

Proposed

Book	District Policies - Jefferson County School District R-1
Section	K: School-Community-Home Relations
Title	Family School Partnership Involvement Policy
Number	KB (To Be Replaced?)
Status	Active
Adopted	October 14, 1999
Last Revised	October 23, 2001
Next Revised	??? Consolidates KJ

The district recognizes that families are their children's first and most influential teachers, and that families and school staff actively engaged as partners in their student's education contribute greatly to academic achievement and a positive school environment. 'Family School Partnership' as used in this document is defined as the collaboration between families and school staff that accelerates student learning. In order for family school partnerships to be highly impactful on student learning practices must be: 1) linked to learning 2) relational 3) collaborative 4) systemic and 5) sustained.

Staff and families must work together as knowledgeable and equal partners in order to support the shared goal of educating students effectively. This school district and the schools within its boundaries, in collaboration with families, shall establish programs and practices that enhance family school partnerships and reflect the specific needs of students, their families, school staff, and communities.

To this end, the Board supports the development, implementation and regular evaluation of Family School Partnership practices in each school and at the district level including but not limited to local school accountability committees, PTA and/or other parent organizations. Family School Partnership practices will be comprehensive and coordinated. The following research-based components will be used as a framework to guide family school partnership work:

- **Standard 1:** Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
- **Standard 2:** Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.
- **Standard 3:** Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- **Standard 4:** Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
- **Standard 5:** Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- **Standard 6:** Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

The district supports professional development opportunities for staff members to enhance understanding of effective family school partnership practices. The district also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to families and staff working in partnership for accelerated student learning. Family School Partnerships are essential to improved student achievement and school success. This district shall foster and support active family school partnership practices.

Proposed

Book	District Policies - Jefferson County School District R-1
Section	K: School-Community-Home Relations
Title	Family School Partnership Involvement Policy
Number	KB (To Be Replaced?)
Status	Active
Adopted	October 14, 1999
Last Revised	October 23, 2001
Next Revised	??? Consolidates KJ

The district recognizes that families are their children's first and most influential teachers, and that ~~continued families and school staff actively engaged as partners involvement in their student's~~ education contributes greatly to ~~academic student~~ achievement and a positive school environment. (Families replaces previous version of "parent" involvement). 'Family School Partnership' as used in this document is defined as the collaboration between families and school staff that accelerates student learning. In order for family school partnerships to be highly impactful on student learning practices must be: 1) linked to learning 2) relational 3) collaborative 4) systemic and 5) sustained.

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~~A student's education is shared by the school and family during the entire period spent in school. To support the goal of the school district to educate all students effectively, Staff Staff and families must work together as knowledgeable and equal partners in order to support the shared goal of educating students effectively. This school district and the schools within its boundaries, in collaboration with families, shall establish programs and practices that enhance family school partnerships involvement and reflect the specific needs of students, and their families, school staff, and communities.~~

To this end, the Board supports the development, implementation and regular evaluation of Family School Partnership ~~practices involvement~~ in each school and at the district level including but not limited to PTA/~~PTO and/or other parent organizations~~ and local school accountability committee. ~~which will involve family at all grade levels in a variety of roles. The family involvement Family school partnership practices programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components and standards of successful family involvement programs: The following research-based components will be used as a framework to guide family school partnership work:~~

- **Standard 1:** Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
- **Standard 2:** Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.
- **Standard 3:** Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
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- **Standard 6:** Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

The district supports professional development opportunities for staff members to enhance understanding of effective Family School Partnership practices ~~involvement strategies~~. The district also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to ~~parental~~ families and staff working in partnership for accelerated student learning. ~~y participation~~.

Family school partnerships are essential to improved student achievement and school success. This district shall foster and support active family school partnership practices. ~~involvement~~.

Book	District Policies - Jefferson County School District R-1
Section	K: School-Community-Home Relations
Title	Relations with Parent/Family Organizations
Number	KJ
Status	Active
Adopted	June 26, 1997
Last Revised	October 23, 2001

The district endorses the creation of parent organizations such as PTA (Parent Teacher Association), PTO (Parent Teacher Organization) or local school advisory councils as appropriate means of achieving effective and maximum feasible involvement of parents and guardians of students in the affairs of the district's schools. The district expects all staff members to work closely and in harmony with the officers and directors of all parent organizations in pursuit of the following goals:

1. To involve parents/families and school personnel in a cooperative and sustained system of activities which will increase the educational opportunities of the children, both in school and at home.
2. To improve school-home relationships by enabling parents/families and school personnel to:
 - a. Define their relationship to each other;
 - b. Define their roles as they pertain to the children served by the schools; and
 - c. Identify family needs and resources, including those of community, as well as school needs and resources.
3. To provide teachers and administrators with opinions and viewpoints that will lead to a better analysis of the needs of students and more relevant program planning.
4. To sustain parental/family interest through a program of training and consultative services.
5. To develop the skills needed by school personnel to function effectively in a working relationship with parents/families and other community members.

The district endorses the following National Parent-Teacher Association Standards:

- ~~Standard I: Communicating – Communication between home and school is regular, two-way, and meaningful.~~
- ~~Standard II: Parenting – Parenting skills are promoted and supported.~~
- ~~Standard III: Student Learning – Parents play an integral role in assisting student learning.~~
- ~~Standard IV: Volunteering – Parents are welcome in the school and their support and assistance are sought.~~
- ~~Standard V: School Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families.~~
- ~~Standard VI: Collaborating with Community – Community resources are used to strengthen schools, families and student learning.~~

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2018 District Unified Improvement Plan

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 academic growth falls below state typical levels (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 all student subgroups, including free/reduced lunch eligible, minority, English learners, etc.

Root Cause: In the information age, "one size fits all" instruction doesn't meet the needs of all high school students. Teachers are learning to personalize instruction for a variety of customized pathways (students choosing their own career and college paths) in high school. 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.

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 Marzano 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 and schools will partner 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.
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 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

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 include:

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.

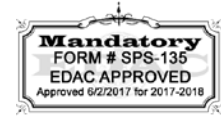
[2018 DRAFT Career/College DUIP Action Plan](#)

[2018 DRAFT Early Academic DUIP Action Plan](#)

[2018 DRAFT Middle Level Math DUIP Action Plan](#)

[2018 DRAFT Gifted DRAFT Action Plan](#)

[Glossary](#)



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

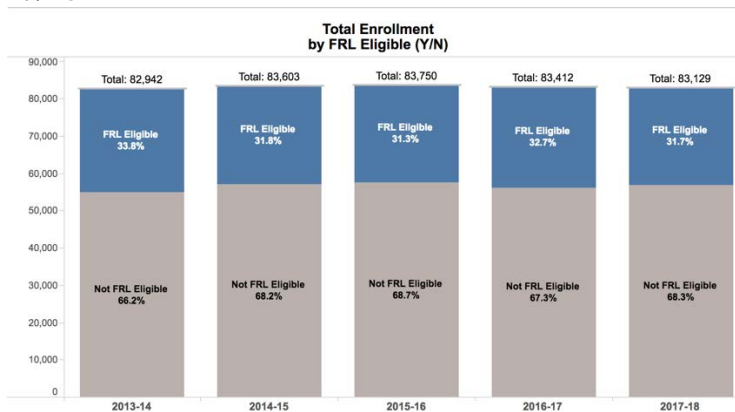
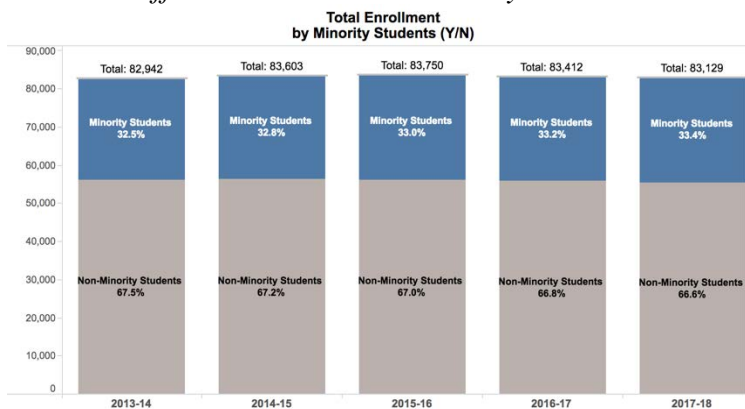


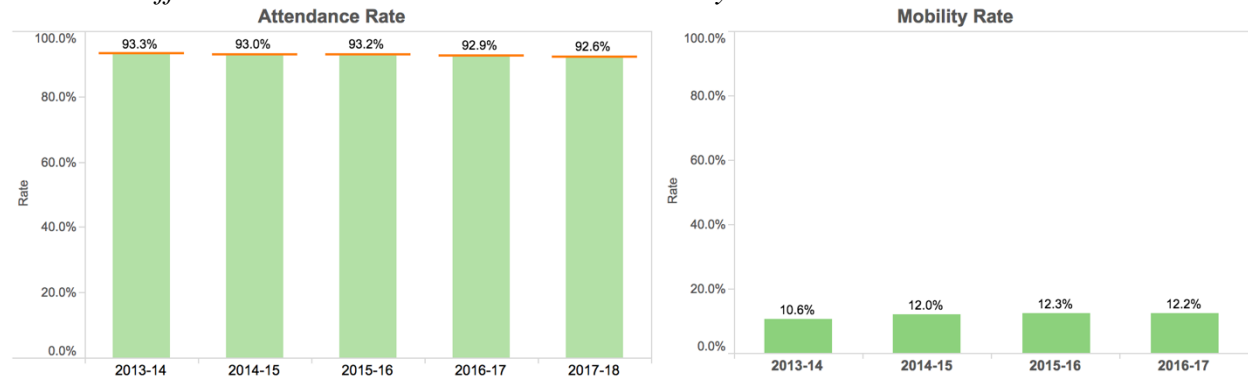
Chart 2: Jeffco Public Schools Minority K-12 Student Enrollment Trends 17/18



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.

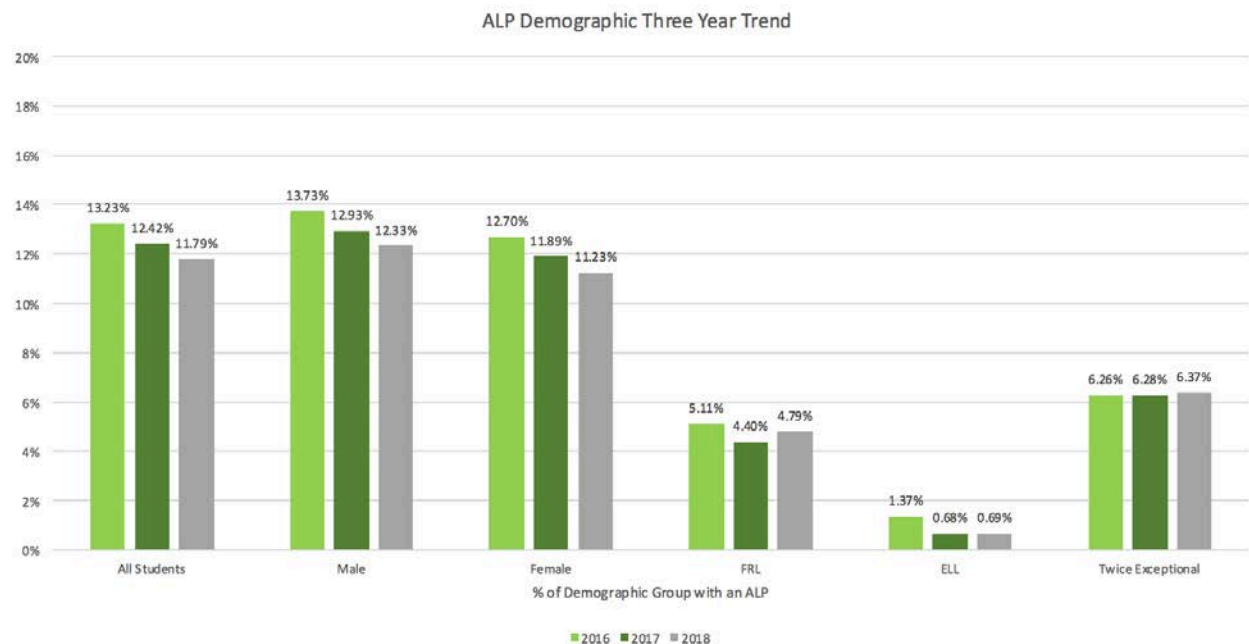
Chart 3: Jeffco Public Schools Attendance and Mobility Rate Trends



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
<p>2018 CMAS Grade 3 ELA:</p> <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
<p>READ Act:</p> <p>Reduce the percentage of students who have been identified with a significant reading deficiency (SRD) from 10% in 2017 to 9% in 2018.</p> <p>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</p>	<p>11% of K-3 students have been identified with an SRD as of Spring 2018. Goal not met</p> <p>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</p> <p>K = 28% 1 = 48% 2 = 63% 3 = 60%</p>

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 <p>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.</p>

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	TBD - January 2019
<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	TBD - January 2019
<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%)	TBD - January 2019

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

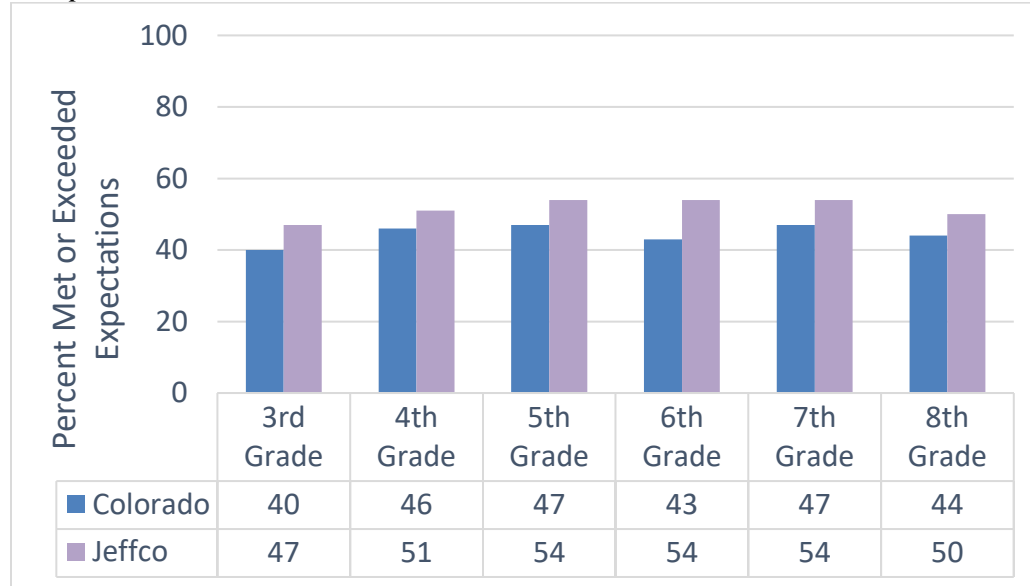
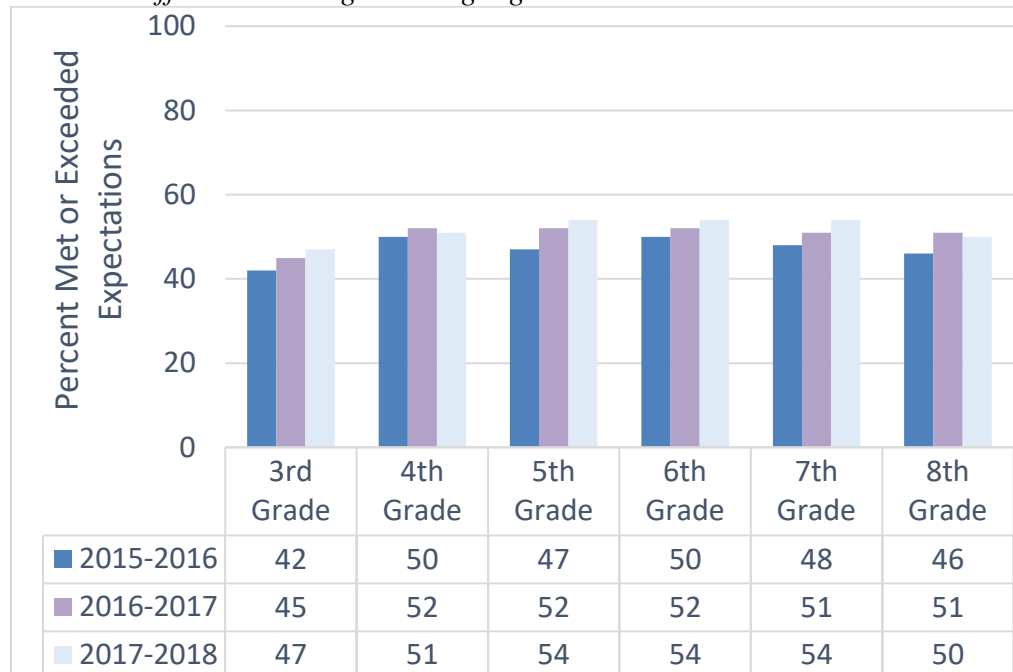


Chart 6 below shows Jeffco’s progress. Since 2015-16, Jeffco demonstrated increased performance in all grade levels for CMAS English language arts (ELA). In 2017-18, grades 4 and 8 did not sustain gains from the prior year. Examining results over time for a “quasi-cohort” (not adjusted for mobility), 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.

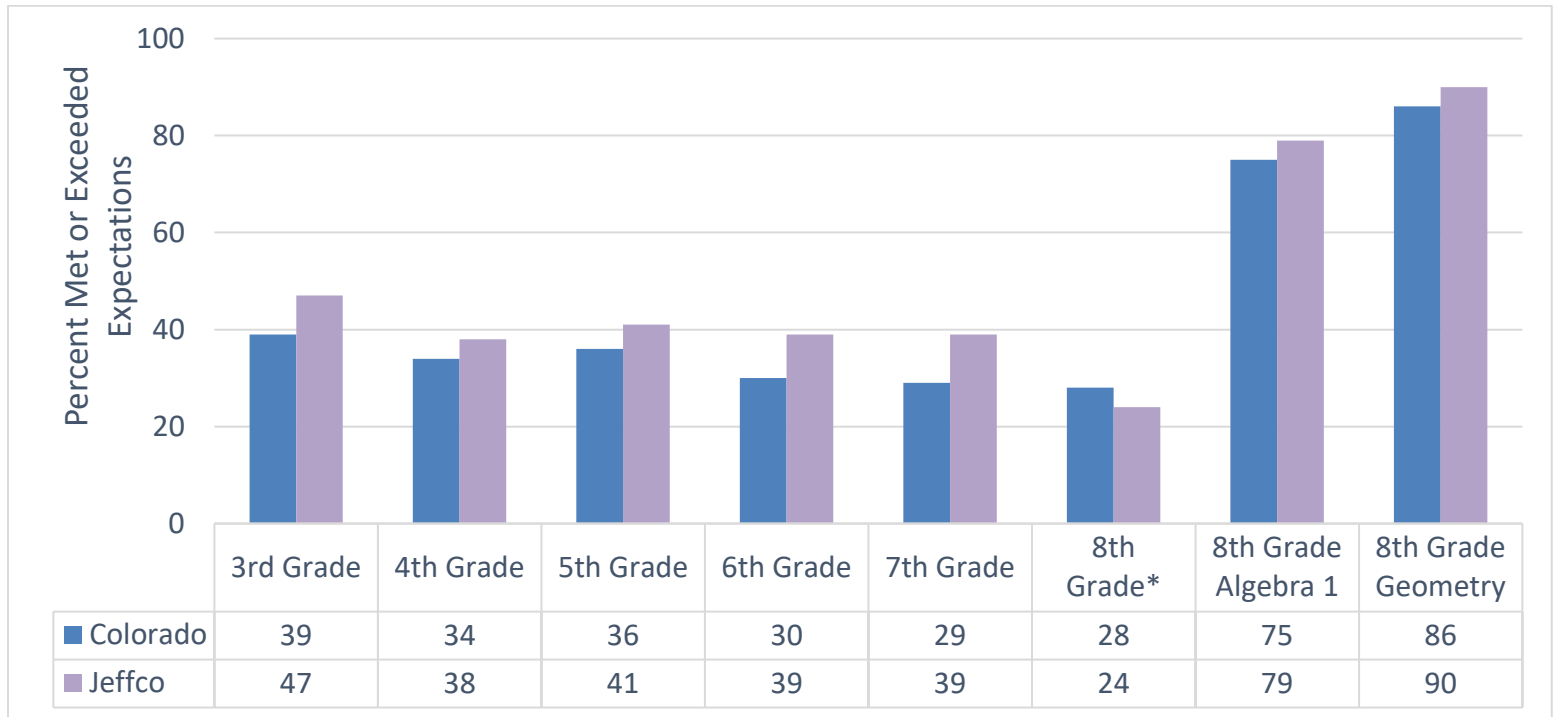
Chart 6: Jeffco CMAS English Language Arts 3-Year Trend



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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.

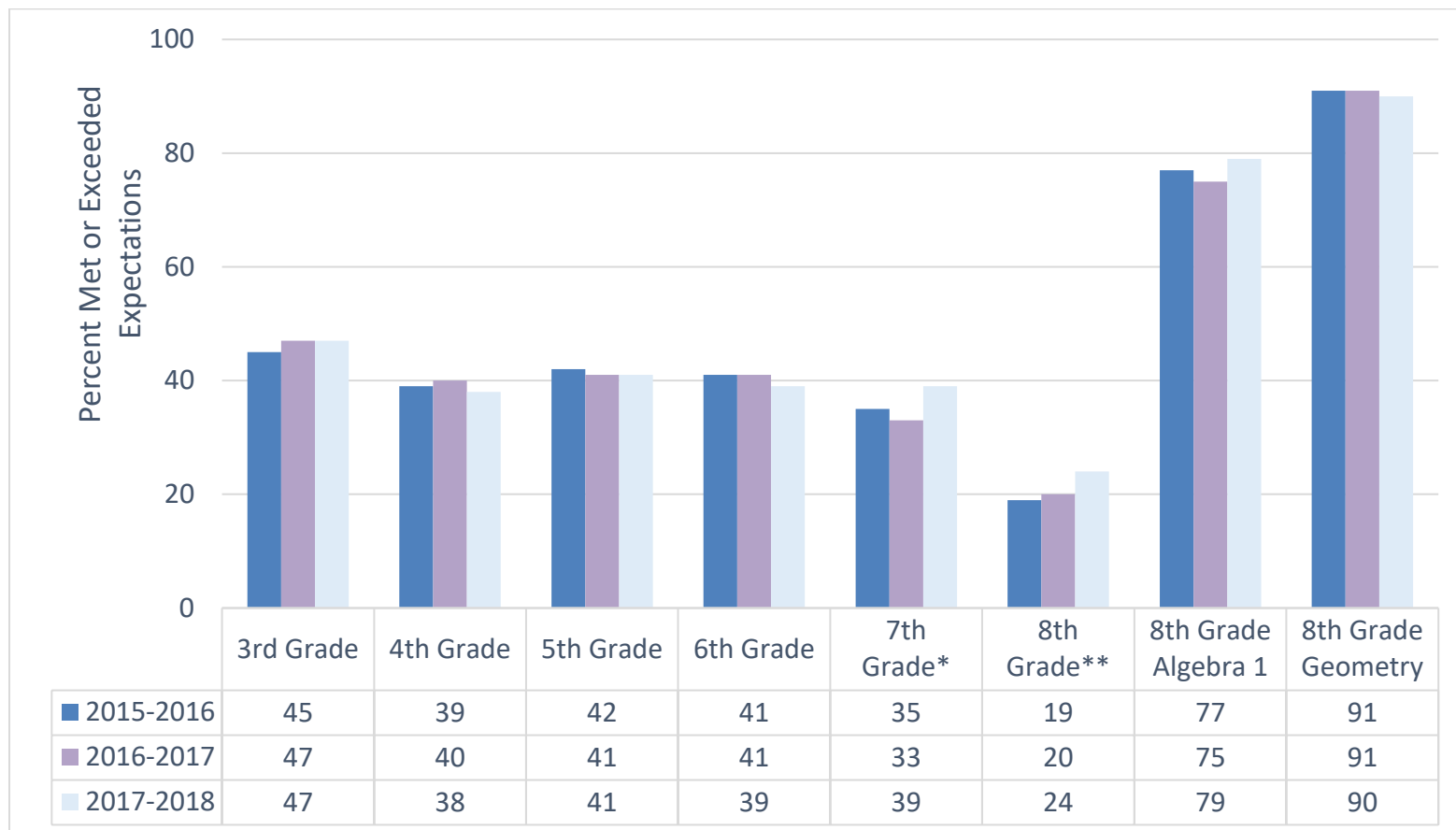
Chart 7: 2017-18 Jeffco/Colorado CMAS Mathematics Achievement Comparison



*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.

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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

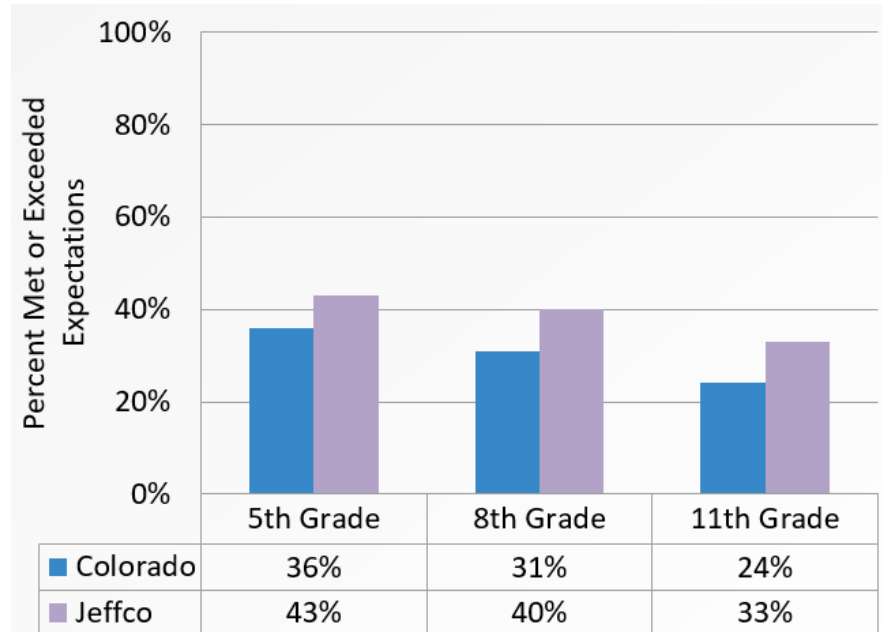
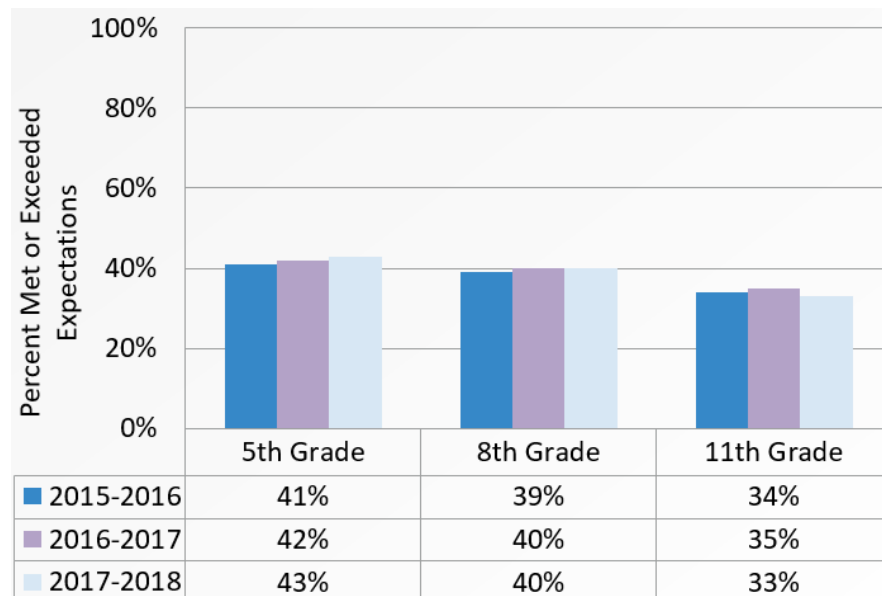


Chart 10: Jeffco CMAS Science 3-Year Trend



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	English Learners	50.0	54.0	50.0	50.0	51.0	50.0
	Non-English Learners	49.0	52.0	51.0	50.0	50.0	50.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	45.0	48.0	45.0	47.0	48.0	47.0
	Non-FRL	51.0	54.0	53.0	52.0	52.0	52.0
GENDER	Female	54.0	56.0	55.0	55.0	55.0	54.0
	Male	44.0	48.0	46.0	45.0	46.0	46.0
GIFTED	Gifted and Talented	56.0	57.0	57.0	60.0	58.0	59.0
	Non-Gifted and Talented	48.0	51.0	49.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	40.0	44.0	44.0	38.0	41.0	42.0
	Non-IEP	50.0	53.0	51.0	51.0	51.0	51.0
MIGRANT	Migrant				45.0	49.0	47.0
	Non-Migrant	49.0	52.0	51.0	50.0	50.0	50.0
MINORITY	Minority	47.0	50.0	48.0	49.0	49.0	48.0
	Non-Minority	50.0	53.0	52.0	51.0	51.0	51.0
PERFORMANCE LEVEL	At or Above Benchmark	49.0	52.0	50.0	50.0	50.0	50.0
	Below Benchmark	50.0	52.0	51.0	50.0	50.0	50.0
RACE/ETHNICITY	American Indian or Alaska Native	44.0	51.0	53.5	47.0	46.0	46.0
	Asian	59.0	57.0	58.0	59.0	58.0	58.0
	Black	48.0	48.0	46.0	48.0	48.0	46.0
	Hispanic	46.0	49.0	47.0	48.0	48.0	48.0
	White	50.0	53.0	52.0	51.0	51.0	51.0
	Hawaiian/Pacific Islander	53.0	44.0	59.0	50.0	53.5	50.0
	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

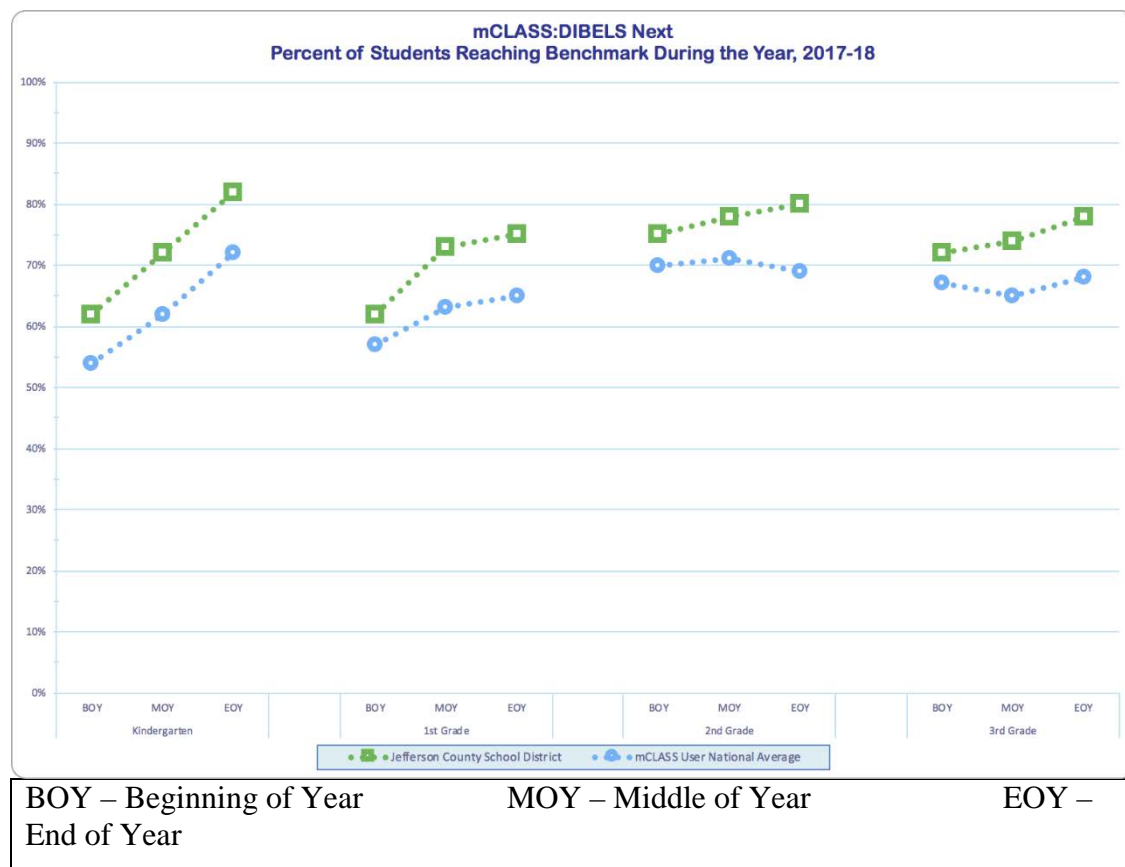
Early Childhood Needs Assessment

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*

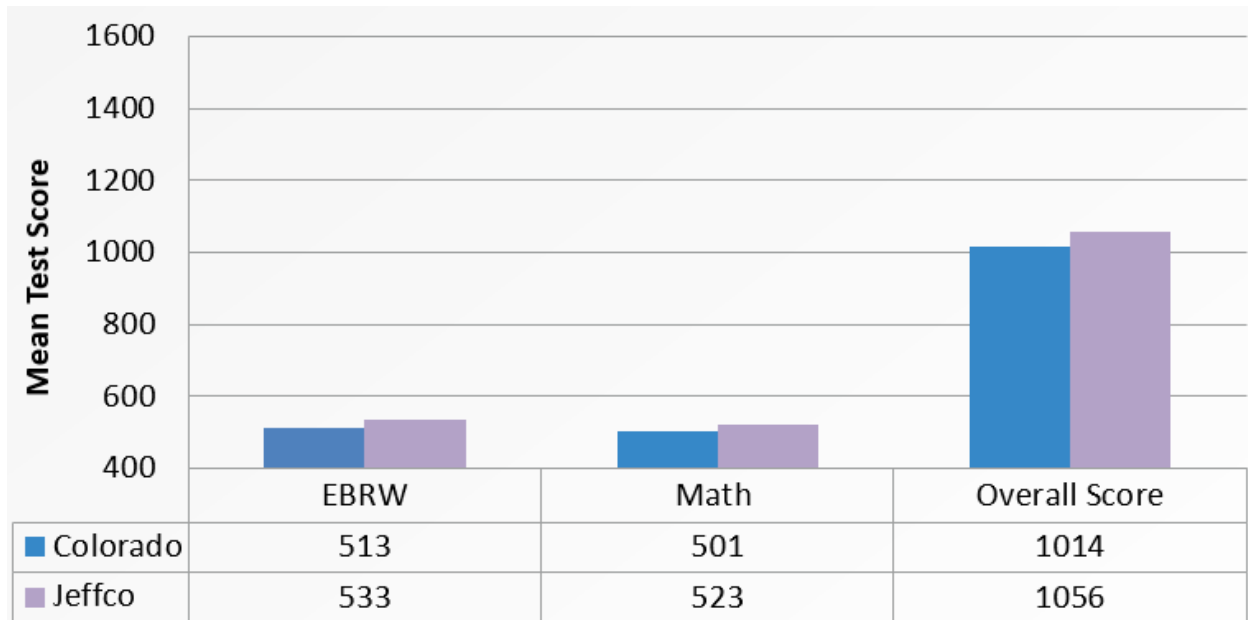
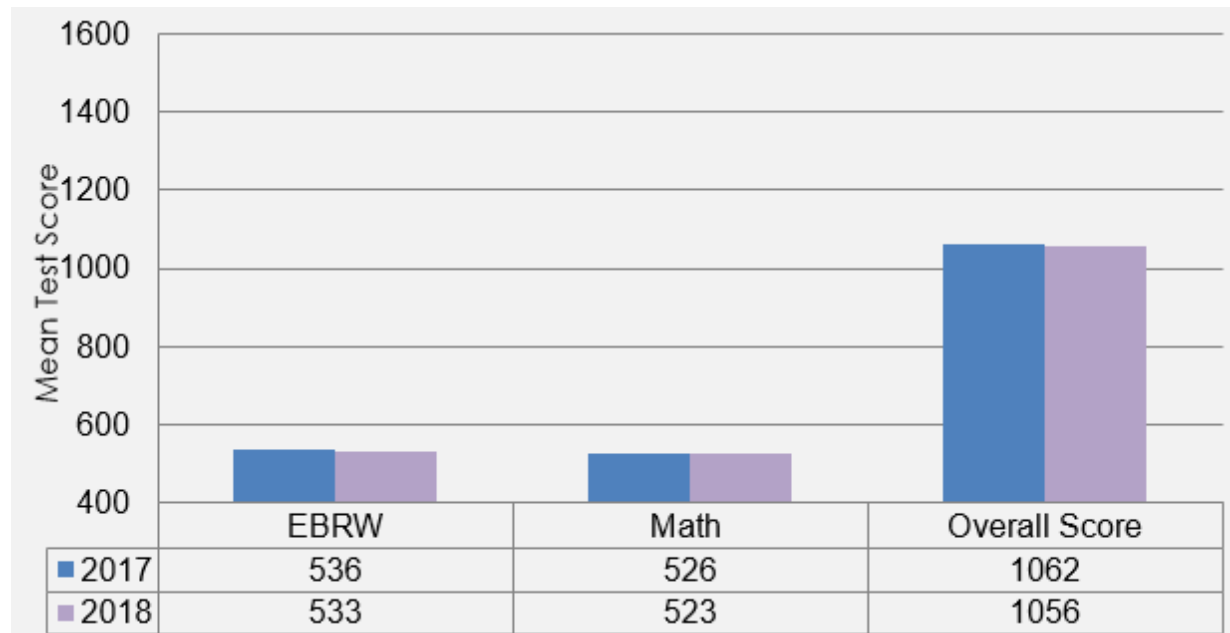


Chart 15 below shows Jeffco’s two-year trend data for SAT. The trend is stable, with only two years of data available since the Colorado Department of Education implemented state-wide SAT testing in 2016-17.

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.

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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

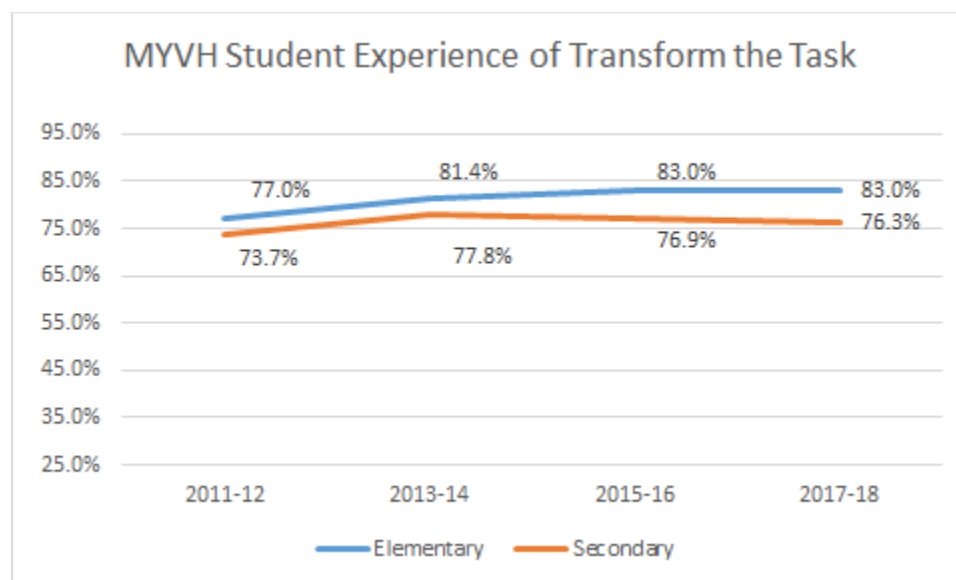
In order to fully understand the district's academic data, it is important to contextualize achievement and growth data with climate data such as student engagement, family engagement and the teaching and learning conditions within the district. Additionally, these data can make direct connections to 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.

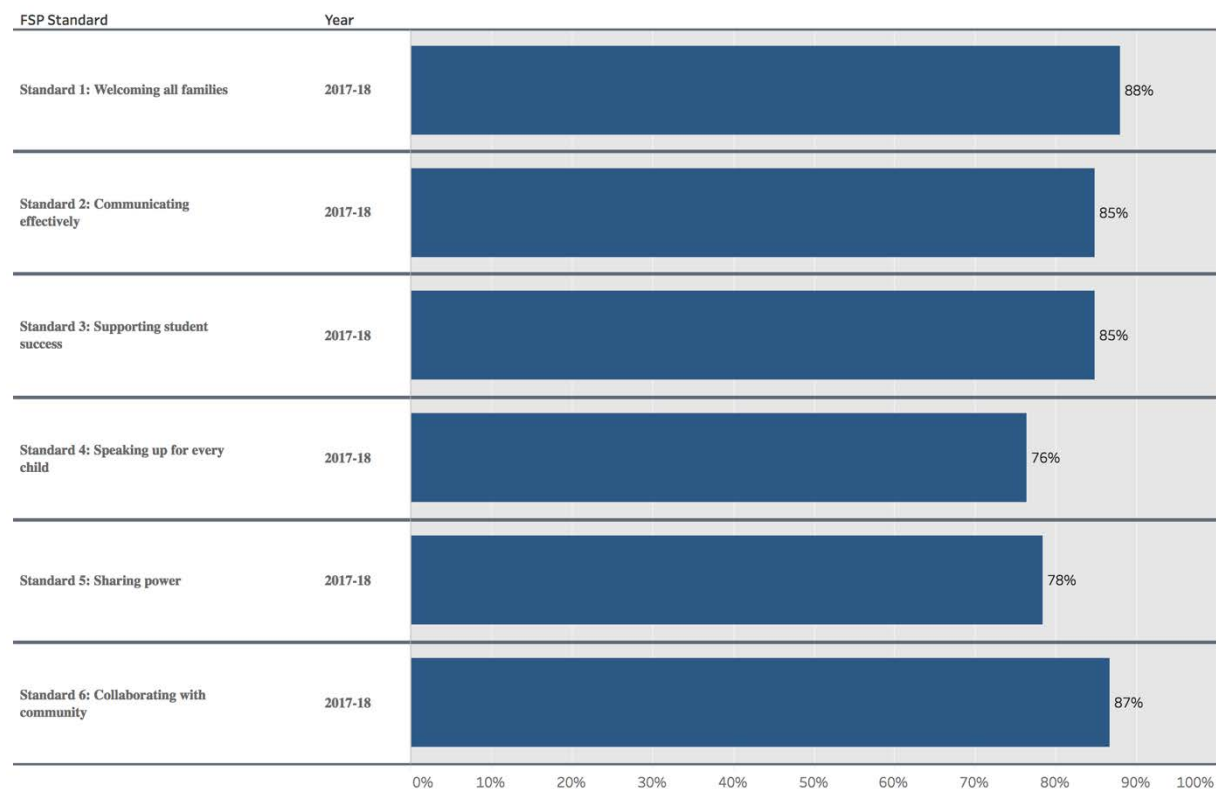
Family Engagement

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.

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- 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.

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- 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.

Special Jeffco Public Schools Task Force Teams

(Access through the Board of Education>District Advisory Committees webpage, unless otherwise noted: https://jeffco.ss12.sharpschool.com/about/board/district_advisory_committees)

School Safety and Security Community Task Force

- Charge completed with publication of final report on October 19 and presentation to the Board on October 4
- Establishing new superintendent advisory group on school safety – one of the task force recommendations
- Applications currently accepted through November 16; committee work begins February 2019 – **new, open application process**

School Start Time Task Force

- Charged to look at the logistics and impacts of changing school start times across the district
- Members met over the summer and continue collecting feedback focused on community needs and impacts of changing the start times, research on effects and other school districts' progress/exploration, and pros/cons before finalizing recommendations to the superintendent

Community Engagement Task Force

<https://sites.google.com/nyu.edu/communityengagementtaskforce/home>

- Charged to explore how the district could engage the larger Jeffco community with a focus on residents who do not have a direct connection to schools
- Members met over the summer and continue collecting feedback for business and community partners before finalizing recommendations to the superintendent

Food and Nutrition Task Force – **new, open application process**

http://www.jeffcopublicschools.org/about/publications/good_news_blog/jeffco_food_nutrition_task_force

- Charged to examine current and best/next practices for providing healthy and nutritious meals for students and explore how our food service operations could make less of an environmental impact
- Applications accepted online through November 15; up to 20 members, appointed by the Superintendent; working December – August 2019