Jeffco Schools
Fall 2022 Academic Baseline

DAC DUIP Subcommittee
November 15, 2022
VISION
Our vision is for Jeffco Public Schools to be a thriving district where all students achieve their biggest dreams.

MISSION
Our mission is to provide a world-class education that prepares all Jeffco students for bright and successful futures locally and globally.

VALUES
Focus on Students
Excellence
Equity
Integrity
Belonging
OUR LEARNERS: OUR FUTURE

All Jeffco students experience a culture of instructional excellence.

All Jeffco students have extraordinary student experiences that recognize their strengths, challenge them to improve, and support them to succeed.
All Jeffco students experience a culture of instructional excellence.

- Ensure the use of high quality instructional materials and practices aligned to research and data.
- All students reading on grade level by the beginning of 3rd grade.
- Every student proficient in math at grades 5 & 8
- Every 9th grader is on track with 6 credits or more.
- Every student graduates with the knowledge and skills needed for post-secondary life.
Extraordinary Student Experience

- Ensure access to opportunities that enrich the student experience and strengthen school culture.
- Access to effective intervention supports and systems.
- Ensure digital citizenship, digital equity and sustainable technologies to enable learning.
About Acadience

- K-3 skills-based reading assessment, administered 3 times per year
- Jeffco's READ Act assessment
- 4 performance levels

<table>
<thead>
<tr>
<th>Well Below Benchmark</th>
<th>Below Benchmark</th>
<th>At Benchmark</th>
<th>Above Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%-20% likelihood of achieving subsequent early literacy goals; likely to need Intensive Support.</td>
<td>40%-60% likelihood of achieving subsequent early literacy goals; likely to need Strategic Support.</td>
<td>70%-85% likelihood of achieving subsequent early literacy goals; likely to need Core Support.</td>
<td>90-99% likelihood of achieving subsequent early literacy goals; likely to need more advanced skills in addition to Core Support.</td>
</tr>
</tbody>
</table>
Note: 2020 Acadience tests administered during pandemic may not be representative of actual performance.
About the MAP Assessment

- Adaptive reading and math test administered 3 times per year
- Results are normative - compares student results to one another rather than a grade level proficiency
- 5 performance levels: High, High Average, Average, Low Average, and Low
- Performance levels are not a 1:1 correspondence to CMAS performance levels; grade level performance often starts in the upper range of High Average
- Contributes to body of evidence for students, grade levels, and schools
Jeffco Elementary MAP Beginning of Year Trends

Note: 2020 MAP tests administered during pandemic may not be representative of actual performance
Jeffco Middle Level MAP Beginning of Year Trends

Note: 2020 MAP tests administered during pandemic may not be representative of actual performance
Jeffco High School MAP Beginning of Year Trends

Note: 2020 MAP tests administered during pandemic may not be representative of actual performance

Only students in Algebra I, Geometry, or an equivalent course are required to take MAP Math in grades 9 & 10
MAP READING Grade 3
Fall 2022-2023

Grade: 3
20% 14% 17% 20% 29%

Percent Low Percent Low Average Percent Average Percent High Average Percent High

Number of Students Tested: 5,116
2022-2023 Overall READING: 49%

How to read the first graph: The blue bar shows the percent of all FRL students in MAP High and High Average proficiencies and the orange bar shows the percent of all non-FRL students in High and High Average proficiencies.
MAP READING Grade 3
High & High Average Proficiencies

2022-2023 Overall READING: 49%

Individualized Education Program (IEP)

<table>
<thead>
<tr>
<th></th>
<th>Students in High/High Average</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>111</td>
<td>698</td>
</tr>
<tr>
<td>Not IEP</td>
<td>2,398</td>
<td>4,418</td>
</tr>
</tbody>
</table>

Gifted/Talented (GT)

<table>
<thead>
<tr>
<th></th>
<th>Students in High/High Average</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT</td>
<td>373</td>
<td>406</td>
</tr>
<tr>
<td>Not GT</td>
<td>2,136</td>
<td>4,710</td>
</tr>
</tbody>
</table>

English Language Learner (ELL)

<table>
<thead>
<tr>
<th></th>
<th>Students in High/High Average</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL (NEP and LEP)</td>
<td>33</td>
<td>352</td>
</tr>
<tr>
<td>Not ELL</td>
<td>2,476</td>
<td>4,764</td>
</tr>
</tbody>
</table>
MAP MATH Grade 5
Fall 2022-2023

Number of Students Tested: 5,006
2022-2023 Overall MATH: 42%

Free/Reduced Lunch Eligible (FRL)

<table>
<thead>
<tr>
<th>FRL</th>
<th>Not FRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>16%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Ethnicity

<table>
<thead>
<tr>
<th>Students of Color</th>
<th>White (non-Hispanic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Gender

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>47%</td>
<td>37%</td>
</tr>
</tbody>
</table>

How to read the first graph: The blue bar shows the percent of all FRL students in MAP High and High Average proficiencies and the orange bar shows the percent of all non-FRL students in High and High Average proficiencies.
MAP MATH Grade 5
High & High Average Proficiencies

2022-2023 Overall MATH: 42%

Individualized Education Program (IEP)
- IEP: 11%
- Not IEP: 47%

Gifted/Talented (GT)
- GT: 93%
- Not GT: 35%

English Language Learner (ELL)
- ELL (NEDP and LEP): 2%
- Not ELL: 44%

<table>
<thead>
<tr>
<th></th>
<th>Students in High/High Average</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>71</td>
<td>650</td>
</tr>
<tr>
<td>Not IEP</td>
<td>2,046</td>
<td>4,356</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Students in High/High Average</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT</td>
<td>551</td>
<td>591</td>
</tr>
<tr>
<td>Not GT</td>
<td>1,566</td>
<td>4,415</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Students in High/High Average</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL (NEDP and LEP)</td>
<td>4</td>
<td>249</td>
</tr>
<tr>
<td>Not ELL</td>
<td>2,113</td>
<td>4,757</td>
</tr>
</tbody>
</table>
MAP MATH Grade 8
Fall 2022-2023

Grade: 8

- 18% Percent Low
- 20% Percent Low Average
- 20% Percent Average
- 23% Percent High Average
- 20% Percent High

Number of Students Tested: 5,279
MAP MATH Grade 8
High & High Average Proficiencies

2022-2023 Overall MATH: 43%

Free/Reduced Lunch Eligible (FRL)

- FRL: 17%
- Not FRL: 51%

Ethnicity

- Students of Color: 26%
- White (non-Hispanic): 51%

Gender

- Male: 46%
- Female: 39%

How to read the first graph: The blue bar shows the percent of all FRL students in MAP High and High Average proficiencies and the orange bar shows the percent of all non-FRL students in High and High Average proficiencies.
2022-2023 Overall MATH: 43%

Individualized Education Program (IEP)
- IEP: 42 out of 579 (7%)
- Not IEP: 2,205 out of 4,700 (47%)

Gifted/Talented (GT)
- GT: 645 out of 699 (92%)
- Not GT: 1,602 out of 4,580 (35%)

English Language Learner (ELL)
- ELL (NEP and LEP): 8 out of 174 (44%)
- Not ELL: 2,239 out of 5,105 (5%)
MAP MATH Grade 9
Fall 2022-2023

Number of Students Tested: 5,199

*Only students enrolled in Algebra 1, Geometry, or an equivalent course are required to take MAP Math
2022-2023 Overall MATH: 45%

- **Free/Reduced Lunch Eligible (FRL)**
  - FRL: 21%
  - Not FRL: 53%

- **Ethnicity**
  - Students of Color: 29%
  - White (non-Hispanic): 55%

- **Gender**
  - Male: 47%
  - Female: 44%

How to read the first graph: The blue bar shows the percent of all FRL students in MAP High and High Average proficiencies and the orange bar shows the percent of all non-FRL students in High and High Average proficiencies.
MAP MATH Grade 9
High & High Average Proficiencies

2022-2023 Overall MATH: 45%

**Individualized Education Program (IEP)**

- IEP: 10%
- Not IEP: 50%

**Gifted/Talented (GT)**

- GT: 87%
- Not GT: 39%

**English Language Learner (ELL)**

- ELL (NEP and LEP): 6%
- Not ELL: 47%

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**Students in High/High Average**

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>54</td>
</tr>
<tr>
<td>Not IEP</td>
<td>2,307</td>
</tr>
</tbody>
</table>

**Total Students**

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>547</td>
</tr>
<tr>
<td>Not IEP</td>
<td>4,652</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT</td>
<td>594</td>
</tr>
<tr>
<td>Not GT</td>
<td>1,767</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT</td>
<td>679</td>
</tr>
<tr>
<td>Not GT</td>
<td>4,520</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL (NEP and LEP)</td>
<td>13</td>
</tr>
<tr>
<td>Not ELL</td>
<td>2,348</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL (NEP and LEP)</td>
<td>220</td>
</tr>
<tr>
<td>Not ELL</td>
<td>4,979</td>
</tr>
</tbody>
</table>
Graduation Demonstrations

In order to graduate, students must compete 23 credit hours plus demonstrate postsecondary workforce readiness in reading, writing, communicating as well as mathematics (more info)

Jeffco 12th graders as of September 2022:
● 78% met Reading, Writing, & Communicating
● 68% met Mathematics
● 66% met both areas

SAT scores are the most common way to meet, followed by AP tests

Many 12th grade students are actively engaged in completing demonstrations such as District Capstones that will not be reflected in progress until results are completed and recorded
DAC Feedback

Choose a small group:
- Elementary reading
- Middle level math
- High school postsecondary workforce readiness

Select a recorder for your group and answer the question in this form (scan QR code)

Discuss the data for your group’s topic (15 minutes)

Share out your group’s feedback to the DAC (15 minutes)
DAC Feedback

Feedback Questions:

● After the presentation and group discussions, what celebrations do you see?
● What are the trends that you see (e.g. test scores, data)?
● What specific area do you think the DUIP needs to address (e.g. 3rd grade reading scores, 8th grade math scores)?
● What other feedback do you have for the school district and DUIP subcommittee?