanding of key issues, such that the reviewer has appropriately answered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement criteria; and inspires confidence in the applicant's capacity to carry out the section effectively. Examples or evidence are provided for all appropriate sections.</p> <p>The DAC team is excited and confident the school will support children, community, and district.</p>
2=Good	<p>The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.</p> <p>The DAC team believes the school will do an acceptable job supporting children, community and district.</p>
1=Serious concerns	<p>The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.</p> <p>The DAC team has concerns that the response is not in the best interests of the District, its students, or the community.</p>
0=Harmful	<p>The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the section or the applicant's ability to carry out. No examples or evidence are provided.</p> <p>The DAC team has determined that the response is not in the best interests of the District, its students or the community.</p>

DAC Membership Increase Proposal





Jeffco DAC Mission

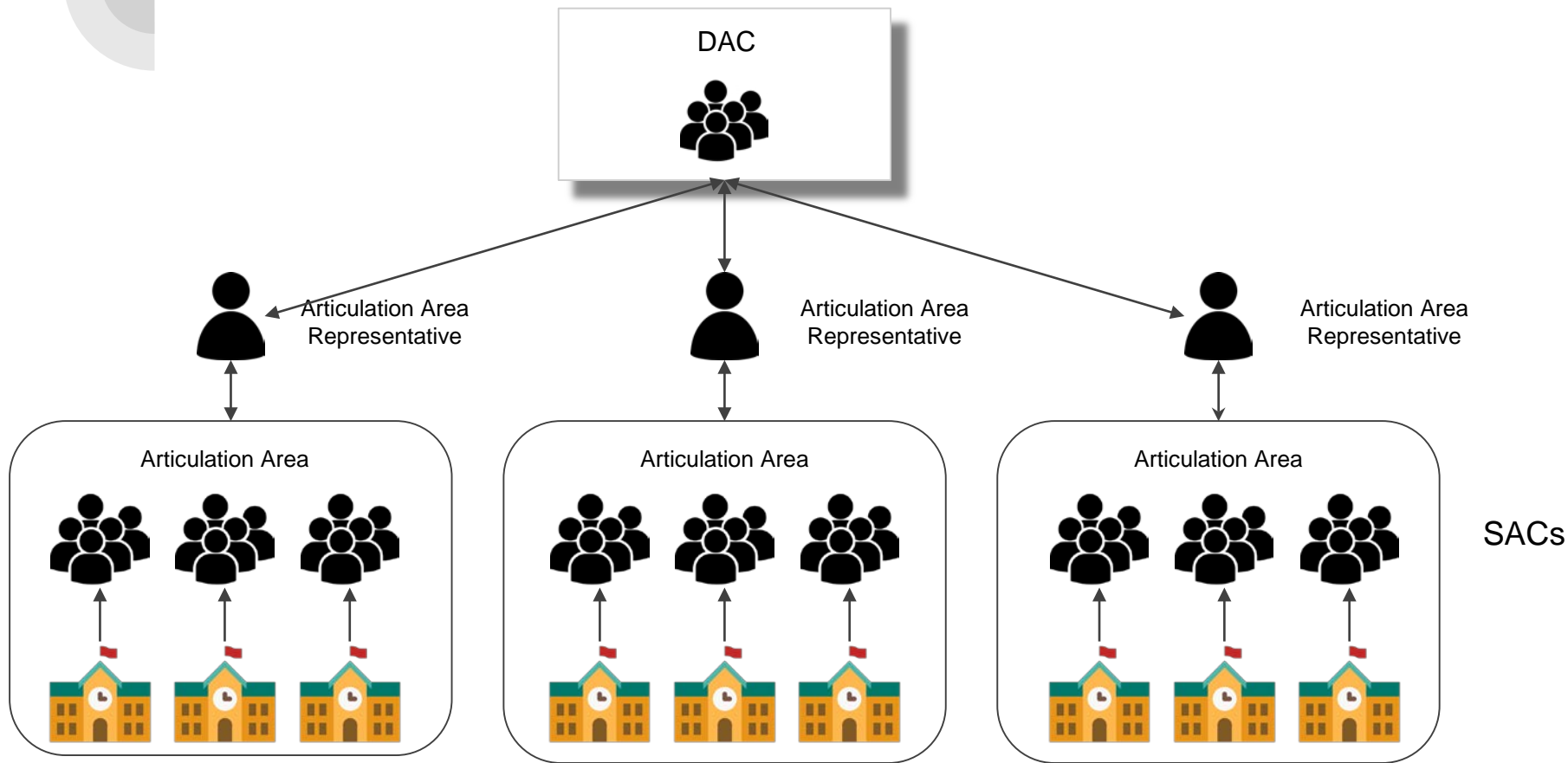
"We empower the school board and district staff with informed recommendations to support the education and growth of the whole child"



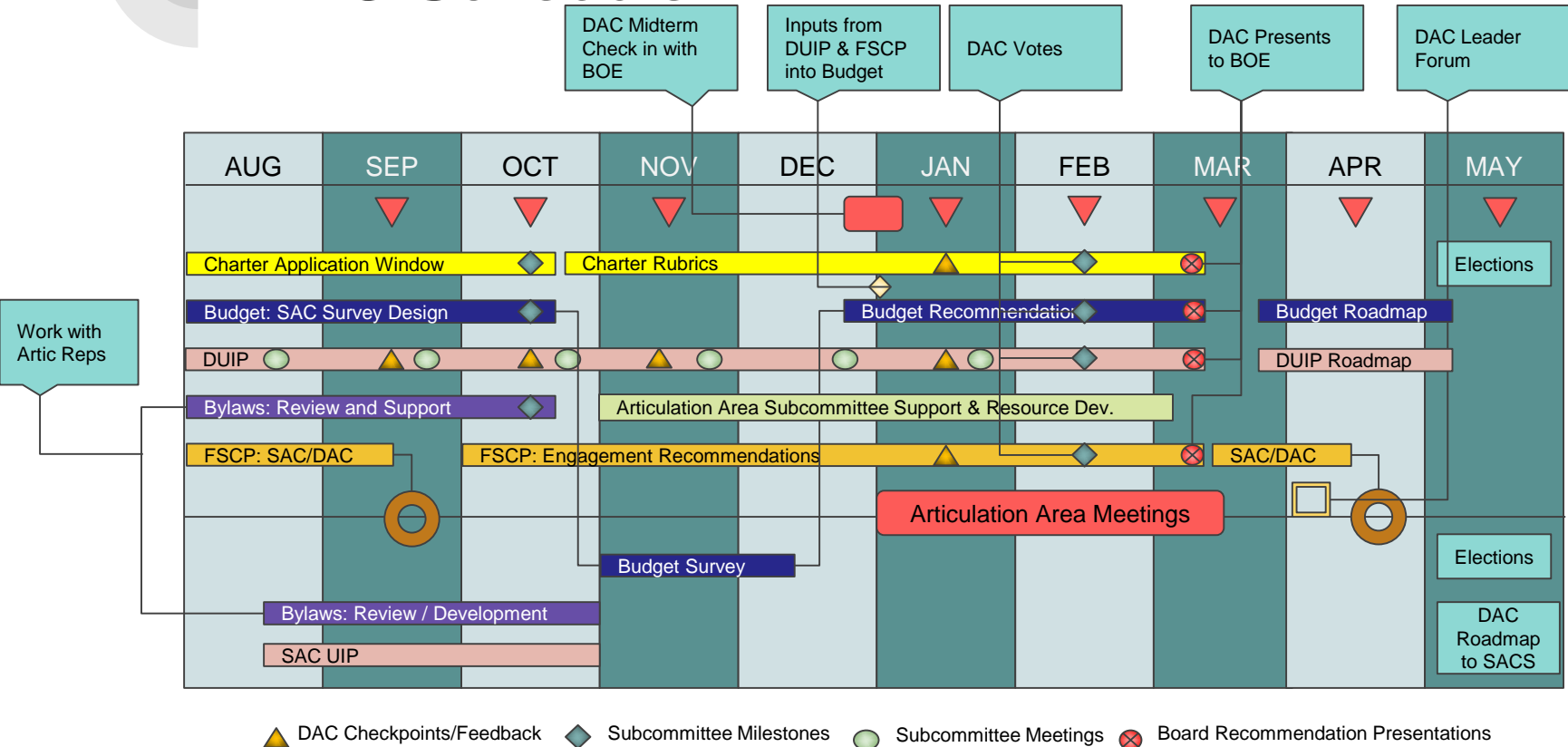
Current State

- 38 Volunteer Members to cover
 - 7 Committees (including Executive Committee)
 - 18 Articulation Areas (including Charters and Options)
 - 170 schools (including Charters)
- All members required to
 - Participate at monthly DAC meetings
 - Participate in at least one subcommittee
- Articulation Area Representatives
 - Subset of nearly ½ of all DAC members (1 from each Articulation Area; 1 for Options, 3 for charters)
 - Represent an articulation area with approximately 7 -10 schools
 - In Addition to roles on DAC and Subcommittees
- DAC members volunteer hundreds of hours to the district per month in aggregate
 - DAC meetings
 - Subcommittee meetings
 - Articulation area activities

Our Best Work Starts Locally



DAC Schedule





Bottom Line

- The volume of DAC's work has grown significantly
 - Greater emphasis on community and stakeholder engagement in all facets of DAC
 - DUIP
 - Budget
 - ESSA Requirements
 - CDE requirements to integrate GT and FSCP into DUIP
 - Additional inputs from subcommittees into Budget Committee recommendations and priorities
 - Charter Rubric
 - Key takeaway: Subcommittees stay busy nearly year-round
- SACs need additional "face-time" from articulation area representatives
- We're spreading volunteers thin, especially our Articulation Area Representatives
- About $\frac{1}{3}$ of DAC turns over year-to-year
 - It takes about a year to full acclimatize to processes and work in DAC
 - Institutional, subcommittee knowledge and experience take time



Recommendation

- **Increase the membership of DAC from 38 to 55 for the 2019 -20 School Year**
 - One additional parent from each of the 17 articulation areas
 - One articulation area representative to focus only on SAC representation
 - One articulation area representative to participate in DAC subcommittees
 - Dedicated subcommittee for Articulation Area Reps to develop tools, resources and processes to improve engagement with, and support of School SACs
- Stronger emphasis on giving every school a voice in DAC processes and recommendations
- Greater diversity of perspectives improves quality of DAC recommendations to the Board
- Balance the workload of volunteers
- Greater agility to take on "other tasks as assigned" by the Board, per State Law
- Strength in numbers for continuity
- More opportunities to build internal DAC leadership



Recruitment

- Articulation Area Representatives to communicate with their SACs to identify prospective members
- Communication from District to Principals to recruit members
- Application process remains the same.