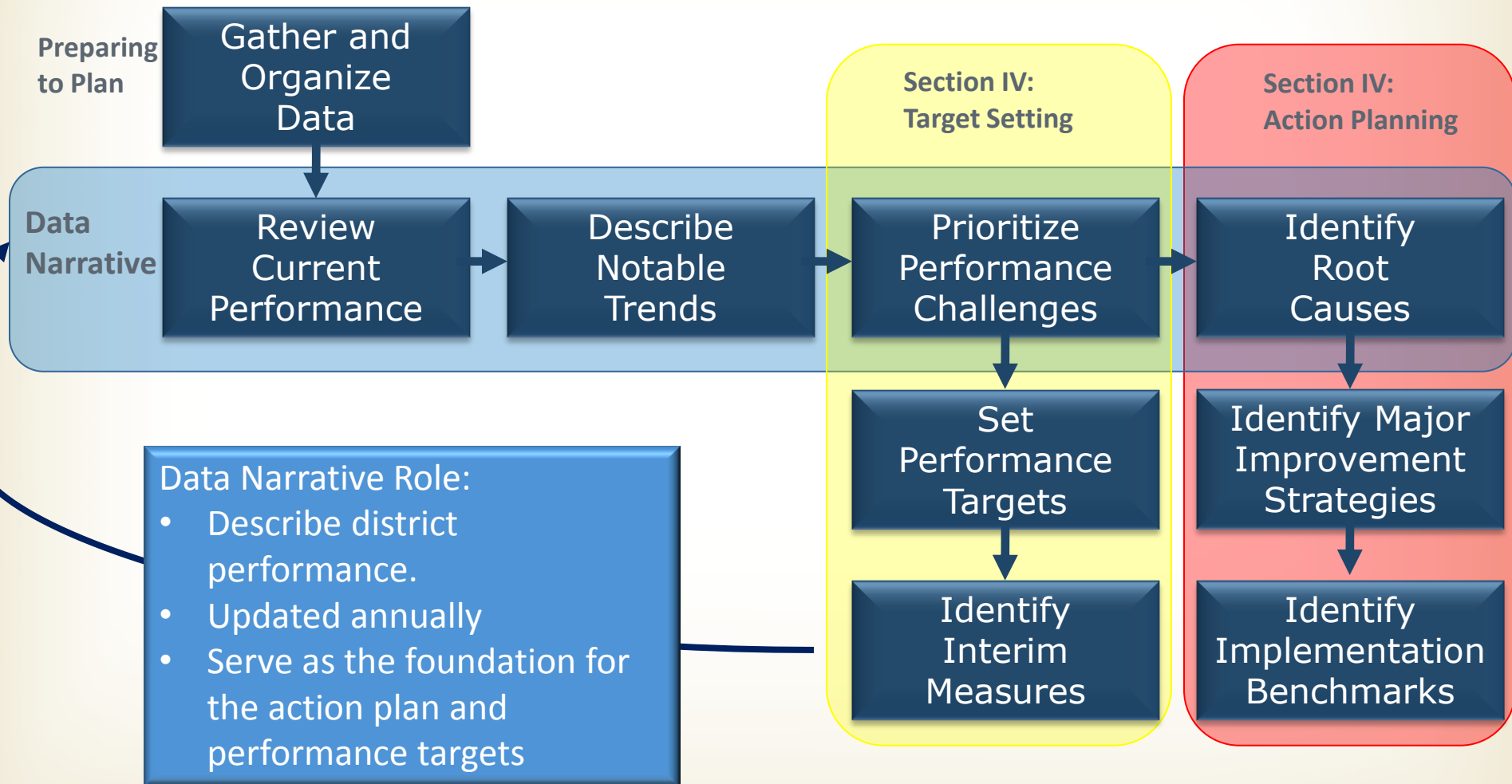


Jeffco Unified Improvement Planning: 2016-17 School Year

DAC Data Narrative Review

January 17, 2017

Unified Improvement Planning Processes



Outcome for this Agenda Item

- **A Data Narrative recommended by the full DAC.**
- **Reminder:**
 - DAC Recommendations to the Board of Education regarding revisions to the current 2-year District UIP will be finalized at the March DAC meeting and presented to the BOE on April 6th
 - UIP Subcommittee review (and then full DAC review) of other parts of the District UIP depend on agreement about the Data Narrative.
 - This is the third time DAC as a whole has had a chance to consider the district's updated performance description.
 - The UIP Subcommittee has met twice since the last full DAC discussion and incorporated suggestions from that discussion into the current Data Narrative Draft.

Suggested Process

- Motion to approve the UIP Data Narrative as presented (This opens discussion of the current draft.)
- Table discussions of current UIP Data Narrative (10 minutes)
 - UIP Subcommittee members at each table to address questions.
 - Dr. Eaton also available to address questions.
 - Capture grammatical edits or typos on note catcher.
 - Substantive revisions will need to be offered as “amendments” to the motion to approve the Data Narrative.
- Vote on the motion (and any amendments).

Data Narrative Components

- I. Description of District Setting
- II. Performance on Prior Year UIP Targets
- III. Review of Current Performance and Trend Analysis
- IV. Priority Performance Challenges and Associated Root Causes



Budget & Community Engagement

UPDATE

AGENDA



Timeline



Objectives



Budget Status (3 Parts):
FY 2015-16 Underspend
FY 2016-17 Budget
FY 2017-18 Assumptions



Community Engagement



Questions/Feedback



Timeline

TIMELINE

NOV

**Governor's
Proposed
Budget**

DEC

**Kick Off
School
(SBB-
Student
Based
Budgeting)
and
Department
(BFO-
Budgeting
for
Outcomes)
Processes**

JAN/FEB

**Community
Engagement**

MAR

**Build
Budget**

APR

**March
Forecast
and
Fine Tuning
of Budget**

MAY/JUN

**Budget
Adoption**



Objectives

Objectives

THE BUDGET WILL:

- ✓ Effectively allocate monetary resources to enhance student achievement.
- ✓ Clearly communicate the financial state of the district to the public.
- ✓ Comply with all state, federal and local statutes and regulations as well as internal organizational controls.
- ✓ Identify all budgetary changes from year to year.
- ✓ Set appropriations to ensure positive reserve balances in all funds.



Objectives *(cont'd)*

“The Boards Ends and 2015-2017 Strategic Plan set priorities for the district in order to provide all students from Pre-K through 12th grade the educational experiences necessary to make progress toward the Jeffco 2020 Vision.”

THE PROCESS WILL CONTINUE TO:

- ✓ Meet specified deadlines while producing a comprehensive and accurate budget.
- ✓ Provide opportunities for community and staff input to support Board budget direction.
- ✓ Identify budget assumptions used for the development process.
- ✓ Use forecasting to anticipate future needs and resources.
- ✓ Review all program and department budgets.

Source: Pg. 27 – Jeffco 2016/2017 Adopted Budget



Budget Overview

BUDGET OVERVIEW

Several
Parts
to
Consider

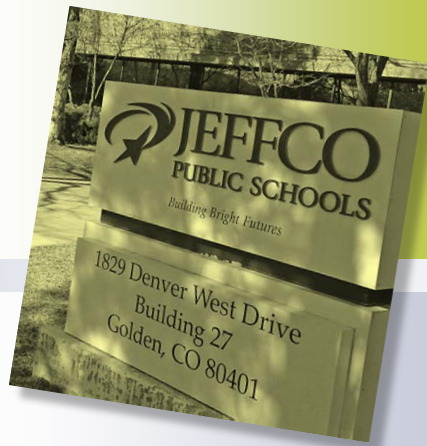
- ① 2015/2016 Underspend
- ② 2016/2017 Budget
- ③ 2017/2018 Assumptions

Perspective and Context

1

2015/2016 UNDERSPEND

\$24 million additional funds at year end



Will identify:

- ▶ **one-time** sources of funds that can be used for 2016/2017 and/or 2017/2018 budgets; and any
- ▶ **ongoing** sources of funds that can be used for 2016/2017 and/or 2017/2018 budgets

1

2015/2016 UNDERSPEND

DETAIL OF THE ADDITIONAL \$24.1M REVENUES OVER EXPENDITURES ABOVE THE \$29M ESTIMATED IN THE 2016/2017 PROPOSED BUDGET

Additional Revenue		Percent of Total General Fund Budgeted Revenues
Specific Ownership Tax	\$ 2,900,000	0.43%
Interest	266,000	0.04%
Billings to Charter Schools	666,000	0.10%
Misc (Rebates, indirect costs)	300,000	0.04%
State categoricals	1,169,000	0.17%
State funding	990,000	0.15%
	<u>\$ 6,291,000</u>	0.92%
Savings in Expenditures		Percent of Total General Fund Budgeted Expenditures/Transfers
School budgets (assigned)	\$ 7,800,000	1.24%
Central budgets (unassigned)	4,200,000	0.67%
Transportation (fuel)	2,100,000	0.33%
Utilities	2,200,000	0.35%
Sick/Personal payouts	1,200,000	0.19%
Unemployment costs	330,000	0.05%
	<u>\$ 17,830,000</u>	2.83%
Total Revenue & Expenditures	\$ 24,121,000	3.83%

2

2016/2017 BUDGET



- **500** student decrease
- **\$6M** retirement/turnover savings

Evaluation of assumptions to actual results for:

- ▶ **October count** (November)
- ▶ **Retirement and turnover** (December/January)

3

2017/2018 ASSUMPTIONS GOVERNOR'S PROPOSAL



Proposed statewide assumptions per the Governor's Budget Request released in November.

2.7% inflation

8,109 student enrollment growth (statewide)

\$45.4M increase to negative factor

3

2017/2018 ASSUMPTIONS NEGATIVE FACTOR

**NEGATIVE
FACTOR**

Tool used to balance the state budget.

An increase in negative factor
REDUCES the amount of funding
the state is required to pay schools
per the School Finance Act.

3

2017/2018 ASSUMPTIONS NEGATIVE FACTOR *(cont'd)*

Jeffco's Total Funding
per School Finance Act
(before negative factor)
\$8,399



\$(983)



\$7,416

Actual Funding After
Negative Factor

For 2017/2018, the Governor's proposal would increase the negative factor by:

- \$876M statewide
- Jeffco's Share **\$80M**
- Reduces Jeffco's Per Pupil Revenue by **\$983**

Quick Facts:

- Last time negative factor increased was 2012/2013
- Negative factor peaked in 2012/2013 at **\$1.0B**
- Cumulative impact to Jeffco since inception (2010/2011 through 2016/2017) **\$567M**



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



Legislated each year with a new bill.



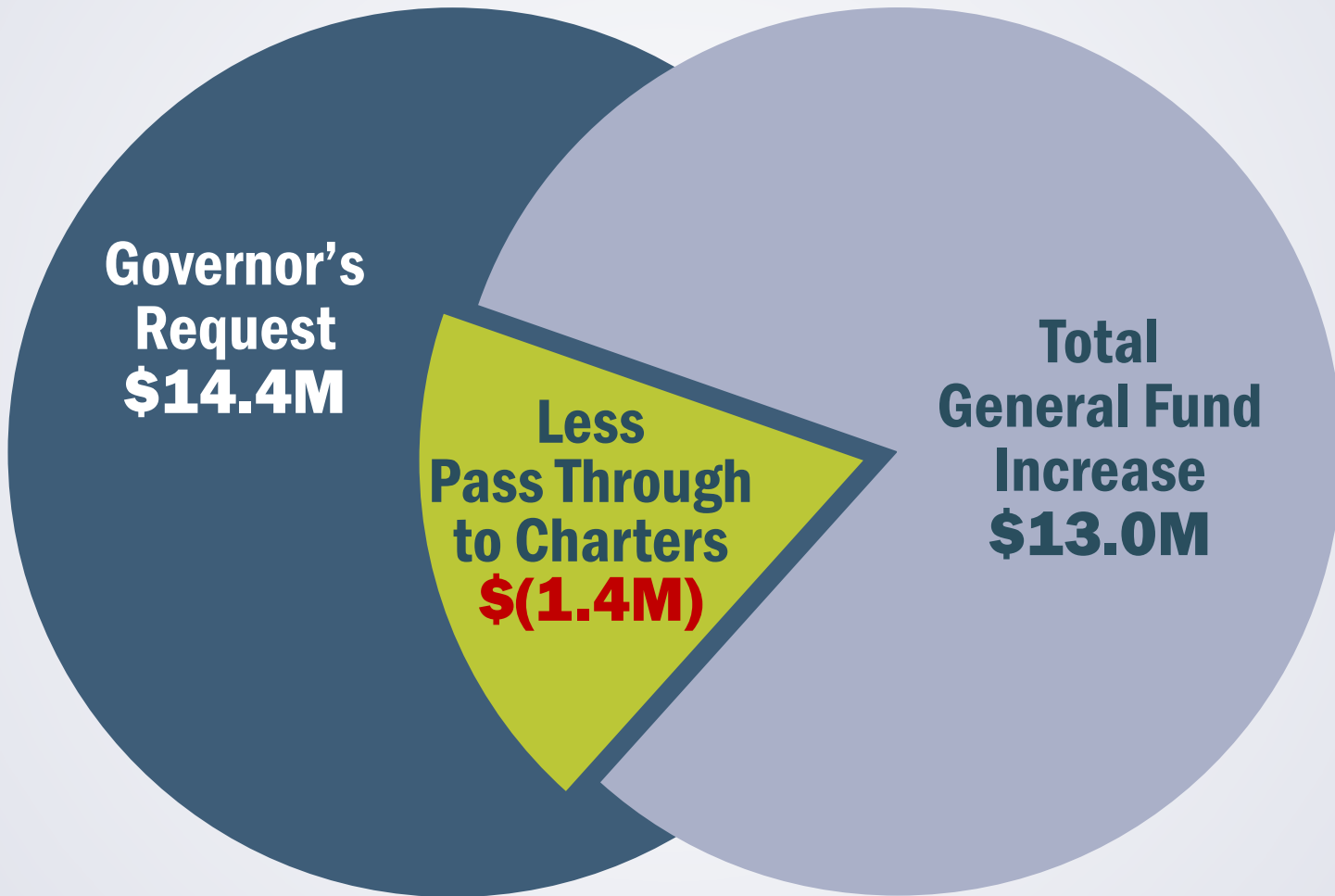
Required to fund inflation and growth.



Kindergarten funded at .58 of an 1.0 FTE.

3

2017/2018 ASSUMPTIONS JEFFCO FUNDING UPDATE

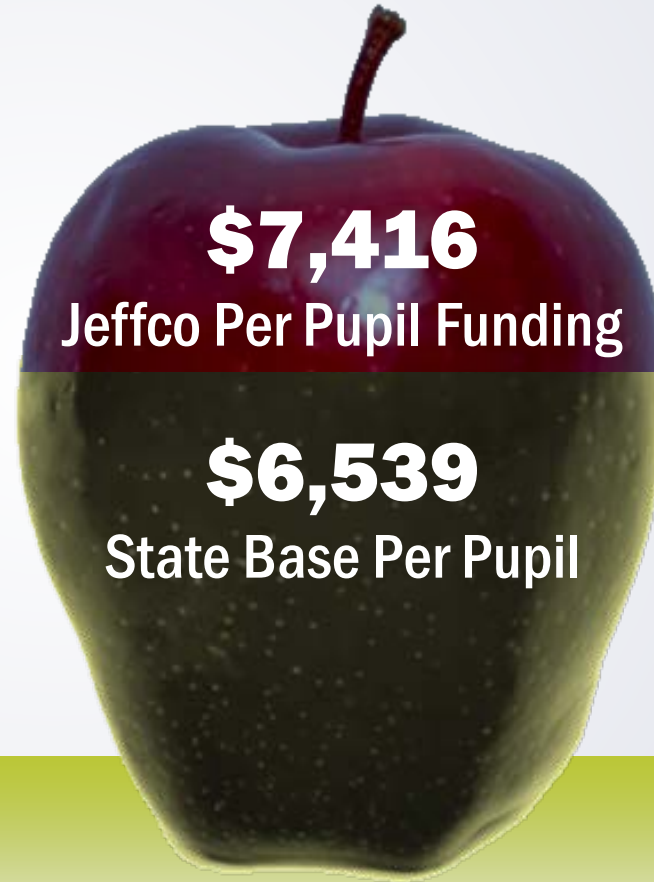


3

2017/2018 ASSUMPTIONS JEFFCO FUNDING UPDATE



\$179.48
Per Pupil
Increase



\$7,416

Jeffco Per Pupil Funding

\$6,539

State Base Per Pupil

3

2017/2018 ASSUMPTIONS GOVERNOR'S PROPOSAL - LEGISLATION FIXES



Some of the fixes needed at the state level for Governor's proposal to work

Spend down
of State
Reserves
from
6.5%
to 5.5%
in FY17

Spend down
of State
Employee
Reserve
Fund
by \$46.9M
in FY18

Use of \$15M
of marijuana
taxes from
BEST Grant
for Public
Education
Fund

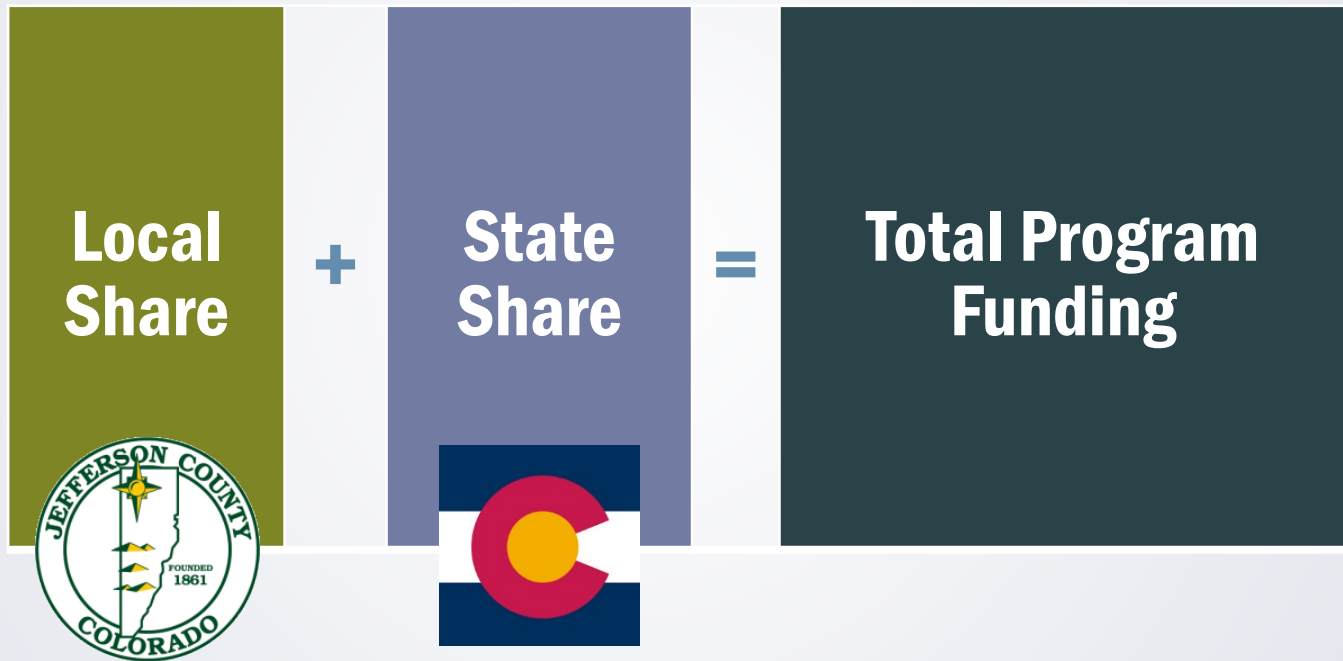
Expand the
use of
marijuana
revenues
outside
of education

These are **only a few of the issues** the state is facing as it works to balance the budget. Funding amounts will continue to change throughout the legislative session that typically wraps up in late spring.

3

2017/2018 ASSUMPTIONS STATE FORMULA: LOCAL and STATE SHARE

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



Total Program Funding is capped. If local share increases (such as when property taxes go up), the state share decreases. Total Program Funding remains the same.



Community Engagement

2017/2018

COMMUNITY ENGAGEMENT INPUT



- ▶ **School Accountability Committees/
District Accountability Committee**
 - Ongoing

- ▶ **Online Budget Tool**
 - February

- ▶ **Public Budget Hearing**
 - May

ONLINE BUDGET TOOL

1

**District Accountability Committee (DAC)
Budget Subcommittee recommendations:**

- **3rd Party Host**
- **Interactive Features – Keep it Simple**

2

What we need for December BOE Meeting:

- **Questions/Content**



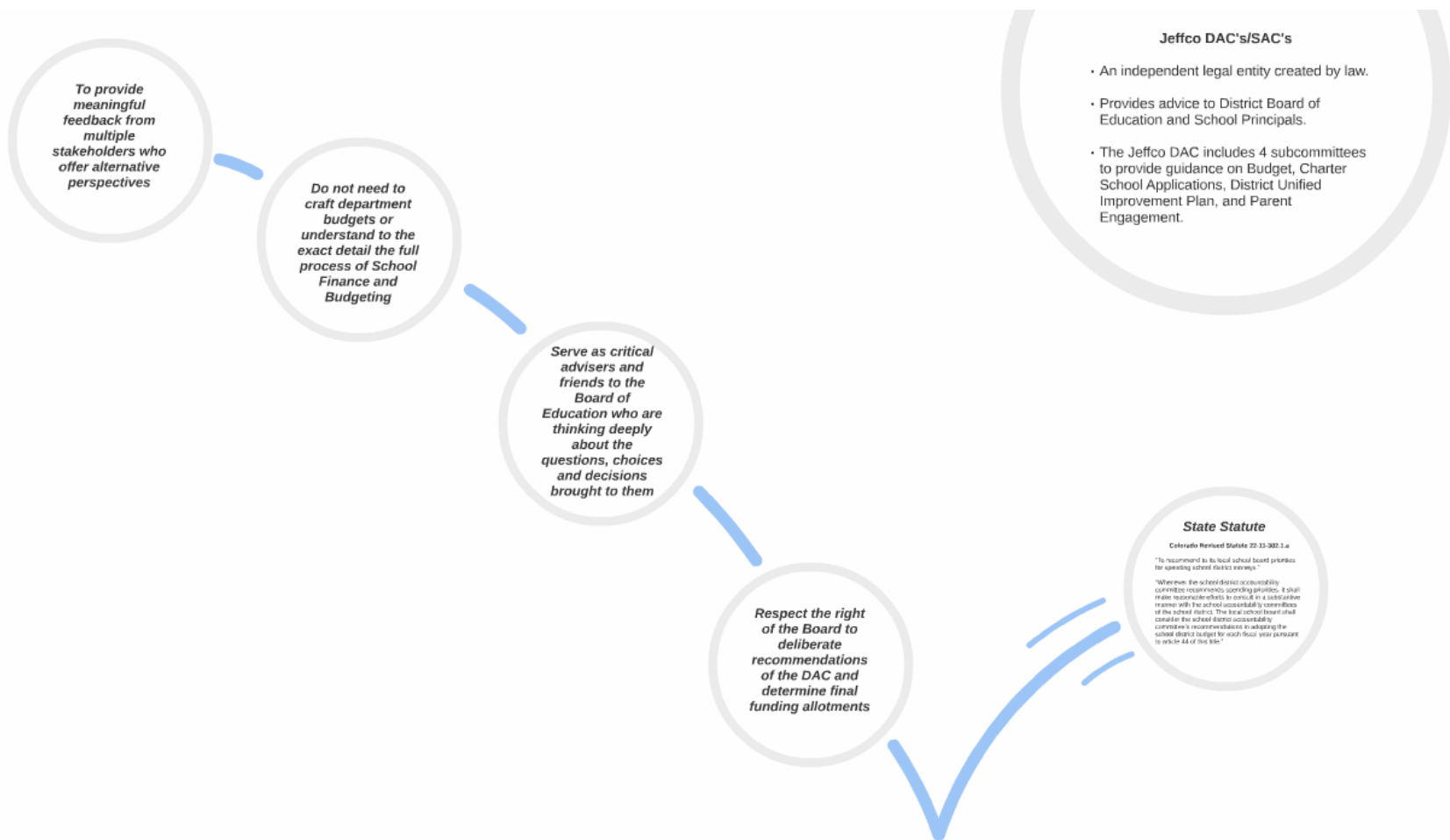
QUESTIONS





DAC

***Budget Subcommittee
District Budget Kick-Off
January 17, 2017***



DAC Budget Subcommittee

Brian Conroy
 Suzanne Covington
 Deb Guiducci
 Dave Johnson
 Bill Kottenstette
 Nancy McCanless
 Annette McMahon
 Greg Seupaul
 David Wells
 Katie Winner



DAC Budget Subcommittee

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Annette McMahon

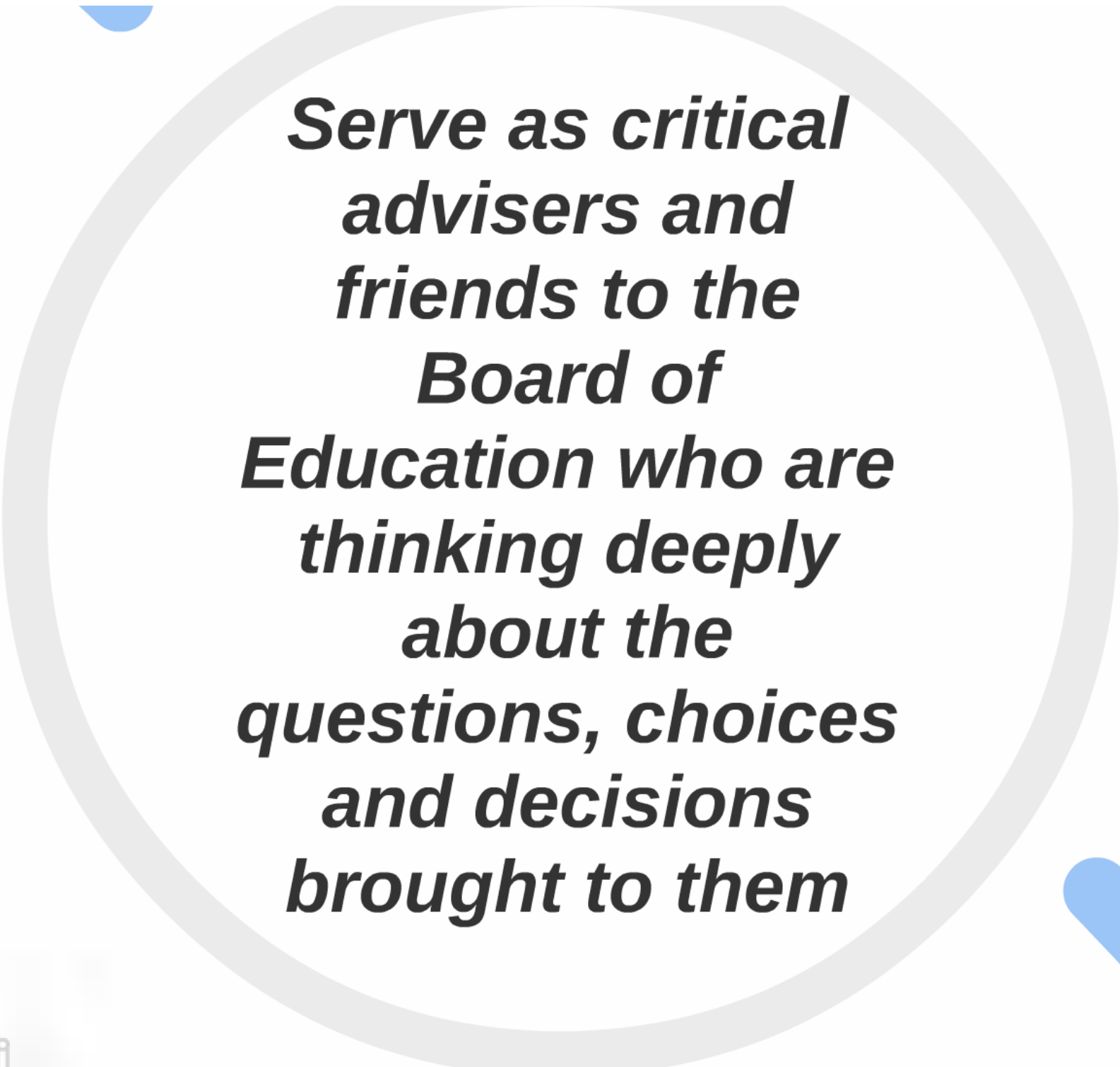
Greg Seupaul

David Wells

Katie Winner

***To provide
meaningful
feedback from
multiple
stakeholders who
offer alternative
perspectives***

***Do not need to
craft department
budgets or
understand to the
exact detail the full
process of School
Finance and
Budgeting***



***Serve as critical
advisers and
friends to the
Board of
Education who are
thinking deeply
about the
questions, choices
and decisions
brought to them***

***Respect the right
of the Board to
deliberate
recommendations
of the DAC and
determine final
funding allotments***

State Statute

Colorado Revised Statute 22-11-302.1.a

"To recommend to its local school board priorities for spending school district moneys."

"Whenever the school district accountability committee recommends spending priorities, it shall make reasonable efforts to consult in a substantive manner with the school accountability committees of the school district. The local school board shall consider the school district accountability committee's recommendations in adopting the school district budget for each fiscal year pursuant to article 44 of this title."

District Practice

Jeffco DAC's/SAC's

- An independent legal entity created by law.
- Provides advice to District Board of Education and School Principals.
- The Jeffco DAC includes 4 subcommittees to provide guidance on Budget, Charter School Applications, District Unified Improvement Plan, and Parent Engagement.

ave the opportunity to hear updates on district
ts and provide input on many topics."
bsite

- 38 (31 designated parent positions
t Employees, 1 Community Member)
abinet Level Staff- 0

Jeffco SACs

What does CRS 22-11-302.1. currently look like?

"In Colorado, the focus of school accountability is at the school level. The local accountability committees set prioritization of expenditures of school money; determine whether decisions affecting the educational process are advancing or impeding student achievement; report educational performance to the public; review safety issues; and adopt high, but achievable goals and objectives for improvement of education."

- Jeffco Parent Involvement website

ident may not present to the Board a recommended
ich:
to have all school accountability committees provide
building level school-based budgeting decision

Jeffco DAC

What does CRS 22-11-302.1. currently look like?

"A district level accountability and advisory committee with parent representatives from all articulation areas including charter and option parents, teachers, administrators and at least one member from the business community. DAC members act in an advisory capacity on such topics as district's budget and unified improvement plan as provided by law. Members have the opportunity to hear updates on district issues and efforts and provide input on many topics."

- Jeffco DAC website

***Members- 38 (31 designated parent positions
7- District Employees, 1 Community Member)
District Cabinet Level Staff- 0***

Jeffco SACs

What does CRS 22-11-302.1. current

"In Colorado, the focus of school accountabil

financial management policy and process changes.

Board of Education Members- 2
District Cabinet Staff Members- 3
Community Members- 1
(Financial Oversight Committee)

Policy into Practice

State Law + District Policy = DAC & SAC Action

Financial planning for any fiscal year shall not deviate materially from the Board's Ends policies, risk fiscal jeopardy or fail to be derived from a multi-year plan.

- from Board of Education EL-5 policy

Superintendent may not present to the Board a recommended budget which:

- Fails to have all school accountability committees provide input in building level school-based budgeting decision making

Jeffco DAC

What does CRS 22-11-302.1. currently look

"A district level accountability and advisory comm
parent representatives from all articulation areas
charter and option parents, teachers, administrat
least one member from the business community.
members act in an advisory capacity on such topi

Capital Asset Advisory Committee

In 2010, the Board of Education authorized the establishment of the Capital Asset Advisory Committee formed from members of the 2005 Capital Improvement Program Oversight Committee and the 2009 Facilities Usage Committee. The purpose of the Committee is to monitor the planning of capital needs and the implementation of capital programs, which may include future bond programs.

*Community Members- 9
District Cabinet Staff Members- 7*

Financial Oversight

Assembled in 1999, the Financial Oversight Committee assists the Board of Education in fulfilling its oversight responsibilities by reviewing financial reports and other financial information, the district's systems of internal controls regarding finance, accounting, legal compliance and ethics that management, assess the business risk of the district, and the district's auditing, accounting and financial reporting processes.

Community Members- 7

Audit Committee

In February 2013, the Board of Education established an Audit Committee with the primary purpose of fulfilling its fiduciary responsibilities by monitoring the district's financial reporting process and internal control systems, recommend the district's independent auditors, review and appraise the work of auditors, coordinate with the financial Oversight committee to review, assess and analyze impacts of proposed financial management policy and process changes.

*Board of Education Members- 2
District Cabinet Staff Members- 3
Community Members- 1
(Financial Oversight Committee)*

TDPAC

The Technology and Data Privacy Advisory Committee (TDPAC) was created to advise the Board of Education on district technology strategies, systems and overall data governance.

*Community Members- 8
District Cabinet Staff Members- 14*

Additional Advisers and Friends to the Board of Education

TDPAC

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Community Members- 8

District Cabinet Staff Members- 14

Addit

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Is to

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Audit Committee

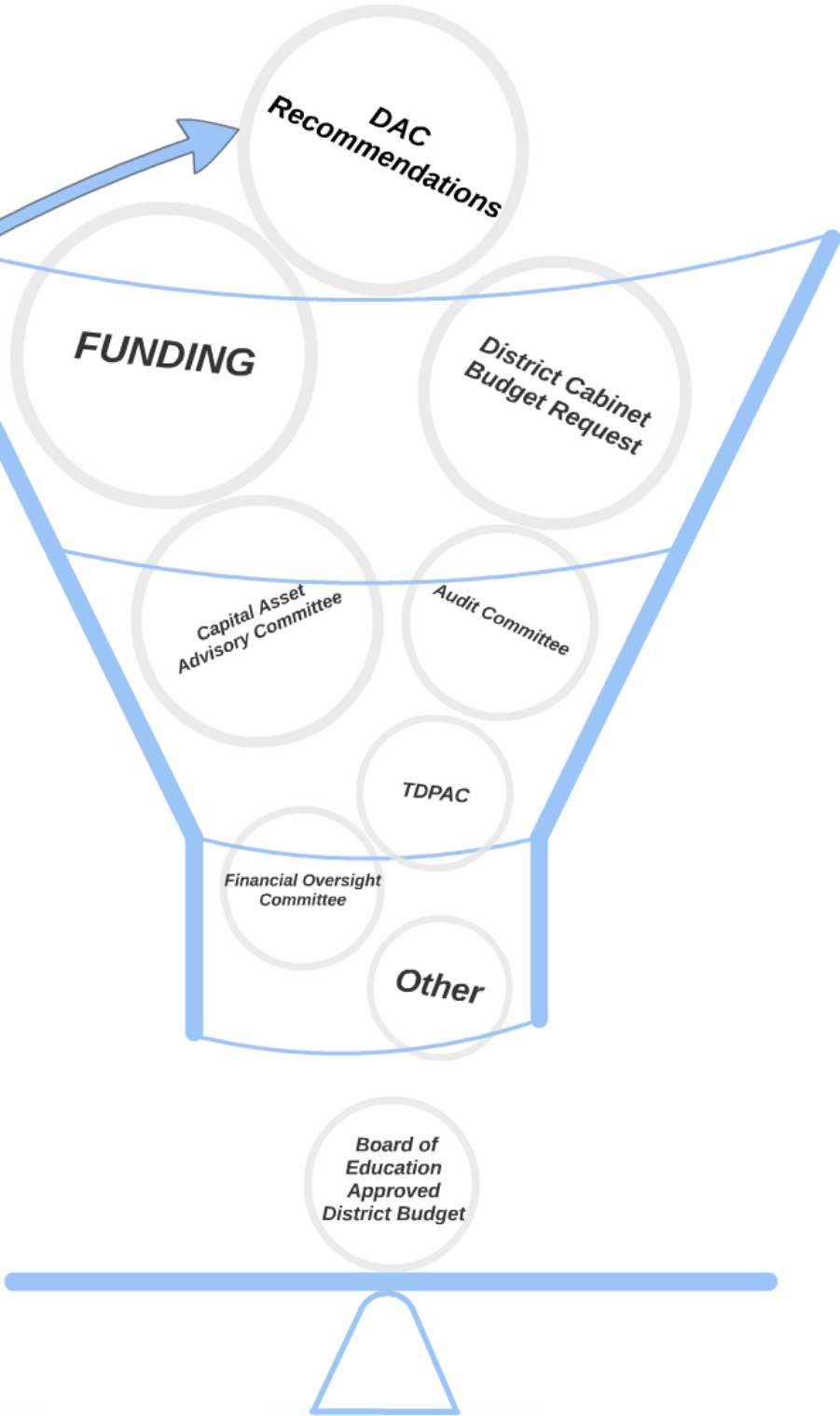
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Community Members- 1
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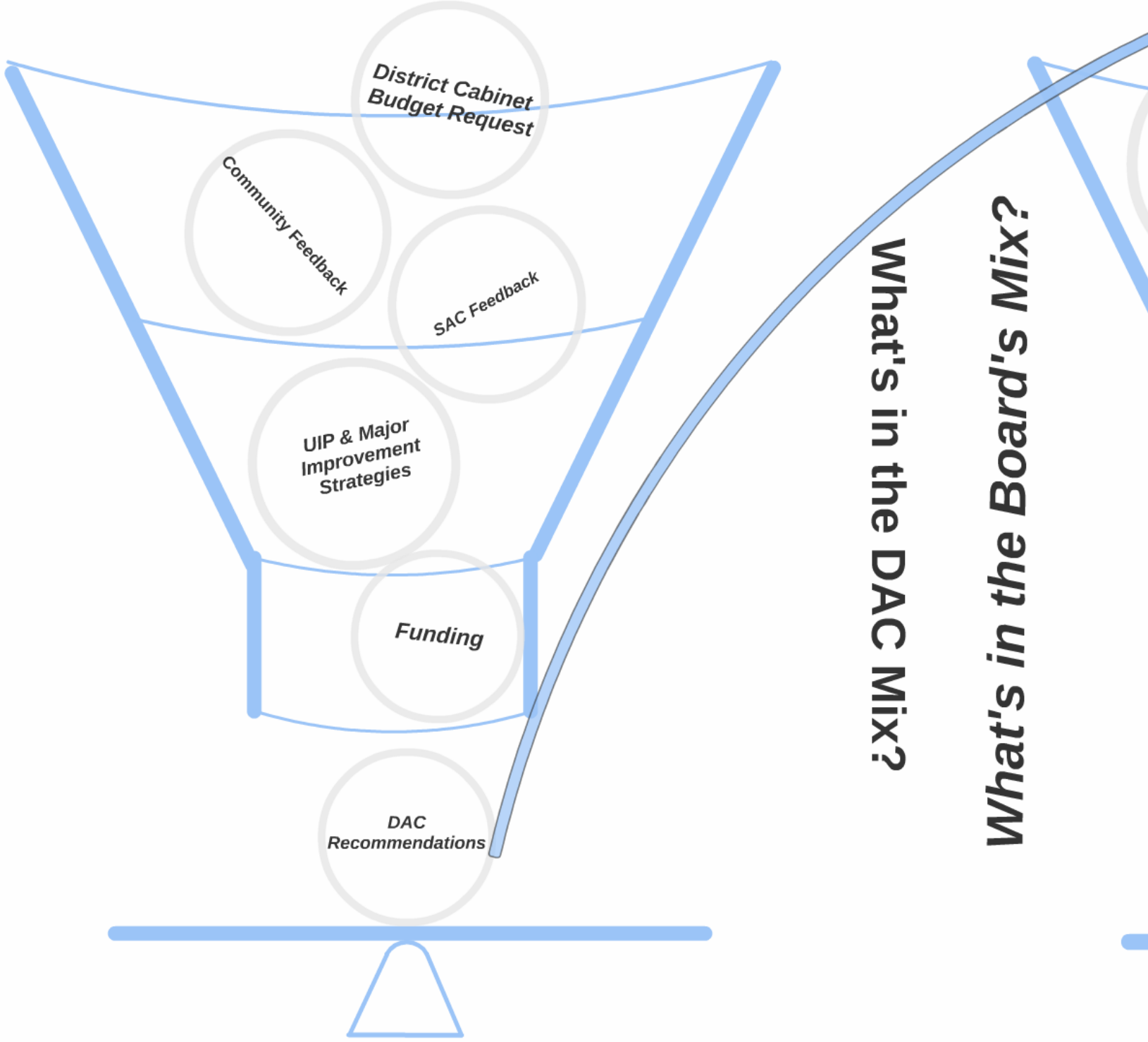
What's in the DAC Mix?

What's in the Board's Mix?

What's in the Board's Mix?



What's in the DAC Mix?



What's in the DAC Mix?

What's in the Board's Mix?

SAC Feedback

District UIP

**DAC District Budget
Recommendations
2016-2017**

*District UIP &
Major Improvement
Strategies*

Employee Compensation

*Mental/Behavioral Health
Supports*

*School Level
Expenditures (SBB)*

Community Feedback

**District Cabinet
Budget Request**

Community Engagement Feedback & Information Gathering

Community Feedback Survey

Open North- Survey Vendor

2016- 3,167 Visitors, 783 Respondents

Average Time to complete: 7 minutes

Budget Increase/Decrease Question areas:

- Employee Compensation
- Facilities/Capital Investment
- School based expenditures (SBB)
- Student Social, Emotional, Wellness
- Athletics and Activities
- Student Fees (Outdoor Lab, HS Parking)
- Transportation Fee
- Technology
- Transportation

SAC Questionnaire

Open North- Survey Vendor

2016- 288 Visitors, 138 Respondents

123- District Managed Schools

9- District Managed Option Schools

6- Charter Managed Schools

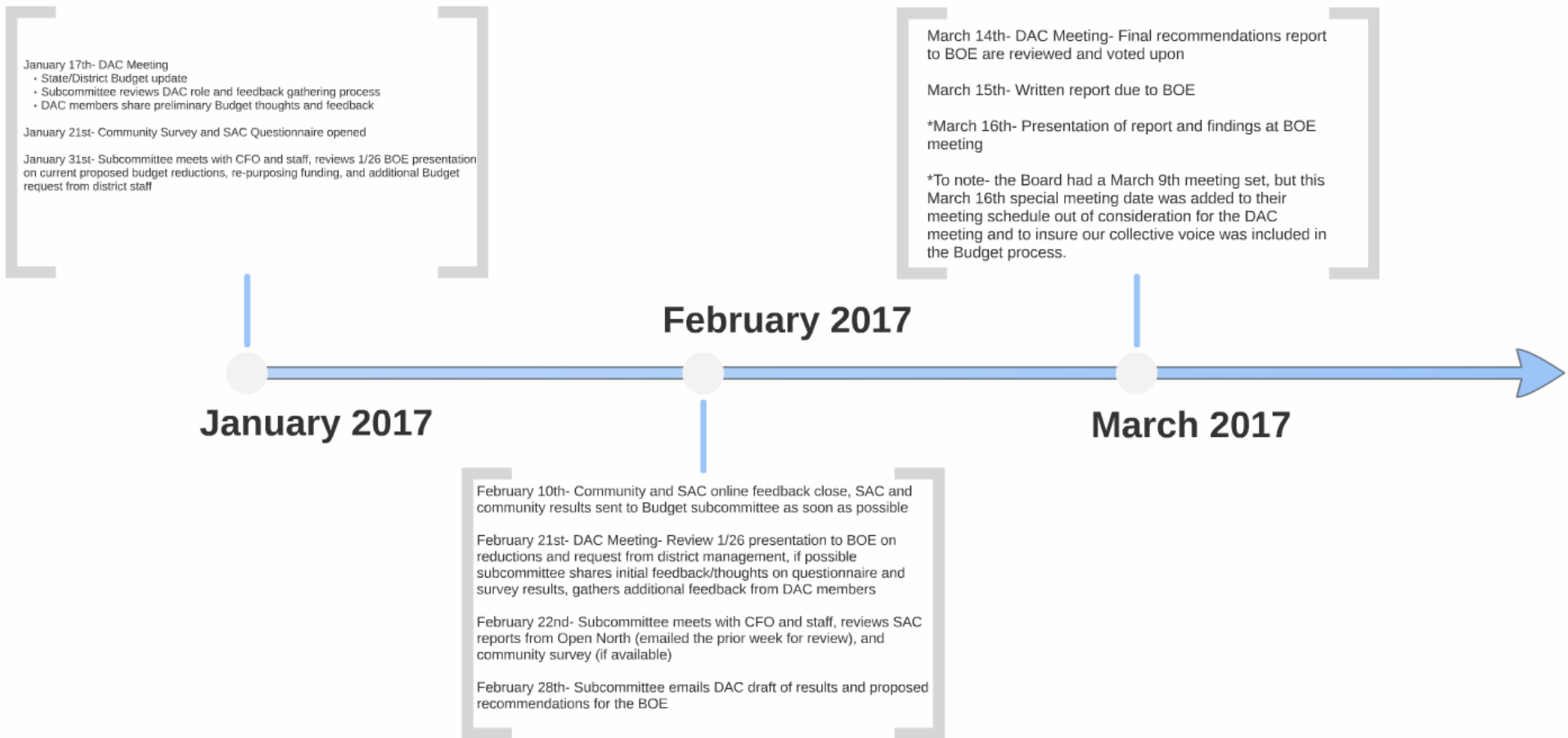
Question Sets:

5- Demographic

5- SAC Assurances

4- School Unified Improvement Plan

2- Budget Priorities and Tradeoffs




January 17th- DAC Meeting

- State/District Budget update
- Subcommittee reviews DAC role and feedback gathering process
- DAC members share preliminary Budget thoughts and feedback

January 21st- Community Survey and SAC Questionnaire opened

January 31st- Subcommittee meets with CFO and staff, reviews 1/26 BOE presentation on current proposed budget reductions, re-purposing funding, and additional Budget request from district staff



February 10th- Community and SAC online feedback close, SAC and community results sent to Budget subcommittee as soon as possible

February 21st- DAC Meeting- Review 1/26 presentation to BOE on reductions and request from district management, if possible subcommittee shares initial feedback/thoughts on questionnaire and survey results, gathers additional feedback from DAC members

February 22nd- Subcommittee meets with CFO and staff, reviews SAC reports from Open North (emailed the prior week for review), and community survey (if available)

February 28th- Subcommittee emails DAC draft of results and proposed recommendations for the BOE

March 14th- DAC Meeting- Final recommendations report to BOE are reviewed and voted upon

March 15th- Written report due to BOE

*March 16th- Presentation of report and findings at BOE meeting

*To note- the Board had a March 9th meeting set, but this March 16th special meeting date was added to their meeting schedule out of consideration for the DAC meeting and to insure our collective voice was included in the Budget process.

Go Forward

What Can DAC Members Do?

- Community Survey- Get the word out!
- Notify your network-online and off
- Link will be provided with pre-formatted language

What Can Articulation Area Reps Do Now?

- Contact SAC Chairs re: SAC Questionnaire
- Answer questions
- The voice of their SAC matters

Survey and Questionnaire open: January 21st
Responses due: February 10th

Table Talk

What do you understand about the District budget process and DAC/SAC role after this presentation?

What is unclear?

What would you like more information about?

Additional feedback for the Budget Committee?

THANK YOU!!!

*"Coming together is a beginning;
keeping together is progress;
working together is success."*

- Henry Ford

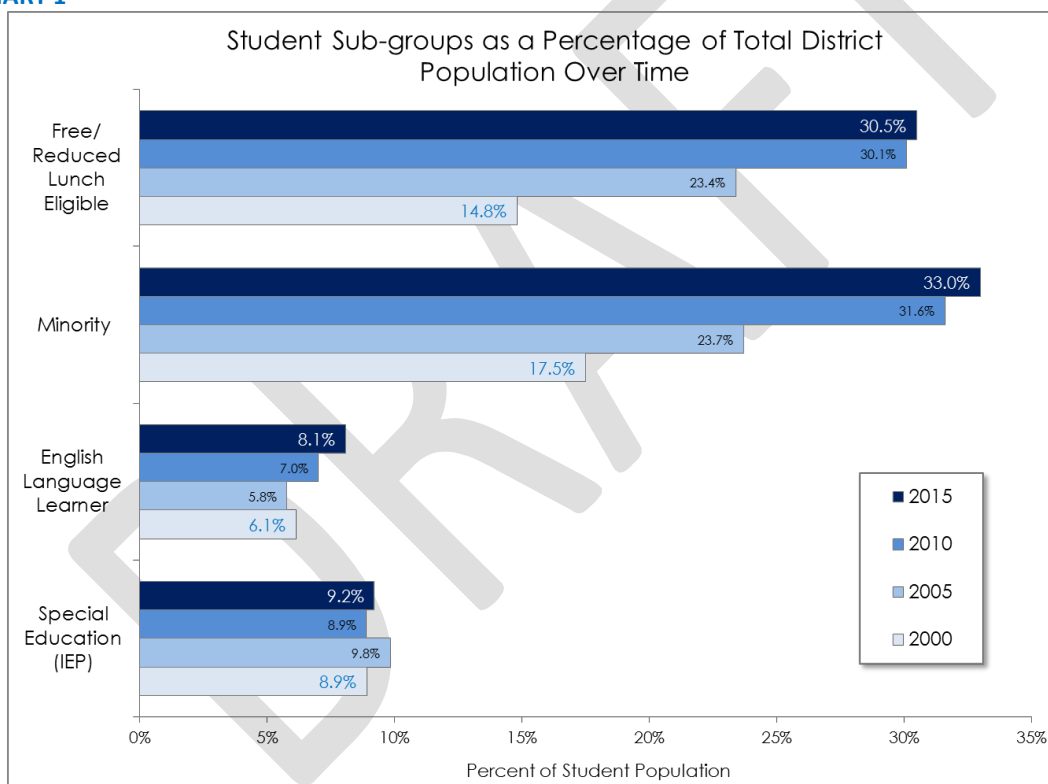
2016-17 Jeffco District Unified Improvement Plan Data Narrative

I. Description of District Setting

Jeffco Public Schools is the second largest school district in Colorado with over 86,000 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.

As noted in Chart 1 below, student demographics in Jeffco have changed significantly over the past 15 years. The percent of students eligible for free or reduced lunch and the percent reported as ethnic/racial minorities roughly doubled between 2000 and 2010. The rate of increase for both groups has slowed considerably during the most recent five year period from 2010 to 2015.

CHART 1



Source: Colorado Department of Education - <http://www.cde.state.co.us/cdereval/pupilcurrent>.

Demographics within individual Jeffco schools vary widely, with free and reduced lunch (FRL) rates ranging from 1% to 94% and minority race/ethnicity rates ranging from 5% to 94%. There are 6,700 identified English Language Learners (ELL is defined as students who are classified as Non-English Proficient, Limited English Proficient or Fluent English Proficient in Monitoring Year 1 or 2) in Jeffco with more than 131 languages represented. For more demographic information, read the District Profile online at: http://www.jeffcopublicschools.org/schools/profiles/district_profile.html.

As noted in Table A, pupil membership in Jefferson County Public Schools has remained essentially unchanged over the prior six years, with year-to-year enrollment increasing or decreasing by less than one half of one percent in most years. The district experienced a net increase of 390 students over the six year period from October 2010 to October 2016. After modest increases in 2013, 2014 and 2015, total student membership decreased slightly between 2015 and 2016.

TABLE A

Student Membership			
School Year	Student Membership*	Change from Previous Year (count)	Change from Previous Year (%)
2016-17	86,361	-370	-0.43%
2015-16	86,731	157	0.18%
2014-15	86,574	563	0.65%
2013-14	86,011	469	0.55%
2012-13	85,542	-251	-0.29%
2011-12	85,793	-178	-0.21%
2010-11	85,971	-311	-0.36%

* Based on the CDE's annual October 1 Pupil Count of students in preschool through grade 12.

II. Performance on Prior Year UIP Targets

In the tables below, Jeffco's performance against each specific performance target during 2015-16 is examined. The target from the UIP is listed in the first column, a graph of actual vs. targeted performance appears in the middle column, and an indication of whether the target was met is provided in the last column. For the graphs in the middle column, a dashed line represents the target and a solid line represents actual performance (green if met, red if not met).

Early Literacy: CMAS Grade 3 English Language Arts

Increase percent of 3 rd grade students in the met and exceeded expectations categories (from 44% to 46%)		Not Met
Decrease percent of 3 rd grade students in the did not yet met and partially met expectations categories (from 34% to 32%)		Met
Reduce percent of 3 rd grade students identified with a significant reading deficiency from 11% in 2014-15 to 10% in 2015-16		Met

Reflection: The district's continual focus on providing resources for students with READ plans has supported meeting the targets of reducing percent of students in the did not yet meet/partially met categories and reducing the percent of students identified with significant reading deficiencies. Professional learning supports to help teachers develop effective instructional strategies in the areas of rigor and critical thinking skills continues to be a need.

Early Literacy: MAP Grade 3 Reading

Increase percent of students in high and high-average performance (from 52% fall 2015 to 54% spring 2016)	<p>52% ————— 54%</p> <p>2014-15 2015-16</p>	Met
Decrease percent of students in low and low-average performance (from 32% fall 2015 to 30% spring 2016)	<p>32% ————— 30%</p> <p>2014-15 2015-16</p>	Met

Reflection: MAP data indicate the district has moved in the right direction for reading improvements in Grade 3 for last year’s student cohort group (MAP measures fall to spring for the same students, whereas, CMAS measures grade 3 from one year to the next—a different cohort of students).

Algebraic Thinking: CMAS Grade 8 Math

Algebraic thinking is about generalizing arithmetic operations and operating on unknown quantities. It involves recognizing and analyzing patterns and developing generalizations about these patterns. Eighth grade students in Jeffco are expected to demonstrate algebraic thinking by formulating and reasoning about expressions and equations, grasping the concept of a function and using functions to describe quantitative relationships, and by analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence. For more information about algebraic thinking see: <https://arbs.nzcer.org.nz/algebraic-thinking-concept-map#introduction> or <http://www.corestandards.org/Math/Content/8/introduction/>

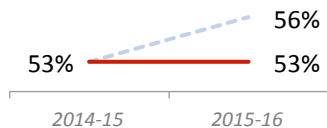
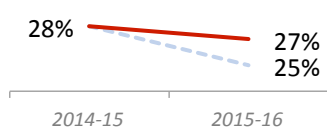
Increase percent of students in the met and exceeded expectations categories (from 16% to 19%)	<p>16% ————— 19%</p> <p>2014-15 2015-16</p>	Met
Decrease percent of students in the did not yet meet and partially met categories (from 53% to 50%)	<p>53% ————— 50%</p> <p>2014-15 2015-16</p>	Not Met
Increase percent of 8 th graders who meet/exceed expectations for Major Content sub-claim* (from 17% to 20%)	<p>17% ————— 20%</p> <p>2014-15 2015-16</p>	Not Met
Increase percent of 8 th graders who meet/exceed for Reasoning sub-claim** (from 24% to 27%)	<p>24% ————— 27%</p> <p>2014-15 2015-16</p>	Not Met

* Examples of “major content” for 8th grade mathematics include expressions and equations, scientific notation, proportional relationships and linear equations, congruence and similarity, and the Pythagorean Theorem.

** Demonstration of mathematical reasoning expectations for 8th graders include constructing viable arguments, critiquing the reasoning of others and attending to precision when making mathematical statements.

Reflection: Due to this major improvement strategy not being identified until spring 2016, the district did not provide focused support on CMAS Grade 8 math needs during the 2015-16 school year. Educators across the district continue to deepen their understanding of how to align instructional practices with the grade 8 Colorado Academic Standards.

Algebraic Thinking: MAP Grade 8 Math

<p>Increase percent of students in high and high average performance (from 53% fall 2015 to 56% spring 2016)</p>		<p>Not Met</p>
<p>Decrease percent of students in low and low average performance (from 28% fall 2015 to 25% spring 2016)</p>		<p>Not Met</p>

Reflection: MAP data for last year’s cohort of Grade 8 students show flat or slightly declining performance—a trend that supports the district’s math major improvement strategy is focused on an urgent need.

Multiple Learning Pathways and Student Educational Plans: Graduation, Dropout, Matriculation and Remediation Rates

An overview of district performance against UIP targets in the area of Postsecondary and Workforce Readiness will be added to this report when finalized dropout and graduation data are released by the CDE in January 2017.

III. Review of Current Performance and Trend Analysis

Jeffco is a high performing school district that consistently meets state accreditation expectations. Per CDE’s 2016 District Performance Framework (DPF), CDE has assigned the accreditation rating of “Accredited: Performance Plan” to Jefferson County Public Schools.

Academic Achievement

As noted in Table B below, the district earned an overall rating of “Meets” for English Language Arts, Math and Science for the CDE’s Academic Achievement performance indicator. However, achievement for student subgroups lagged behind the district at all levels (elementary, middle and high school). English Learners, Free/Reduced-Priced Lunch Eligible students, and Minority Students earned an “Approaching” rating and Students with Disabilities were assigned a “Does Not Meet” designation in all three academic areas. A low achievement rating for students with disabilities is common in districts across the state given the nature of this sub-population. Students with a disability assigned an Individual Education Plan (IEP) are, by definition, significantly behind their grade level peers in one or more areas in terms of academic achievement. Similarly, a student with a disability who does reach grade level expectations would be removed from an IEP and would no longer be reported in this sub-group. For these reasons, academic growth measures often provide greater insight into the performance of students with disabilities than do academic achievement measures (see Academic Growth section below).

TABLE B

Academic Achievement - Mean Scale Scores			
English Language Arts			
	Elementary	Middle	High
All Students	746.0	746.6	742.2
English Learners	731.4	731.6	732.3
Free/Reduced Lunch Eligible	728.6	728.6	727.2
Minority Students	735.1	735.5	733.6
Students with Disabilities	708.4	706.6	707.7
Math			
	Elementary	Middle	High
All Students	741.2	738.8	736.8
English Learners	727.6	726.9	726.5
Free/Reduced Lunch Eligible	723.3	721.5	721.9
Minority Students	729.6	727.9	726.9
Students with Disabilities	707.9	703.8	704.3
Science			
	Elementary	Middle	High
All Students	618.8	610.4	620.7
English Learners	559.3	557.7	576.8
Free/Reduced Lunch Eligible	554.1	547.2	569.7
Minority Students	575.7	567.6	585.7
Students with Disabilities	513.9	487.7	530.7

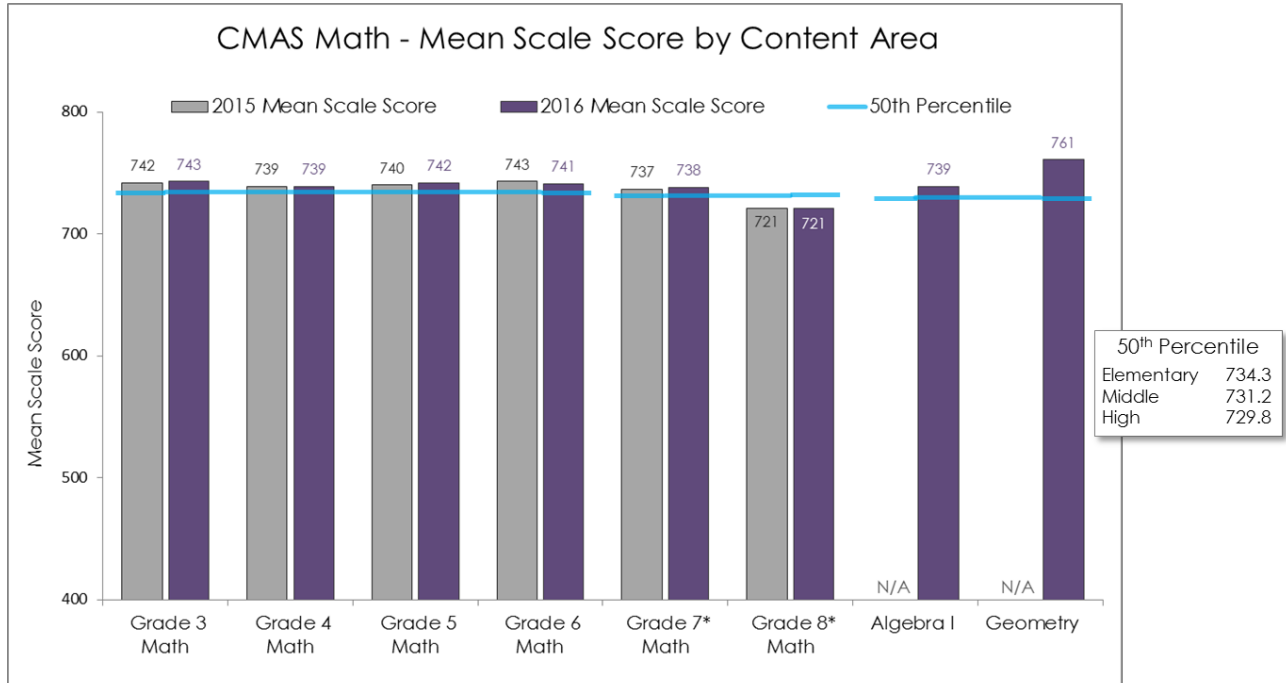
Academic Achievement

State-established cut scores and ratings categories for district and school performance frameworks

<i>Ratings: percentile rank based on Mean Scale Score</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #00a0e3; color: white; text-align: center; padding: 5px;">Exceeds (85th percentile +)</td> </tr> <tr> <td style="background-color: #008000; color: white; text-align: center; padding: 5px;">Meets (50th - 85th percentile)</td> </tr> <tr> <td style="background-color: #ffc000; text-align: center; padding: 5px;">Approaching (15th - 50th percentile)</td> </tr> <tr> <td style="background-color: #ff0000; color: white; text-align: center; padding: 5px;">Does Not Meet (<15th percentile)</td> </tr> </table>	Exceeds (85 th percentile +)	Meets (50 th - 85 th percentile)	Approaching (15 th - 50 th percentile)	Does Not Meet (<15 th percentile)
Exceeds (85 th percentile +)					
Meets (50 th - 85 th percentile)					
Approaching (15 th - 50 th percentile)					
Does Not Meet (<15 th percentile)					

Chart 2 below provides additional detail regarding mean scale scores for CMAS math. Each tested grade level is considered separately and the inclusion of both 2015 and 2016 math scores allows identification of basic trends. Note that district-wide performance did not change appreciably between 2015 and 2016. The chart also indicates that the mean scale score for most grade levels was at, or slightly above, the 50th percentile (the median among school mean scale scores in mathematics for all Colorado schools at each level – elementary, middle and high). The notable exception is eighth grade, where mean scale scores in both years fell well short of the 50th percentile. This may be due, in part, to the fact that approximately 31 percent of Jeffco’s eighth grade students took one of the accelerated eighth grade math course CMAS exams (Algebra I or Geometry) in 2015-16. The decision to have accelerated eighth grade students take the assessment for their grade (CMAS eighth grade math) or for their math course (Algebra 1 or Geometry) is made independently within each Colorado school district. As a result, comparisons to 50th percentile school mean scale scores for Grade 8 Math, Algebra I and Geometry in the charts below may not be directly comparable.

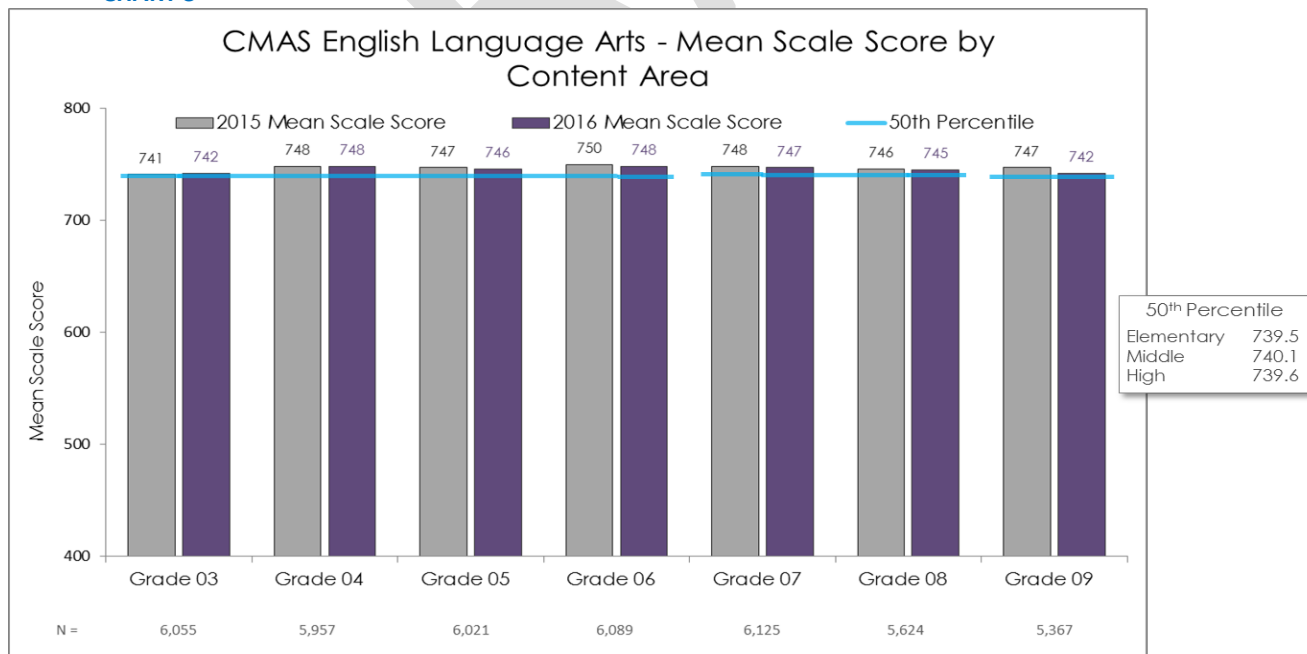
CHART 2



*A number of grade 7 and 8 students are included in the Algebra I and Geometry bars due to those students taking the Algebra I or Geometry CMAS instead of the standard grade level assessment, so state comparisons are not entirely equivalent.
 Source: Colorado Department of Education. <http://www.cde.state.co.us/assessment/cmaselamathdistrictschoolsummary2015-16>.

Chart 3 shows mean scale scores for English Language Arts were at or above the 50th percentile for all tested grades in both 2015 and 2016. However, the mean scale score for grades 5, 6, 7 and 8 all declined by one or two points between 2015 and 2016 and mean scale scores for Grade 9 exhibited a five point decline over this time period.

CHART 3



Source: Colorado Department of Education. <http://www.cde.state.co.us/assessment/cmaselamathdistrictschoolsummary2015-16>.

In addition to the mean scale scores and associated percentile ranks presented above, another way to view academic achievement data is to compare the performance of Jeffco students to the percent of students across the state who met or exceeded expectations on the Colorado Measures of Academic Success (CMAS) assessments. Charts 4, 5 and 6 below display the percentage of students scoring at the “Met” or “Exceeded” levels on CMAS for Jeffco and for the State of Colorado. Scoring at the met or exceeded level on a CMAS assessment indicates that a student is prepared for the next grade level in that content area and is generally on-track for college and career readiness. In comparison to the state overall, a higher percentage of Jeffco students were rated as met or exceeded for English Language Arts and Math in all grades tested, with the exception of 8th grade math (non-accelerated).

CHART 4

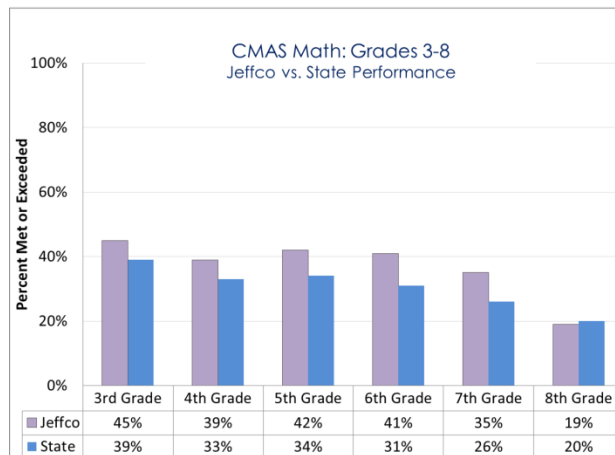
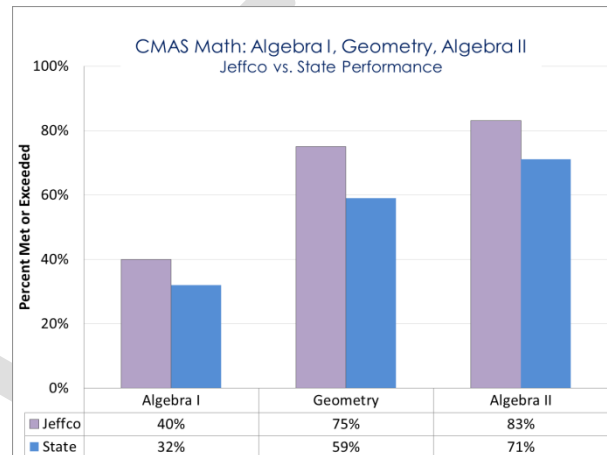


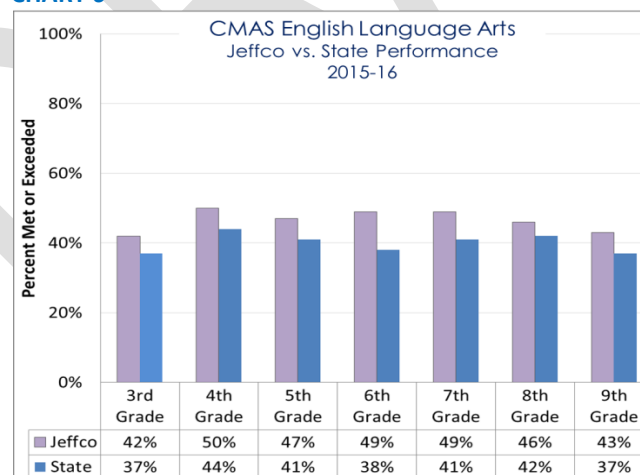
CHART 5



Note that some Grade 7 and Grade 8 students are not included in this chart due to those students taking the Algebra I or Geometry CMAS instead, so state comparisons are not equivalent. Colorado school districts make independent decisions as to whether to give 7th and 8th grade students the grade level or course-specific CMAS math exam.

Some 7th and 8th graders are included in Algebra I and Geometry scores above.

CHART 6



Academic Growth

The district earned an overall rating of “Approaching” for the Academic Growth performance indicator. As evidenced in Table C below, on the 2016 DPF the middle school academic growth indicator approached CDE expectations overall and for all subgroups. Since elementary and high schools met overall expectations for growth, these results indicate additional attention and analysis

is warranted for the middle grades. Growth results for student subgroups was mixed, with elementary and high school English Learners and Minority students earning a “Meets” rating but Free/Reduced-Priced Lunch Eligible students earning an “Approaching” rating in ELA and math. Students with disabilities earned an “Approaching” rating in Math across all levels and in ELA for elementary and middle school students. Students with disabilities at the high school level earned a “Meets” rating in ELA with a median growth percentile of 50.

TABLE C

Academic Growth - Median Growth Percentiles			
English Language Arts			
	Elementary	Middle	High
All Students	54	44	48
English Learners	54	42	56
Free/Reduced Lunch Eligible	48	39	49
Minority Students	51	42	51
Students with Disabilities	42	35	50
Math			
	Elementary	Middle	High
All Students	54	49	53
English Learners	51	46	52
Free/Reduced Lunch Eligible	47	43	48
Minority Students	50	46	50
Students with Disabilities	44	41	41

Academic Growth

State-established cut scores and ratings categories for district and school performance frameworks

<i>Ratings: based on Median Growth Percentile</i>	<div style="background-color: #00a0e3; color: white; padding: 2px; text-align: center;">Exceeds (65th percentile +)</div> <div style="background-color: #008000; color: white; padding: 2px; text-align: center;">Meets (50th - 65th percentile)</div> <div style="background-color: #ffcc00; color: black; padding: 2px; text-align: center;">Approaching (35th - 49th percentile)</div> <div style="background-color: #ff0000; color: white; padding: 2px; text-align: center;">Does Not Meet (<35th percentile)</div>
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For the Colorado Growth Model, the 50th percentile represents “typical” student growth; however, “typical” growth may not represent adequate growth to catch up students if they are not performing at grade level. Without three or more years of CMAS data, CDE is not able to calculate adequate growth trajectories at this time. Charts 7 and 8 show grade-level performance for CMAS median growth percentiles. Jeffco’s 2015-16 CMAS Growth data meets or exceeds state typical performance for most grade levels in math, but not in English language arts (ELA). ELA growth percentiles for grades 7 and 8 are significantly below the 50th percentile. Note that only one period of growth data - based on 2015 and 2016 CMAS scores - is available at this time.

CHART 7

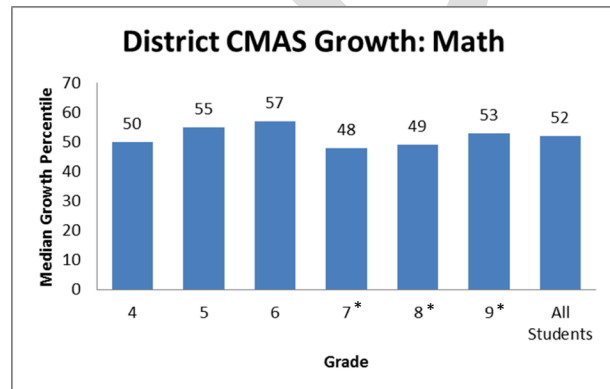
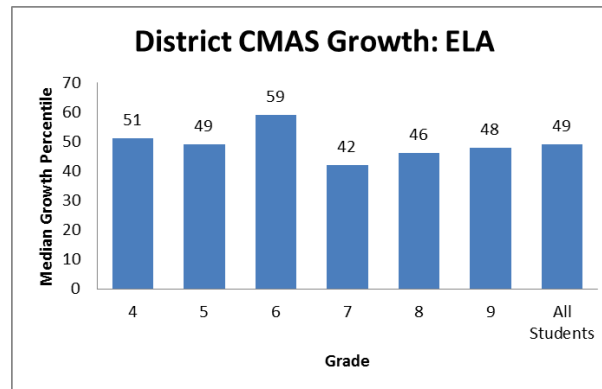


CHART 8



*This chart includes all students in each grade – regardless of the math assessment taken (e.g., a math-accelerated 8th grader who took the geometry assessment is reported here with all other 8th graders).

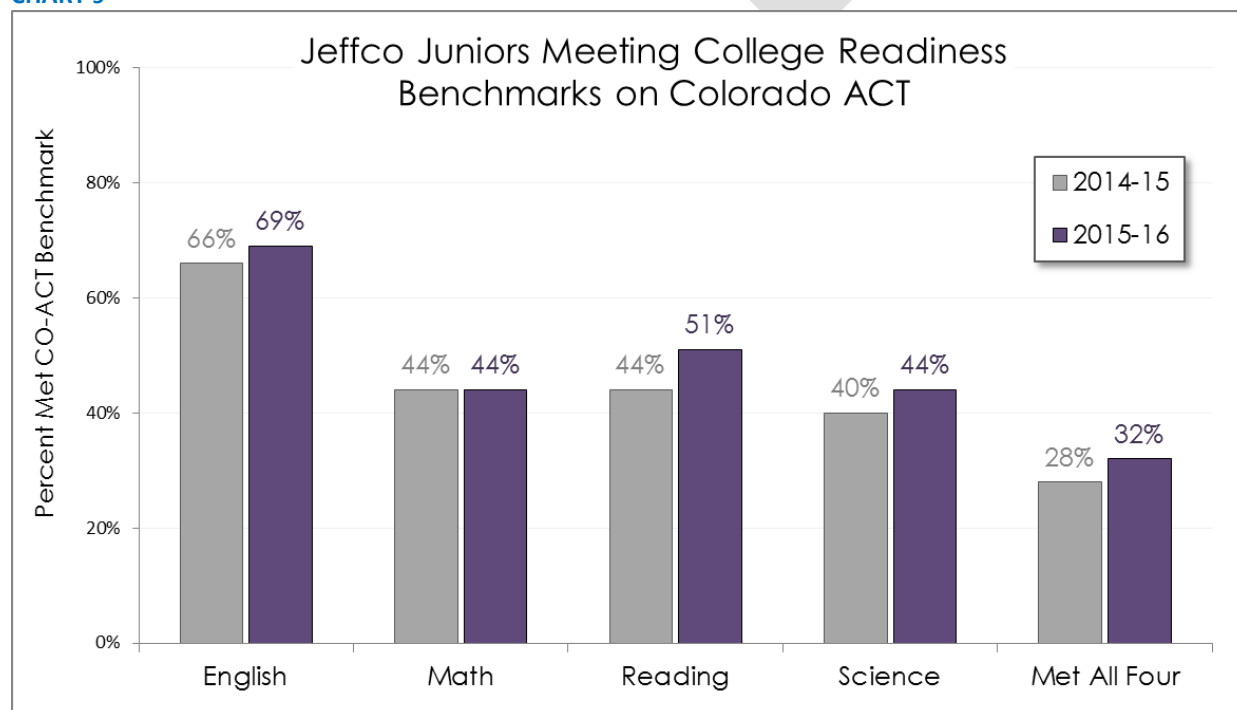
Postsecondary and Workforce Readiness:

The average Colorado ACT composite score for Jeffco’s eleventh grade students last year was 21.6. This earned the district a rating of “Meets” for the COACT indicator on the District Performance Framework. An average composite ACT score of 22 would result in an “Exceeds” rating for the district in the ACT sub-indicator.

Another point of comparison is Colorado ACT readiness benchmarks. A student meeting Colorado ACT’s college readiness benchmark is predicted to have a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in a corresponding credit-bearing first-year college course. Looking at the individual sections of the ACT exam in Chart 9, the percent of Jeffco eleventh graders meeting ACT’s college readiness benchmarks improved in all but one content area (math) compared to the prior year.

Note that the Colorado Department of Education has replaced the ACT with the SAT as the 11th grade statewide assessment in Colorado for 2017. This change in assessment will mean different subject areas and new trends will be established in 2017 for the 11th grade state college entrance test.

CHART 9



As evidenced by the academic achievement and growth summaries above, in many areas Jeffco’s overall performance has not markedly changed over the two years of CMAS data available, supporting a continued focus on the district’s 2016 -17 priority improvement challenges: Early literacy, algebraic thinking and multiple learning pathways including student educational plans. A key factor within all of these major improvement strategies includes closing achievement gaps for

disaggregated subgroups, (e.g., free and reduced lunch eligible students, English language learners, students with disabilities, etc.).

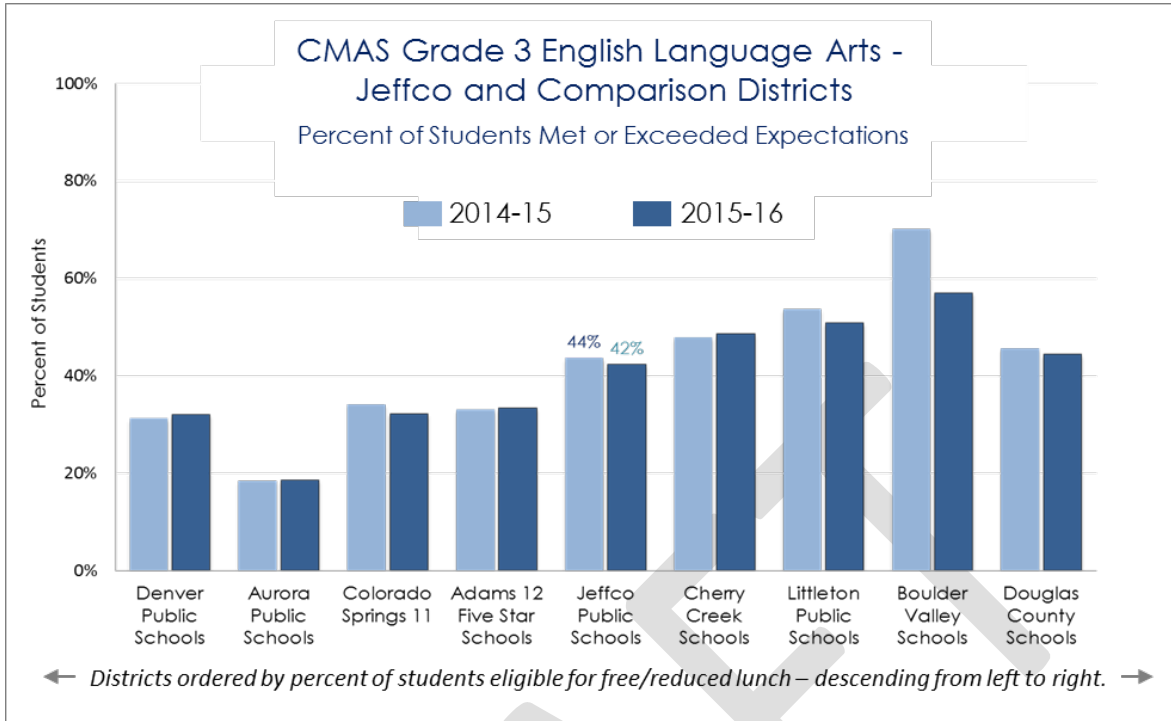
In addition to these ongoing priority performance challenges, the data reveal emerging trends regarding the academic growth of middle school students in ELA and math. The district will continue to monitor middle school performance to better understand the performance trends over time, the root causes of that performance, and the priority improvement strategies that may be needed.

Early Literacy

For trend analysis, local measures including NWEA MAP and DIBELS were used in addition to CMAS data. Given the CMAS performance for grade 3 English Language Arts (42% of students *Met or Exceeded* expectations); early literacy was targeted for deeper analysis. Hispanic students taking the grade 3 CMAS ELA assessment scored at the met or exceeds level at a rate 25 percentage points lower than their white peers (24% vs. 49%). Substantial ELA achievement gaps also exist for free/reduced lunch eligible students (22% of FRL students met or exceeded vs. 52% for non-FRL students) and for English Language Learners (24% met/exceeded vs. 44% of fluent/native English speakers). Reviewing NWEA MAP growth results, 56% of 3rd graders met projected growth in reading between the beginning of year and end of year benchmarks. 2015-16 DIBELS (an assessment of early literacy) data demonstrate improvement for grade 3 students with 311 fewer students scoring significantly below benchmark compared to 2014-15.

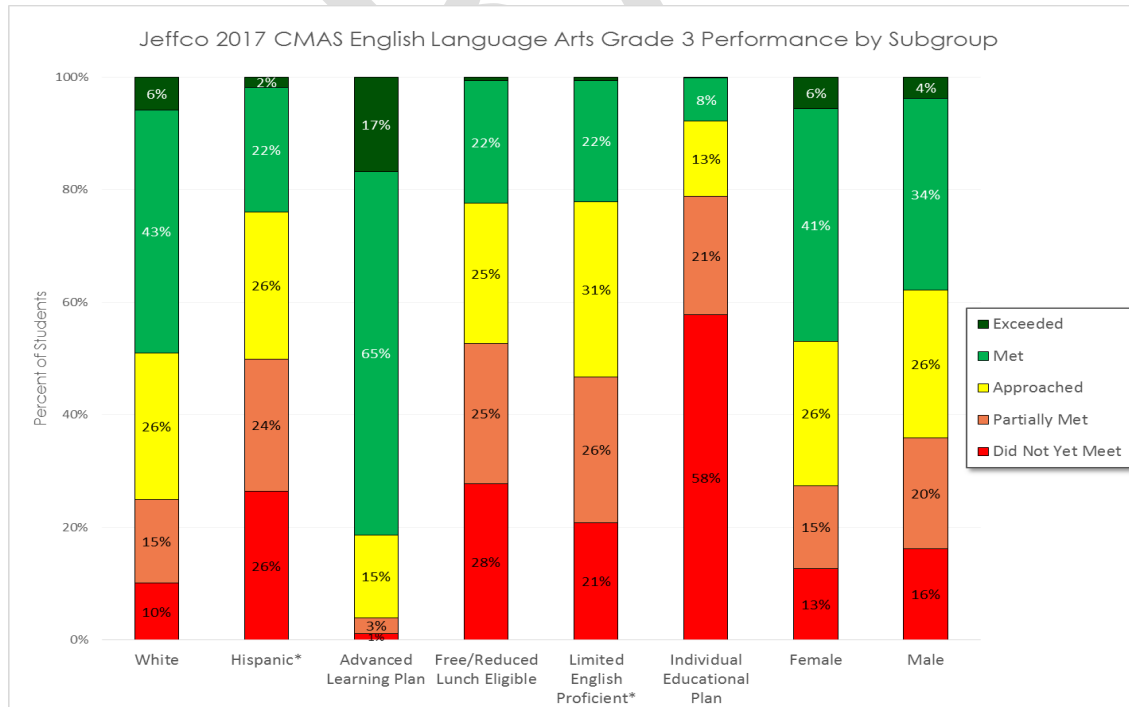
Chart 10 below displays Grade 3 CMAS English Language Arts (ELA) performance for Jeffco and eight other large metro-area districts. With the exception of Boulder Valley, each district experienced only a slight change, some increasing and some decreasing, in the percent of grade 3 students scoring at the met or exceeded level between 2015 and 2016. Jeffco experienced a slight decline in the percent of students scoring meets or exceeds on the CMAS ELA assessment. Comparisons between districts should be interpreted cautiously due to inconsistent participation rates for state testing across districts over the past two years and due to the fact that some districts experienced a discrepancy between 2015 and 2016 CMAS scores due to an adjustment for paper-based vs. computer-based testing.

CHART 10



As demonstrated in Chart 11 below, the achievement gaps for student subgroups are a significant factor for the early literacy priority performance challenge. For example, over half of students eligible for free or reduced lunch did not meet or partially met Grade 3 CMAS English Language Arts expectations.

CHART 11



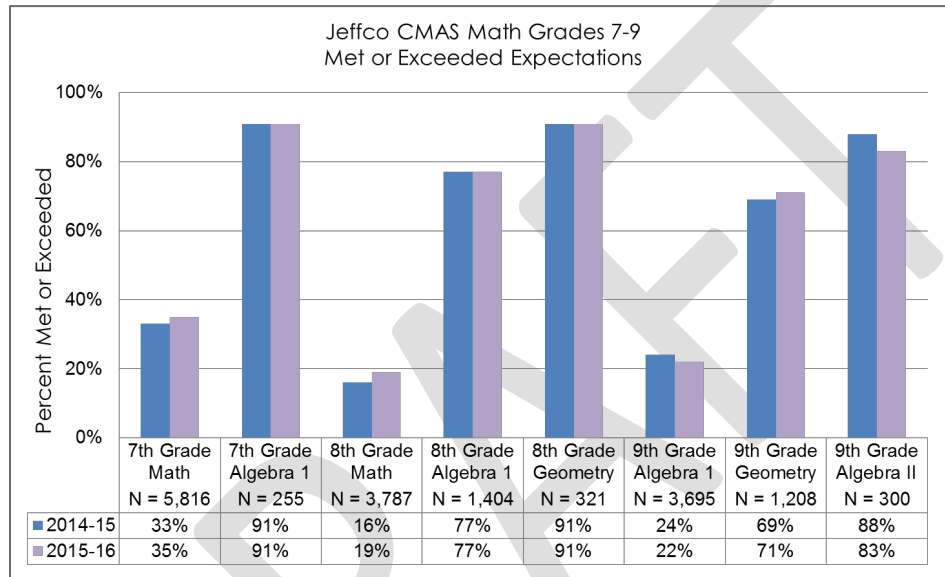
* Hispanic and Limited English Proficient. These two demographic groups contain the largest proportion of students in the subgroup

from which they are drawn (minority students and English language learners, respectively). Other demographic groups are omitted here for chart clarity and to avoid reporting on very small counts of students.

Algebraic Thinking

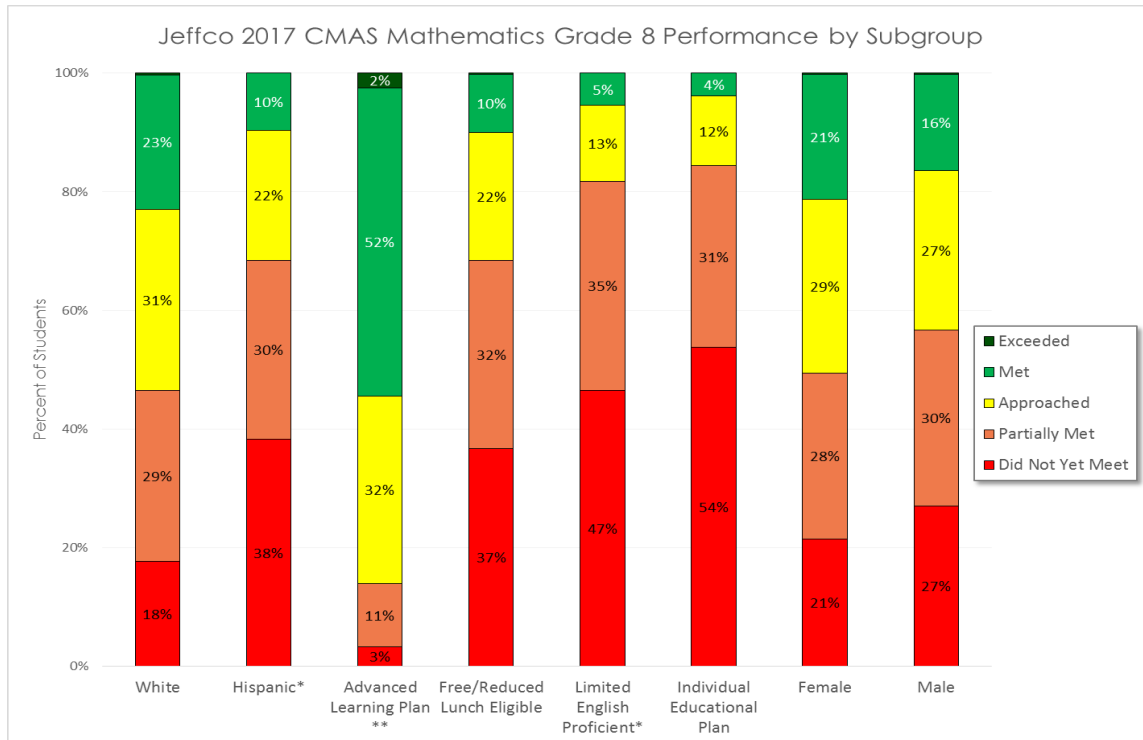
On average, Jeffco eighth graders accelerated in math (i.e. those taking the Algebra I or Geometry CMAS assessments) perform well on the CMAS test—a trend that continued from the prior year (see Chart 12 below). However, the priority performance challenge is focused on the 8th grade students who take the grade-level math test. Among the approximately two-thirds of 8th grade students taking the grade level (non-accelerated) math assessment, only 19 percent earned a score that met or exceeded CMAS grade level expectations.

CHART 12



Achievement gaps among student subgroups are also a significant factor for the algebraic thinking priority performance challenge. For example, over 80 percent of Limited English Proficient eighth grade students did not meet or partially met Grade 8 CMAS Mathematics expectations.

CHART 13



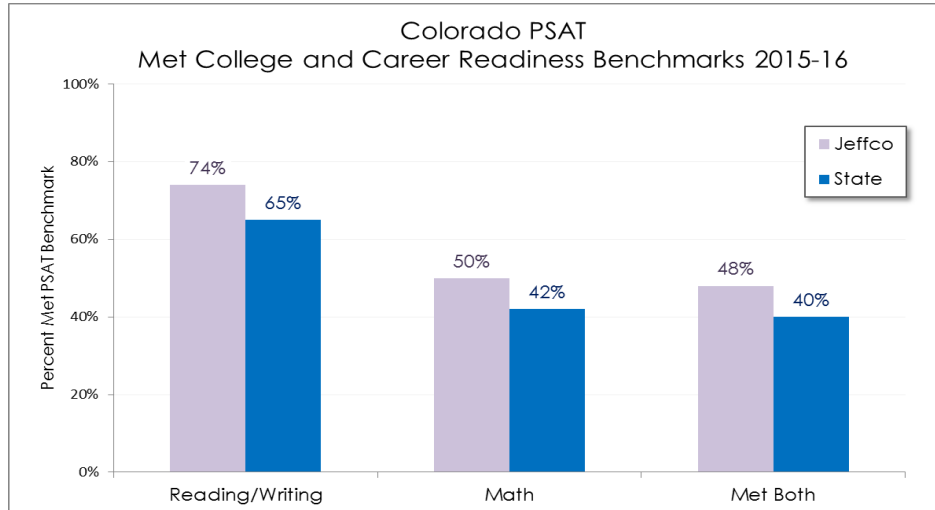
* Hispanic and Limited English Proficient. These two demographic groups contain the largest proportion of students in the subgroup from which they are drawn (minority students and English language learners, respectively). Other demographic groups are omitted here for chart clarity and to avoid reporting on student groups with very small counts of students.

** The 244 students reported in the Advanced Learning Plan bar represent just 21% of all grade 8 ALP students in the district. The other 79% of grade 8 ALP students were enrolled in advanced math courses (Algebra I or Geometry) and, therefore, did not take the standard Grade 8 CMAS math assessment which means their performance is not included in the chart above.

Multiple Learning Pathways and Student Educational Plans

Newly implemented in 2016 by CDE, the Pre-SAT (PSAT) test is administered to the district’s tenth grade students as a way to assess progress toward college and career readiness. Jeffco students outperformed the state of Colorado on both the Math and Reading/Writing sections of the PSAT (see chart 14 below). The gap between the percent of students meeting expectations in Math and the percent meeting expectations in Reading/Writing closely matches the gaps seen between the Math and English components of the ACT exam taken by eleventh grade students.

CHART 14



IV. Priority Performance Challenges and Associated Root Causes

Early Literacy

The percentage of Jeffco third graders that earned a “Met” or “Exceeded” rating (a score indicating a student is prepared for the next grade level in that content area and is generally on-track for college and career readiness) on the CMAS ELA assessment is the lowest of all tested grade levels. Additionally, achievement gaps exist for most disaggregated groups. The academic achievement and growth gaps between subgroups evident in Tables B and C and in Chart 11 are reflective of a persistent trend over the past decade in district CSAP, TCAP and CMAS performance.

Rationale: Research shows that proficiency in reading by the end of third grade enables students to shift from learning to read to reading to learn, and to master the more complex subject matter they encounter in fourth grade and beyond. Most students who fail to reach this critical milestone falter in later grades and often drop out before earning a high school diploma.

School-level Root Causes:

- In many schools, there is a lack of systemic evidence-based instructional practices that promote learning of rigorous literacy skills and competencies to ensure every student can “read to learn” by the end of third grade.
- For many students, the various literacy interventions are not specifically matched to student learning needs and may create additional barriers to learning rather than supporting literacy growth.

System-level Root Causes:

- Evidence indicates that current professional development in standards/competency-based core instructional strategies and learning supports has had limited impact on the effectiveness of high level literacy practices and matching interventions to student needs.
- Evidence indicates that current professional development and resource allocation for literacy instruction has had limited impact on desired increases in student performance rigorous literacy.

Algebraic Thinking

The percentage of 8th grade students that *Met/Exceeded* the state performance expectations of “on grade level” in math is the lowest of all grade levels. The academic achievement and growth gaps between subgroups evident in Tables B and C and in Chart 13 are reflective of a persistent trend over the past decade in district CSAP, TCAP and CMAS performance.

Rationale: Algebraic thinking is a gateway to more advanced mathematics coursework and to technical proficiency in any field, whether a high school graduate goes directly into the workforce, into some form of post-secondary education, or into the military. Preparing students in algebraic thinking through elementary and middle school is critical to ensure student success in mathematic literacy in high school and beyond.

School-level Root Causes:

- In many schools, there is a lack of systemic classroom-based instruction, assessment and grading practices throughout the elementary and middle years that focus on higher level math concepts and procedures leading to algebraic thinking.
- In many schools, there is a lack of systemic classroom-based practices that require application and transfer of higher order algebraic thinking to meaningful/relevant real world problems and contexts.

System-level Root Causes:

- There is a lack of understanding across the system of the vertical alignment (PK through 12th) and interdependence of math concept development that leads; to successful learning in algebraic thinking.
- There is a lack of commitment across the system to ensure consistent differentiated teaching and learning practices matched to student needs so that every student will be successful in learning rigorous math concepts (algebraic thinking).

Multiple Learning Pathways and Student Educational Plans

Of all Jeffco juniors, 28% met the ACT college readiness benchmarks in all four subjects measured. Of the students who attend Colorado Public Institutions of Higher Education, 26.6% of Jeffco graduates required remediation courses. In addition, over 1,000 students did not graduate in four years. While there are multiple paths to successful completion of a Jeffco education, many students are not leaving with career, college and/or life goal readiness. Achievement and growth gaps among student subgroups culminate in lower graduation rates and higher dropout rates.

Rationale: Successful completion of high school is a strong predictor of economic and social mobility. Research shows that students who do not successfully complete their high school education earn less and are more likely to end up in prison, on welfare, or dependent on social services. Most significantly, they are more likely to have children who follow in their footsteps, perpetuating a cycle of intergenerational poverty.

School-level Root Causes:

- The Colorado Academic Standards established more rigorous expectations throughout the

school years to better prepare students for college and career readiness; therefore, core instruction in academics, social and emotional skill development must meet the needs of all students (including students with educational plans) in achieving the performance expectations that will prepare them for each step in their chosen learning pathway to successful completion of a Jeffco education.

- The Colorado Academic Standards established more rigorous expectations throughout the school years; therefore, there is a need across the district for a clear understanding among students and staff of the most critical performance expectations to achieve in order to be prepared for each student's learning pathway.

System-level Root Causes:

- Successful completion of high school is a strong predictor of economic and social mobility; therefore, there is a need across the district for a system-wide commitment to ensure classroom practices and programming choices that provide every student with the opportunity to successfully complete a Jeffco educational pathway.
- The allocation (or reallocation) of resources and supports to meet students' social, emotional, engagement and advancement needs are not addressing barriers to learning for all students (including students with educational plans).

DRAFT