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

Chair: Carsten Engebretsen
Vice Chair: Laura Velapoldi
District Liaisons: Dan Cohan and Renee Nicothodes
Jeffco DAC Mission

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

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

We are the voice of our schools and community.

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

- Academic achievement and growth
- Budget priorities
- Family/school/community stakeholder engagement
- Charter school reviews

- Touches virtually every aspect of our schools!
- Helps shape funding and priorities that affect academic achievement and school/district programs.
- Impacts 85,000 kids; 14,000 staff; and the community at large.
Our Best Work Starts Locally

DAC

Articulation Area - SACs Articulation Area - SACs

Community Representatives

Articulation Area Representative

Articulation Area Representative

Articulation Area - SACs

Board Appointees & Representatives of Organizations
Cohesion Across All Facets

- Academic Achievement
- Climate & Culture
- Social, Emotional, Behavioral Wellness
- Family-Community Engagement
- Charters
- School SACs
- School Safety
- Budget Prioritization

Community

Families

Students
Impact of DAC on Board Decisions

- **Articulation Area Representatives** are local SACs’ direct voice on the DAC.
- **SACs’ UIPs** influence recommendations made by the DUIP Subcommittee.
- **School Budget Priority surveys** strongly influence decisions and recommendations made by the Budget Subcommittee.
- **District surveys** including Family School Partnership, Make Your Voice Heard, and Healthy Kids Colorado drive recommendations from the FSCP Subcommittee.
- Our Board listens to our recommendations.
DAC Goals for 2021 - 2022 School Year

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

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

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

● Attendance is expected and required at monthly DAC meetings, generally the 3rd Tuesday of the month.
  ○ Let the Chair or Vice Chair know if you can’t attend.
  ○ Two unexcused absences could result in your removal and replacement.

● DAC Members are appointed by BOE for two-year terms.
  ○ Can apply for renewal as many times as you want.
  ○ Stakeholder groups (JCEA, JCAA, JESPA, PTA) may recommend their own members to the BOE.

● You are expected to be an active member of at least one subcommittee.
  ○ There are 4 subcommittees: DUIP, Budget, FSCP, and Charter Review.
  ○ Meeting frequency and times are at the discretion of Subcommittee Chairs.

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

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

**AAR Chair:** Therese Rednor

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

*Otherwise, communication will be via email.*

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

**DUIP = District Unified Improvement Plan**

**Co-Chair:** Jill Fellman

**Co-Chair:** Lorri Avery

**District Liaisons:** Carol Eaton & Matt Flores

Meets 4:30-5:30 p.m. before regular DAC meetings.
DUIP Contents
(Required by Colorado Department of Education)

Requires:
• Performance data analysis
• Root cause analysis
• Major improvement strategies and action steps
• Targets & monitoring

https://www.cde.state.co.us/uip
DUIP Overview

Jeffco DUIP – digging into the details
DUIP Process

Report & discuss key sections with full DAC

Preparing to Plan

Section III: Data Narrative

Gather and Organize Data

Review Performance Summary

Describe Notable Trends

Section IV: Target Setting

Prioritize Performance Challenges

Set Performance Targets

Identify Interim Measures

Identify Major Improvement Strategies

Identify Root Causes

Identify Implementation Benchmarks

Ongoing: Progress Monitoring

DUIP Process
DUIP Timeline

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

Chair: Laura Velapoldi

District Liaison: Nicole Stewart

Meets on 1st Tuesdays at 6:30 p.m.
RESPONSIBILITIES UNDER COLORADO LAW

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

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

- Learn from School Accountability Committees and Principals
  - Review/revise School Budget Questionnaire.
  - Outreach with schools to ensure that SACs engage in discussions on budget priorities.
  - Study results from the School Budget Questionnaire.
• The DAC Budget Subcommittee members are expected to form advice that is representative of the feedback we receive from the School Budget Questionnaire.

• Members of the subcommittee will collaborate with DUIP and FSCP subcommittees to ensure final budget advice is consistent with goals of all DAC subcommittees.

• Subcommittee members will bring recommended advice to the full DAC membership for approval before the advice is shared with the Board of Education.
SUBCOMMITTEE WORKFLOW/TIMELINE

MONTHLY MEETINGS

FIRST TUESDAY OF THE MONTH @ 6:30 P.M.
August/September:
Begin survey revisions

October:
Finalize survey and present to entire DAC

November:
District sends survey to schools

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

March/April: DAC votes on final advice to share with the Board of Education
DAC FSCP Subcommittee
FSCP = Family School Community Partnerships

Chair: Evie Hudak

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

District Liaison: Tracie Apel

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

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

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

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

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

Chair:  David Wells

District Liaison:  Tom McMillen

Meets as needed when charter applications are received by the district.
Why the DAC Reviews Charter Applications

- Required by state law.
- Allows community voice in potential school openings.
- Provides input from a variety of community stakeholders.
- Gives a fresh perspective to school review process.
- Allows a “check and balances” process for use of taxpayer dollars.
The Process for the DAC’s Charter Review Subcommittee

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

- Colorado School Finance
- Individual District Finance
- Federal Relief Funding - ESSER
Colorado School Finance
**TOTAL PROGRAM Funding**

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

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

Funded with a *mix of state (income and sales) and local (property) tax.* Each district’s mix can be different.
Current school finance is legislated by the state and was last revised in 1994.

**COLORADO SCHOOL FINANCE ACT**

- **Legislated each year with a new bill.**
- **Required to fund inflation and growth.**
- **Usually finalized in early May.**
Base Funding is adjusted annually for inflation and adjusted by factors:

- Cost of living
- Budget stabilization factor
- Personnel & non-personnel costs
- Size of district
The two sources of revenue that combine to equal **Total Program Funding**.
WHAT IS Jeffco’s split?

CO School Finance

Revenue per Pupil

Assessed Value (AV) per Pupil

Mill Levy Overrides per Pupil

Funding Level per pupil

Local Taxes

State Aid

AV min

AV max

WHAT IS Jeffco’s split?
FY 2019-20 (preliminary*)
-$572.4M, 7.1%
(Down from $672.4M, 8.7%)

*FY 2019-20 totals are preliminary per the December forecast.
Source: Colorado Legislative Council, State of Colorado Jan. 2020

Source: Colorado Legislative Council, State of Colorado Jan. 2020
Colorado Per Pupil Spending Continues to Fall Further from the U.S. Average.

Per Pupil Spending: Dollars Colorado falls below the U.S. Average.

CO: $9,809   US Avg: $12,201

FY2016: Ranks 40th in Per Pupil Spending

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

*Budget Stabilization Factor (formerly Negative Factor)
## COMPARISONS TO OTHER STATES

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

Source: US Census Bureau 2017 Public Elementary-Secondary Education Finance Data
But where’s the pot money?

Bottomline: Jeffco Public Schools has received $4.6M from marijuana funding since inception.
Individual District Finance
**Mill Levy Overrides (MLO)**
- MLO is additional revenue outside of the Total Program Formula
- Limited to 25% of Total Program
- Is not included in the total for the local share and, therefore, does not affect the amount of state share funding

**Capital Projects – Bond Mill levies**
- Proceeds and expenditures from debt authorization in separate capital fund
- Bond mill revenue flows to debt service fund for repayment of debt
Mill Levy Overrides

- 1998 – Defeated
- 1999 – $35.8 Million ($45 Million authorized)
- 2004 – $38.5 Million
- 2008 – Defeated
- 2012 – $39 Million
- 2016 – Defeated
- 2018 – $33 Million w/inflationary factor

TOTAL – $146.3 Million

Note: Mill levies continue unless changed by election.
Bond Levy

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

Note: Bond levies end with repayment of the debt.
## School Finance

### COMPARISONS to Other Districts

#### Per Pupil and Mill Levy

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

Source: CDE
### BILLION DOLLAR BUDGET – Comparison

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

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

ESSER I/II

- Preventing, preparing for, and responding to COVID-19
  - PPE
  - Increase instructional time
  - Professional development
  - Staff retention
  - Device refresh and replacement and other technology needs

- Addressing learning loss

- Preparing schools for re-opening, testing, repairing and upgrading projects to improve air quality in school buildings
American Rescue Plan (ARP ESSER III)

- Must be allocated on learning loss through implementation of evidence-based interventions; respond to student’s academic, social and emotional needs; and address the disproportionate impact of COVID-19 on underrepresented student subgroups
  - Summer school
  - Extended day
  - Comprehensive after school programs
  - Extended school year
  - Improving building conditions
Identifying costs of items already incurred/spent that can be covered by ESSER will give more flexibility to General Fund one-time spending in the coming one year or two.

<table>
<thead>
<tr>
<th>ESSER I $7.0M</th>
<th>ESSER II $30.4M</th>
<th>ESSER III $68.2M</th>
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<tbody>
<tr>
<td>Assumption currently built in to 2020/2021 Revised Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Increased instructional time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- PPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Increased instructional time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Food Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Child Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/3 ($45.5M) district plan for uses to be determined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/3 ($22.7M) won’t be allocated until approved per CDE plan</td>
<td></td>
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</tr>
</tbody>
</table>
Directions: Section I provides an overview of the school’s improvement plan and is populated automatically.

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

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

Section II: Improvement Plan Information

Additional Information about the District

Context

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

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

<table>
<thead>
<tr>
<th></th>
<th>Name and Title: Tracy Dorland, Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Email: <a href="mailto:supt@jeffco.k12.co.us">supt@jeffco.k12.co.us</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 303.982.6800</td>
</tr>
<tr>
<td></td>
<td>Mailing Address:</td>
</tr>
<tr>
<td></td>
<td>Jeffco Public Schools</td>
</tr>
<tr>
<td></td>
<td>Superintendent Office</td>
</tr>
<tr>
<td></td>
<td>1829 Denver West Drive #27</td>
</tr>
<tr>
<td></td>
<td>Golden, Colorado 80401</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Name and Title: Carol Eaton, Executive Director</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Email: <a href="mailto:Carol.Eaton@jeffco.k12.co.us">Carol.Eaton@jeffco.k12.co.us</a></td>
</tr>
<tr>
<td>Phone: 303.982.6565</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Mailing Address:</td>
<td></td>
</tr>
<tr>
<td>Jeffco Public Schools</td>
<td></td>
</tr>
<tr>
<td>Instructional Data Services</td>
<td></td>
</tr>
<tr>
<td>1829 Denver West Drive #27</td>
<td></td>
</tr>
<tr>
<td>Golden, Colorado 80401</td>
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</tbody>
</table>
Section III: Narrative on Data Analysis and Root Cause Identification

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

Brief Description

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

Brief Description:

Jeffco Public Schools is the second largest school district in Colorado with approximately 80,000 PK-12 students and approximately 15,000 employees. With approximately 155 schools and programs on 168 campuses, staff members are dedicated to building a bright future for every student. Jeffco Public Schools is supported by a committed school board, involved families, and a caring community that combine to provide quality education to prepare all children for a successful future.

About two-thirds of Jeffco's student population is White, 8% English language learners, and 31% eligible for free/reduced priced lunch. Attendance rates have remained stable at approximately 93% over the last three years reported (through 2018-2019) and district mobility has trended downward to 5% in 2019-20 (source: https://www.cde.state.co.us/code/districtdashboard).

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

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

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

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

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

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

Current Performance

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

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

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

Current Performance:

For the 2020-21 school year, Jeffco Public Schools has gathered a variety of data to determine current performance of the district. District academic data includes grades Kindergarten through 3rd Acadience (an early reading assessment) and grades 3rd through 10th Reading and Math MAP results. Since these assessments were administered in multiple modalities (in-person and online) and some students were not able to compete testing due to pandemic disruptions, district data should be interpreted with high levels of caution.
With these caveats in mind, Figure 1 shows district Acadience performance from fall 2020 to spring 2021. Between these benchmarks, significant progress in reading appears to have been achieved for kindergarten and grade 1, and more than expected growth in in grades 2 and 3. While students with disabilities and English language learners experienced progress from the beginning to end of the year, significant performance gaps persist compared to overall district performance. Jeffco’s results are similar to other districts in CDE’s Early Literacy Assessment Tool (ELAT) grant across Colorado.

Figure 1: Acadience Results from Fall 2020 to Spring 2021
Tables 1 and 2 show four year trends for MAP academic growth results. For math this school year, grades 3 and 4 performed at or above the 50\textsuperscript{th} percentile (“typical growth”), and all grade levels showed lower growth than pre-pandemic performance except grade 4. Median growth percentiles for Reading ranged from the 40\textsuperscript{th} to the 47\textsuperscript{th} percentile and no grades had median growth at or above the 50th percentile. All grade levels experienced lower median growth in reading compared to pre-pandemic years.

Table 1: MAP Math Academic Growth

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<tbody>
<tr>
<td>3</td>
<td>59</td>
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<td>-</td>
<td>50</td>
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<tr>
<td>4</td>
<td>56</td>
<td>54</td>
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<td>55</td>
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<td>5</td>
<td>56</td>
<td>56</td>
<td>-</td>
<td>46</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>57</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>7</td>
<td>63</td>
<td>57</td>
<td>-</td>
<td>41</td>
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<tr>
<td>8</td>
<td>59</td>
<td>55</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>9</td>
<td>60*</td>
<td>57*</td>
<td>-</td>
<td>47*</td>
</tr>
<tr>
<td>10</td>
<td>59*</td>
<td>56*</td>
<td>-</td>
<td>43*</td>
</tr>
</tbody>
</table>

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

Table 2: MAP Reading Academic Growth

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</thead>
<tbody>
<tr>
<td>3</td>
<td>60</td>
<td>58</td>
<td>-</td>
<td>47</td>
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<tr>
<td>4</td>
<td>56</td>
<td>55</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>58</td>
<td>52</td>
<td>-</td>
<td>47</td>
</tr>
<tr>
<td>6</td>
<td>56</td>
<td>51</td>
<td>-</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>52</td>
<td>51</td>
<td>-</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>56</td>
<td>56</td>
<td>-</td>
<td>44</td>
</tr>
<tr>
<td>9</td>
<td>58</td>
<td>56</td>
<td>-</td>
<td>44</td>
</tr>
</tbody>
</table>
According to NWEA research (the MAP test vendor), grade 3 through 8 students made math and reading gains nationally in 2020-21, but “gains during the 2020-21 school year at a lower rate compared to prepandemic trends” (p. 2). In addition, “students ended the year with lower achievement compared to a typical year, with larger declines relative to historical trends in math (8 to 12 percentile points) than in reading (3 to 6 percentile points) (p. 2).” These national results provide context for Jeffco Public Schools’ performance results.

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

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

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

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

ELA = English language arts; IEP = individualized education program; FRL = eligible for free or reduced lunch program
*Largest non-white racial group
Table 4: 2021 Jeffco SAT Participation (percent of total students with scores)

<table>
<thead>
<tr>
<th></th>
<th>EBRW^ PSAT 9</th>
<th>EBRW^ PSAT 10</th>
<th>EBRW^ SAT</th>
<th>Math PSAT 9</th>
<th>Math PSAT 10</th>
<th>Math PSAT 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>85%</td>
<td>86%</td>
<td>90%</td>
<td>85%</td>
<td>86%</td>
<td>90%</td>
</tr>
<tr>
<td>Female</td>
<td>85%</td>
<td>87%</td>
<td>90%</td>
<td>85%</td>
<td>87%</td>
<td>90%</td>
</tr>
<tr>
<td>Male</td>
<td>86%</td>
<td>86%</td>
<td>90%</td>
<td>86%</td>
<td>86%</td>
<td>90%</td>
</tr>
<tr>
<td>Hispanic*</td>
<td>77%</td>
<td>77%</td>
<td>83%</td>
<td>77%</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>White</td>
<td>89%</td>
<td>90%</td>
<td>93%</td>
<td>89%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>IEP</td>
<td>75%</td>
<td>71%</td>
<td>83%</td>
<td>75%</td>
<td>71%</td>
<td>83%</td>
</tr>
<tr>
<td>FRL</td>
<td>74%</td>
<td>73%</td>
<td>82%</td>
<td>74%</td>
<td>73%</td>
<td>82%</td>
</tr>
</tbody>
</table>

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

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

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

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

Table 5: Jeffco Family-School Partnership Survey Trends

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Welcoming All Families</td>
<td>88%</td>
<td>85%</td>
<td>82%</td>
</tr>
</tbody>
</table>
For Jeffco’s districtwide student survey, Make Your Voice Heard, many areas remained consistent from prior years. Overall, the majority of students responded with high levels of favorability for all areas in Table 6 below (over 70% or higher for all constructs). For most areas, favorability increased for the 2021 results.

Table 6: Jeffco Make Your Voice Heard Survey Trends 2019-2021

<table>
<thead>
<tr>
<th>Student Survey Area</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Decrease</td>
<td>Stable</td>
<td>Stable</td>
</tr>
<tr>
<td>Attendance and Engagement</td>
<td>Stable</td>
<td>Increase</td>
<td>Increase</td>
</tr>
<tr>
<td>Family Support for Learning</td>
<td>Stable</td>
<td>Stable</td>
<td>Stable</td>
</tr>
<tr>
<td>Future Aspirations</td>
<td>Decrease</td>
<td>Stable</td>
<td>Stable</td>
</tr>
<tr>
<td>Perceptions of Discipline Practices</td>
<td>Increase</td>
<td>Increase</td>
<td>Increase</td>
</tr>
<tr>
<td>Perceptions of Safety</td>
<td>Increase</td>
<td>Increase</td>
<td>Increase</td>
</tr>
<tr>
<td>School Connection</td>
<td>Stable</td>
<td>Increase</td>
<td>Increase</td>
</tr>
<tr>
<td>Student-Staff Relationships</td>
<td>Stable</td>
<td>Increase</td>
<td>Stable</td>
</tr>
<tr>
<td>Teacher Feedback</td>
<td>Stable</td>
<td>Increase</td>
<td>Increase</td>
</tr>
</tbody>
</table>

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

Jeffco’s [School Culture website](#) provides more detailed survey results for the district and schools. In addition, Jeffco’s [School Insights](#) brings together multiple sources of data to provide a more complete picture of the district and schools.
The Teaching and Learning Conditions in Colorado (TLCC) survey administered to public school K-12 educators by the Colorado Department of Education was optional in 2021.

**Trend Analysis**

<table>
<thead>
<tr>
<th>Performance Indicators (e.g. Academic Achievement, Postsecondary and Workforce Readiness, etc.)</th>
<th>Description of Notable Trends (3 years of past state and local data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Growth</td>
<td>For Reading from fall 2020 to spring 2021, all grade levels experienced lower fall to spring median growth compared to the pre-pandemic years at the district level on the MAP assessment.</td>
</tr>
<tr>
<td>Math Achievement</td>
<td>Math academic growth from fall 2020 to spring 2021 showed higher academic growth than reading; however, all grade levels except grade 4 experienced lower fall to spring median growth compared to the pre-pandemic years at the district level on the MAP assessment.</td>
</tr>
<tr>
<td>Student and Family Engagement</td>
<td>District stakeholder surveys show a decrease in family engagement over the past few years, likely exacerbated in the 2020-21 pandemic disruption year. The vast majority of student survey feedback has remained stable or increased in favorability compared to prior years, with the exception of academic challenge and future aspirations for elementary students.</td>
</tr>
</tbody>
</table>
Section IV: Action Plan(s)

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

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

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

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

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

<table>
<thead>
<tr>
<th>Action Planning Steps</th>
<th>Implementation Benchmarks</th>
<th>Interim Measures</th>
<th>Key Personnel</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders provide training, resources and expectations to foster a culture of equal access to education for all students in every school across the district.</td>
<td>Develop and execute a District Professional Learning Plan</td>
<td>Improved trends for student district survey favorability for student engagement items</td>
<td>Educational Research &amp; Design, Student Success, School Leadership Team, Cabinet</td>
<td>General Fund</td>
</tr>
<tr>
<td>Increased resources and professional learning will be provided for school leaders to enhance academic,</td>
<td></td>
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</tr>
<tr>
<td>Create cross departmental structures and supports to manage the change process required to implement district professional learning plan.</td>
<td>The district MTSS Leadership Team (MLT) will partner across central dept’s on an action plan that supports MTSS integration across learning initiatives</td>
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<tr>
<td>Establish central support triad teams for 1) School Leadership 2) Educational Research and Design and 3) Student Success to work regularly together to support schools</td>
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<tr>
<td>Create shared agreements between central academic departments (ERD, SS, SL) to provide supports through: professional learning, clearly articulated expectations and monitoring of use of instructional resources and systemic practices.</td>
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<tr>
<td>Develop system-alignment through collaborative structures (TAC, PAC, DAC) and common monitoring tools for program evaluation.</td>
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<tr>
<td>50th+ percentile growth scores on MAP Reading/Math (grades 3-10) and Acadience (grades K-3) progress monitoring</td>
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<tr>
<td>Discipline disproportionality data for historically underserved students</td>
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<tr>
<td>Academic growth and achievement gap data for historically underserved students</td>
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<tr>
<td>Ongoing feedback from District Advisory Committees (Teacher Advisory, Principal advisories) for plan adjustments</td>
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<tr>
<td>Staff surveys/feedback on central supports</td>
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</tr>
<tr>
<td>Ongoing feedback from District Advisory Committees (Teacher Advisory, Principal advisories) for plan adjustments</td>
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<td></td>
<td></td>
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<tr>
<td>Educational Research &amp; Design, Student Success, School Leadership Team, Cabinet</td>
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<tr>
<td>General Fund</td>
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<tr>
<td>General Fund</td>
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</tr>
<tr>
<td>Action Planning Area 2: Data-Based Problem Solving and Decision Making:</td>
<td>Enhance district supports and staff efficacy to use multiple data sources to inform decisions and support sustainable improved student and system outcomes</td>
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<thead>
<tr>
<th>Action Planning Steps</th>
<th>Implementation Benchmarks</th>
<th>Interim Measures</th>
<th>Key Personnel</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will study barriers to data access by schools and recommend next steps to make more reporting available and easier to use</td>
<td>Project for enhancing school data access launched in fall 2021</td>
<td>Additional training and reporting provided throughout the school year</td>
<td>Information Technology (IT), Educational Research &amp; Design, Student Success, School Leadership Team, Cabinet</td>
<td>General Fund</td>
</tr>
<tr>
<td>The district will create an action plan to address data infrastructure and data governance needs</td>
<td>Recommendations for improvements provided by winter 2021</td>
<td>Feedback from school-based staff (principal advisory, teacher advisory, focus groups, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional departments will complete “data dives” to monitor district Unified Improvement Plan (UIP) goals and interim measures</td>
<td>Action plan developed by spring 2022 to implement recommendations</td>
<td>Progress on DUIP implementation benchmarks and interim measures</td>
<td>Educational Research &amp; Design, Student Success, School Leadership Team, Cabinet</td>
<td>General Fund</td>
</tr>
<tr>
<td></td>
<td>Central department staff meet three times per year to review district data and plan for continuous improvement</td>
<td></td>
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</tr>
</tbody>
</table>
The district accountability committee (DAC) will review and monitor the district UIP throughout the year at DAC meetings.

DAC meetings agendas with DUIP discussions

Discipline disproportionality data for historically underserved students

Academic growth and achievement gap data for historically underserved students

Community Superintendents will conduct 5 structured data conversations throughout the year with consistent data protocol to review school data and plan for continuous improvement.

School Leaderships Team, central triad teams

General Fund

Community Superintendents will complete “data dives” with their principals to monitor UIP goals and interim measures.

Community Superintendents will conduct 5 structured data conversations throughout the year with consistent data protocol to review school data and plan for continuous improvement.

Progress on school UIP implementation benchmarks and interim measures

School Leadership Team, central triad teams

General Fund

School Insights will be communicated to and used by stakeholders for school and district continuous improvement planning.

School Insights communication plan and professional learning plan implemented in Fall 2021.

Usage and Traffic Analytic Reporting Trends Stakeholder feedback

Educational Research & Design, Comm. Svcs, School Leadership Team

General Fund

Families will have online access to their child/ren’s test scores and instructional plan information for problem-solving and decision-making through a newly launched Student Insights.

Student Insights launches in Fall 2021.

Usage and Traffic Analytic Reporting Trends Stakeholder feedback

Educational Research & Design

General Fund

**Action Planning Area 3: Family, School, and Community Partnering:** Prioritize family partnerships to support student learning and growth as well as inform school/district planning and monitoring success of improvement processes.
| Enhance systems for family and student empowerment, feedback, and engagement to support district literacy initiatives | Families and students receive information and support, as well as provide feedback on literacy learning for their children | • Student and family friendly proficiency scales (defining what grade level expectations look like) will be provided to all stakeholders
• Increased favorability in reading challenge in annual district student survey
• 50th+ percentile growth scores on MAP Reading/Math (grades 3-10) and Acadience (grades K-3) progress monitoring
• Increased favorability from annual district family survey feedback | Central instructional departments and central triad teams, Communication Services | General Fund |

| Family Engagement Liaisons (FELs) | Title I FELs continue to support families with a focus on academic expectations, communicating upcoming and present learning to support students at home. Expand to include FELs in summer programs (JSEL) | Increased support for literacy in student and family survey feedback Principal feedback on the effectiveness of the FEL program | Title I Department, Curriculum & Instruction, Communication Services | Title I Funds General Fund READ Act Funding |

| • 32 Title I Schools
• Expansion of Family Engagement Liaisons (FELs) in 7 Title I Jeffco Summer of Early Literacy (JSEL) sites and 7 non-Title I JSEL sites | Trainings, site visits, and coaching meetings with FELs | |

| Professional learning, training, and capacity building on effective family engagement strategies provided to various stakeholder groups | Learning opportunities will be available for school leaders for family | Feedback on effectiveness of trainings | Title I, Communication Services, Educational Research & Design, Title I Funds | General Fund Title I Funds |
Action Planning Area 4: Layered Continuum of Supports: Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students)

<table>
<thead>
<tr>
<th>Action Planning Steps</th>
<th>Implementation Benchmarks</th>
<th>Interim Measures</th>
<th>Key Personnel</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build shared vocabulary, understanding, and implementation of MTSS support structures to improve academic and behavioral outcomes for every student</td>
<td>Districtwide MTSS Book Study: <em>Integrated Multi-Tiered Systems of Support By McIntosh &amp; Goodman</em></td>
<td>Socio-emotional screeners</td>
<td>Student Success Department, Educational Research &amp; Design, Community Superintendents</td>
<td>General Fund</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discipline data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acadience Benchmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training and resources provided for academic, socio-emotional and behavioral supports of a range of learners and learning styles</td>
<td>MAP Benchmark</td>
<td>Feedback on and planned application of training from school teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a variety of educator literacy learning supports to address student needs across a continuum, with a focus on literacy content, pedagogy, and resources.</td>
<td>Elementary schools provided with literacy training and support for literacy research project</td>
<td>Acadience Benchmark MAP Reading</td>
<td></td>
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</tr>
<tr>
<td>Secondary schools supported through 1. English language arts content and pedagogy learning, and 2. Disciplinary literacy in each content course and/or learning opportunity</td>
<td>Educational Research &amp; Design, Student Success Department, Community Superintendents</td>
<td>General Fund READ Act</td>
<td></td>
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</tr>
<tr>
<td>Continue Equity, Diversity, and Inclusion learning across the district to foster inclusive learning environments and ensure equitable access for all students</td>
<td>District Equity Trainings held throughout the school year</td>
<td>Feedback on and planned application of training from school staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student and staff surveys on climate/culture (Staff Inclusivity Survey and Make Your Voice Heard Survey)</td>
<td>Student Success Department, Educational Research &amp; Design, Community Superintendents</td>
<td>General Fund</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue to provide a variety of learnings for educators and leaders to understand how Jeffco’s proficiency scales define, impact and are critical to the systemic and equitably-calibrated high academic expectations for every student in Jeffco.</td>
<td>District stakeholder trainings throughout the year (e.g., administrators, instructional coaches, DTLs, GT RTs)</td>
<td>Acadience Benchmark MAP Benchmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent communications loop between school-based and central-based instructional staff</td>
<td>Educational Research &amp; Design, Student Success Department, Community Superintendents</td>
<td>General Fund</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 50th+ percentile growth scores on MAP Reading/Math (grades 3-10) and Acadience (grades K-3) progress monitoring</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Action Planning Area 5: Evidenced-Based Practices:** Ensure instruction, intervention, and assessment practices in every classroom have been proven effective through research indicating improved outcomes for students

<table>
<thead>
<tr>
<th>Action Planning Steps</th>
<th>Implementation Benchmarks</th>
<th>Interim Measures</th>
<th>Key Personnel</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Jeffco Summer of Early Literacy (JSEL) provided in summer 2021 to accelerate learning for students with READ Plans | Enrollment and attendance of students at 14 elementary schools across the district  
JSEL teachers trained on evidence-based reading practices | Acadience Benchmark  
Amplify Reading Usage  
Student and family survey feedback | Educational Research & Design, JSEL staff  
General Fund | |
| All Jeffco grade K-3 educators complete the CDE required evidence-based training for teaching reading as a result of changes to the Colorado READ Act in SB 19-199 | On-going communication to inform school leaders and teachers of upcoming CDE deadlines  
Development of online systems to collect teacher training completion information | Percent of teachers completing training  
Percent of teachers uploading credentials into Jeffco online system | Educational Research & Design, IT  
General Fund | |
| Implement a research approach to the use of a new elementary reading resource in a cohort of schools in 2021-22 | Identify schools for new resource implementation  
Support schools in training and implementation | Feedback from staff on training and use of resource  
Classroom assessments, Acadience and MAP | Educational Research & Design, study schools, Community Superintendents  
General Fund | |
| The district will study multiple elementary literacy resources across schools to ensure investment over the next few years is grounded in what we know will work for our diverse student populations | Collaborate with an external research partner to evaluate elementary literacy resources in Jeffco | Research report plan developed  
Research shared and acted upon regarding impact and effectiveness based on qualitative and quantitative data | Educational Research & Design, External Research Partner  
General Fund | |
Middle schools will continue to focus on socio-emotional supports for students, increase student engagement and relevance of the learning, resulting in higher academic growth in reading and math

<table>
<thead>
<tr>
<th>District MTSS resources and professional learning provided</th>
<th>Classroom assessments, Acadience and MAP</th>
<th>Student Success Department, Educational Research &amp; Design, Community Superintendents</th>
<th>General Fund</th>
</tr>
</thead>
</table>

High schools will continue to focus on credit recovery and Post-secondary Workforce Readiness including increased work-based learning, career tech and college opportunities

<table>
<thead>
<tr>
<th>Central supports provided from the post-secondary readiness office</th>
<th>Enrollment in internships, concurrent enrollment</th>
<th>Attainment of industry certifications</th>
<th>Class of 2022 attainment of graduation demonstration requirements in reading and math</th>
<th>Educational Research &amp; Design, Student Success Department, Community Superintendents</th>
<th>General Fund</th>
</tr>
</thead>
</table>

## District Performance Targets

### Prior Year Performance Target Results

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

2020-21 Target

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</tr>
<tr>
<td>Subject</td>
<td>Grade</td>
<td>Fall 2020 Mean RIT Score</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>MAP Math</td>
<td>7</td>
<td>222</td>
</tr>
<tr>
<td>MAP Math</td>
<td>8</td>
<td>229</td>
</tr>
<tr>
<td>MAP Math</td>
<td>9</td>
<td>235</td>
</tr>
<tr>
<td>MAP Math</td>
<td>10</td>
<td>236</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>3</td>
<td>190</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>4</td>
<td>201</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>5</td>
<td>208</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>6</td>
<td>214</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>7</td>
<td>218</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>8</td>
<td>223</td>
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<tr>
<td>MAP Reading</td>
<td>9</td>
<td>227</td>
</tr>
<tr>
<td>MAP Reading</td>
<td>10</td>
<td>230</td>
</tr>
</tbody>
</table>
2021-22 District Performance Targets

- The percent of students scoring “well below” and “below” benchmark for Acadience will decrease by x% points from Beginning of Year to End of Year for the 2021-22 school year (percent varies by grade level K-3). (Fall 2021 baseline to be completed in September 2021)

- The MAP Median Growth Percentile will meet or exceed the 55th percentile for academic growth from Beginning of Year to End of Year for the 2021-22 school year for grades 3-10 in reading and mathematics.

- X% of 12th grade students (depending on baseline data reported in September 2021) will demonstrate Postsecondary and Workforce Readiness (PWR) in literacy by meeting the English portion of the graduation requirements.
DAC **AARs**

AAR = Articulation Area Representatives

**AAR Chair:** Therese Rednor

*Special meetings may be arranged, if needed.*

*Otherwise, communication will be via email.*
AARs Defined

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

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

All AARs are appointed for 2-year terms.
AARs Defined

The goals of the Articulation Area Representatives are to:

● Facilitate *communication* and increase *engagement* practices between the District Accountability Committee (DAC) and the School Accountability Committees (SACs).

● Facilitate *communication* within the AA.

● Be an available *resource* and provide *support* to SACs in the AA.
How the **AARs** for each AA work together

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

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

• Regular communication and engagement about the needs of the AA - with SAC Chairs – as well as Principals, presidents of the PTAs (or other organizations of families and teachers recognized by the school), Community Superintendents, and other interested parties, if feasible.

• Answering questions and providing resources on school budget priorities, Unified Improvement Plan (UIP) creation/revision, and increasing FSCP (school, family, and community partnerships).

• If possible, coordinating at least one meeting each year for the entire AA (SAC Chairs and principals).
The AAR Role

What does regular communication and engagement look like?

• Providing the SACs with a brief summary of any relevant issues discussed at the monthly DAC meetings (some of this might be provided by the AAR Chair).

• Reminding the SACs about upcoming surveys and survey deadlines.

• Asking for feedback from the SACs on important issues.

• Communicating about and inviting AA members to DAC/SAC events as well as other events in the AA (including the once-a-year meeting, if feasible).

• Attending SAC meetings in the AA at least once per year, if possible.

• Other reminders and communications as needed.
The AAR Role

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

• For additional support you can reach out to Therese Rednor, AAR Chair, at tcrednor@breakthrubev.com or 720-840-4089.

• Your fellow AARs are also a resource for you.

• You can ask the DAC Chair or Vice Chair, or a subcommittee chair.

• The Community Superintendents for the schools in the AA are also a resource. A list of these school leaders can be found here: https://www.jeffcopublicschools.org/cms/One.aspx?portalId=627965&pageld=1106409.
The AAR Role

How do I coordinate the optional meeting for my AA?

• Identify a purpose for the meeting. A few ideas:
  • SAC role/procedures/membership recruitment
  • Coordinating within the AA
  • Jeffco Generations Strategic Plan
  • Family School Community Partnerships

• Partner with the other AAR, the Community Superintendent, and the high school principal to identify the topic/topics for the meeting.

• Identify the meeting date 60-90 days prior to the event to ensure that there is time for planning, scheduling, and communication.

• Usually the high school principal will be willing to host the meeting.
AAR Action Checklist

Action Items*:

• Create a list of emails for the principals (and principals’ secretaries) in the AA by visiting each school’s website and going to the Staff Directory page.

• Email each principal (with a copy to the principal’s secretary) to request their SAC Chair’s name and contact information.

• Create an email group for your articulation area that includes your assigned school SAC Chairs and principals.

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