

What's Next?



**Board of Education
Ends Statements**



**Board of Education
Provides Direction
On Priorities
&
Develops Guidelines
on Resource
Allocation Changes**



**District Staff
Develops Resource
Allocation Options**

District Budgeting Process



**Board of Education
Makes final
determination
on resource
allocation
adjustments
&
FY 2017-18
Budget**

**School
Members**

**Community
Members**





Jeffco 2020 invites us to rethink what means to ensure students are successful upon graduation from high school.

The State Board of Education has asked that districts review graduation requirements to ensure that students are ready for career and college.



The Why



Graduate students from high school prepared to be successful in life earning a living wage and contributing to Colorado's economy.

Colorado is committed to educating students so they enter the workforce with in-demand skills that meet business, industry, and higher education standards.

Requirements

Requirements for graduation are set by local school boards



Guidelines

Guidelines for graduation are provided by CDE



JEFFCO Graduation Requirements (classes of 2013 and beyond)

Content	Credits
English Language Arts	4
Math	3 <i>A minimum of Algebra 1, Geometry and one additional course at or above Geometry</i>
Science	3 <i>Three credits of laboratory classes in science that meet both process and content standards are required</i>
Social Studies/Social Sciences	3.5 <i>Including history, geography, civics, and economics</i>
Physical Education	0.5
Fine/Practical Arts	0.5
Additional Coursework	8.5
TOTAL:	23

The Menu of Options

DEMONSTRATION of Readiness			
ACCUPLACER		Concurrent Enrollment	
<i>62 Reading Comprehension</i>	<i>61 Elementary Algebra</i>	<i>Passing Grade</i>	<i>Passing Grade</i>
ACT		District Capstone	
<i>18</i>	<i>19</i>	<i>Individualized</i>	<i>Individualized</i>
ACT WorkKeys		Industry Certificate	
<i>Bronze or Higher</i>	<i>Bronze or Higher</i>	<i>Individualized</i>	<i>Individualized</i>
Advanced Placement		International Baccalaureate	
<i>2</i>	<i>2</i>	<i>4</i>	<i>4</i>
ASVAB		SAT	
<i>31</i>	<i>31</i>	<i>430</i>	<i>460</i>
Collaboratively-Developed, Standards-Based Performance Assessment - <i>currently in development</i>			

The 2021 Graduate

AND

**Meets Jeffco
Graduation
Requirements**



**Demonstrates
Career or College
Readiness in
English & Math**

Jeffco Partnerships

School Innovation & Effectiveness

Educational Research & Design

Student Success Office



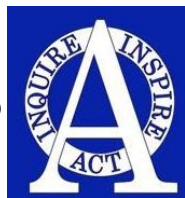
JEFFCO
PUBLIC SCHOOLS



Sobesky Academy

Building Bright Futures

BRADY HIGH SCHOOL



State and Metro Area Partnerships



Englewood Schools
Belong and Thrive





 **JEFFCO PUBLIC SCHOOLS**
2020 Vision

Content Mastery | Civic & Global Engagement | Communication
Critical Thinking & Creativity | Self-Direction & Personal Responsibility



Beginning with the graduating class of 2021 (8th graders in 2016-2017), students will be required to meet or exceed the following graduation requirements to receive a diploma from Jefferson County Public Schools

1

Content	Credits
English Language Arts	4
Math	3*
Science	3**
Social Studies	3.5***
Physical Education	0.5
Fine/Practical Arts	0.5
Additional Coursework	8.5
TOTAL:	23

2

	English	Math
Accuplacer	62	61
ACT	18	19
ACT Work Keys	Bronze	Bronze
Advanced Placement (AP)	2	2
ASVAB	31	31
Concurrent Enrollment	Passing Grade	Passing Grade
International Baccalaureate (IB)	4	4
SAT	430	460
District Capstone	Individualized	Individualized
Industry Certificate	Individualized	Individualized
Collaboratively Developed Performance Based Assessment (in development)	State Rubric	State Rubric



Building Bright Futures

* (A minimum of Algebra 1, Geometry and one additional course at or above Geometry)

** (Three credits of laboratory classes in science that meet both process and content standards are required)

*** (Including history, geography, civics, and economics)

Menu of College and Career-Ready Demonstrations

Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021.



DETAILS 

January 2016



COLORADO
Department of Education

www.cde.state.co.us/postsecondary/graduationguidelines

WHY COLORADO GRADUATION GUIDELINES?
Life beyond high school is different from what it used to be. Most jobs require education beyond high school. Colorado Graduation Guidelines provide a road map to help students and their families plan for success after high school. The graduation guidelines take effect with ninth-graders in fall 2017.

Menu of College and Career-Ready Demonstrations

Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021.

Local school boards and districts select from this menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas. Graduation Guidelines begin with the implementation of: Individual Career and Academic Plans (ICAP), Colorado Academic Standards for all content areas including Civics, and 21st Century Skills.

Students must demonstrate college or career readiness in English and math based on at least one measure.

Districts have the authority to adapt the college and career demonstrations necessary to earn a standard high school diploma to accommodate for students with the following exceptions: English learners, gifted students and students with disabilities.

MENU OF OPTIONS. This menu lists the minimum scores required.

ACCUPLACER	
English	Math
62 on Reading Comprehension	61 on Elementary Algebra
ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in a college courses that match their skill levels.	
ACT	
English	Math
18 on ACT English	19 on ACT Math
ACT is a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.	
ACT Compass	
English	Math
79	63
The ACT COMPASS is a computerized test that helps colleges evaluate students' skills and place them in appropriate courses. It offers tests in reading, writing, math, and English as a second language.	
ACT WorkKeys - National Career Readiness Certificate	
English	Math
Bronze or higher	Bronze or higher
ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.	
Advanced Placement	
English	Math
2	2
AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).	
ASVAB	
English	Math
31	31
The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.	

Concurrent Enrollment	
English	Math
Passing grade per district and higher education policy	Passing grade per district and higher education policy
Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. A passing grade is determined by district and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit-bearing course.	
District Capstone	
English	Mat
Individualized	Individualized
A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.	
Industry Certificate	
English	Mat
Individualized	Individualized
Industry certificates are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.	
International Baccalaureate	
English	Math
4	4
IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).	
SAT	
English	Math
430	460
The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.	
Collaboratively-developed, standards-based performance assessment	
English	Math
State-wide scoring criteria	State-wide scoring criteria
<i>(In development)</i>	

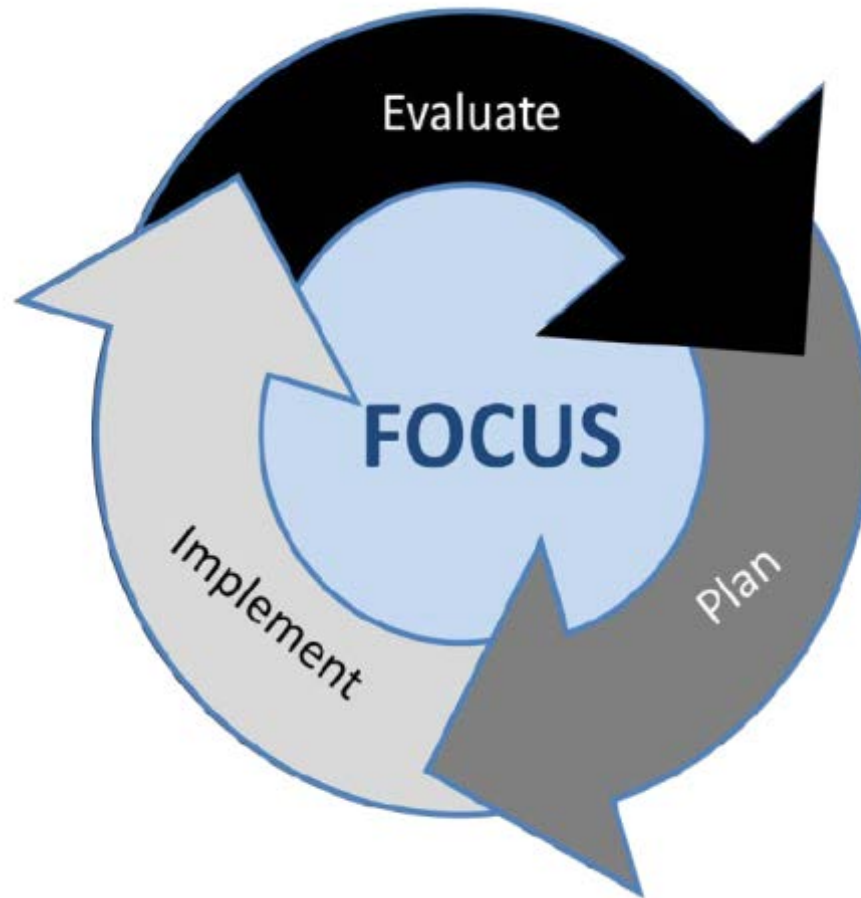
Unified Improvement Planning: 2016-17 School Year



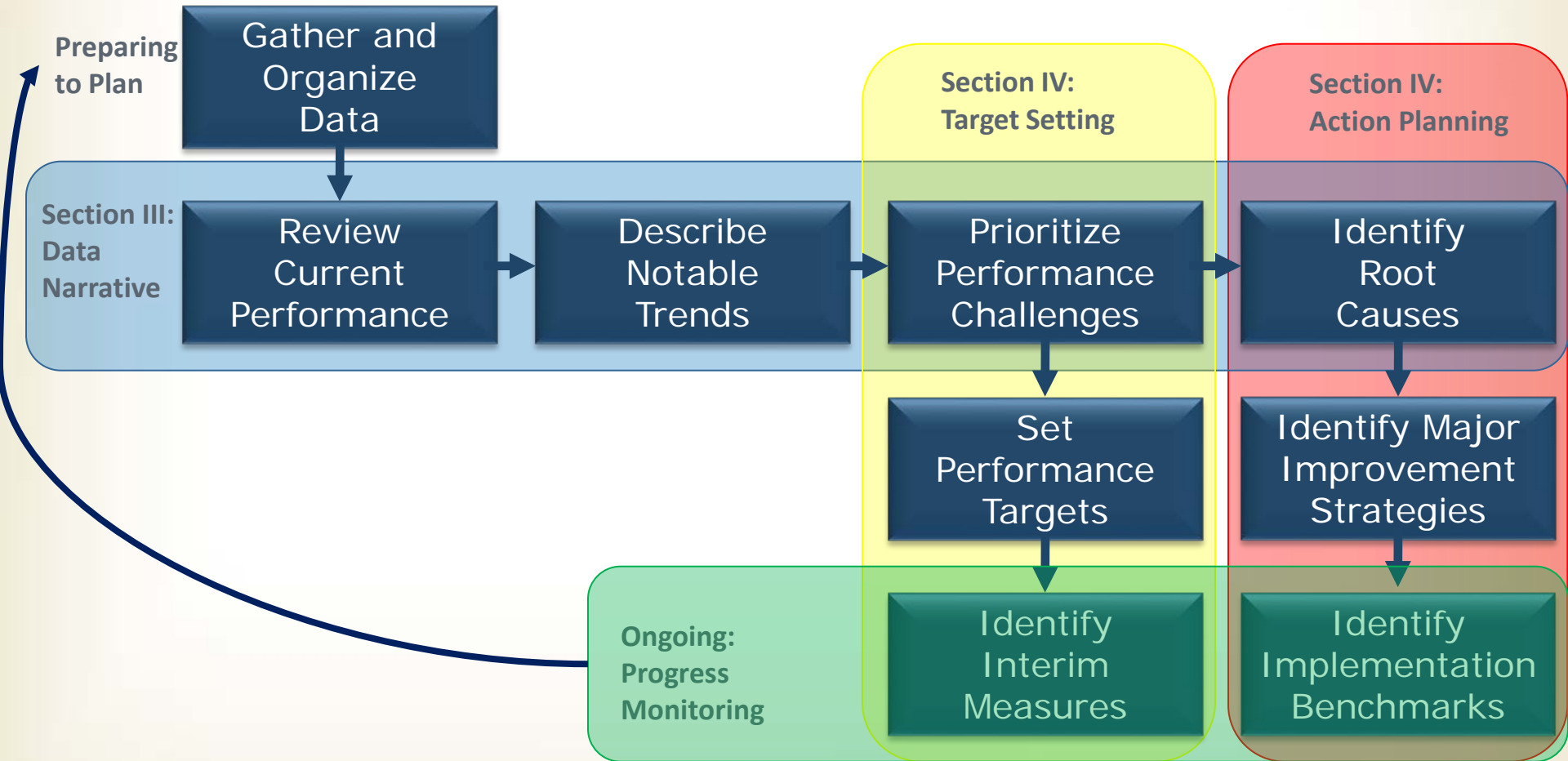
School of Education & Human Development
UNIVERSITY OF COLORADO DENVER



Unified Improvement Planning in Colorado: Continuous Improvement



Unified Improvement Planning Processes

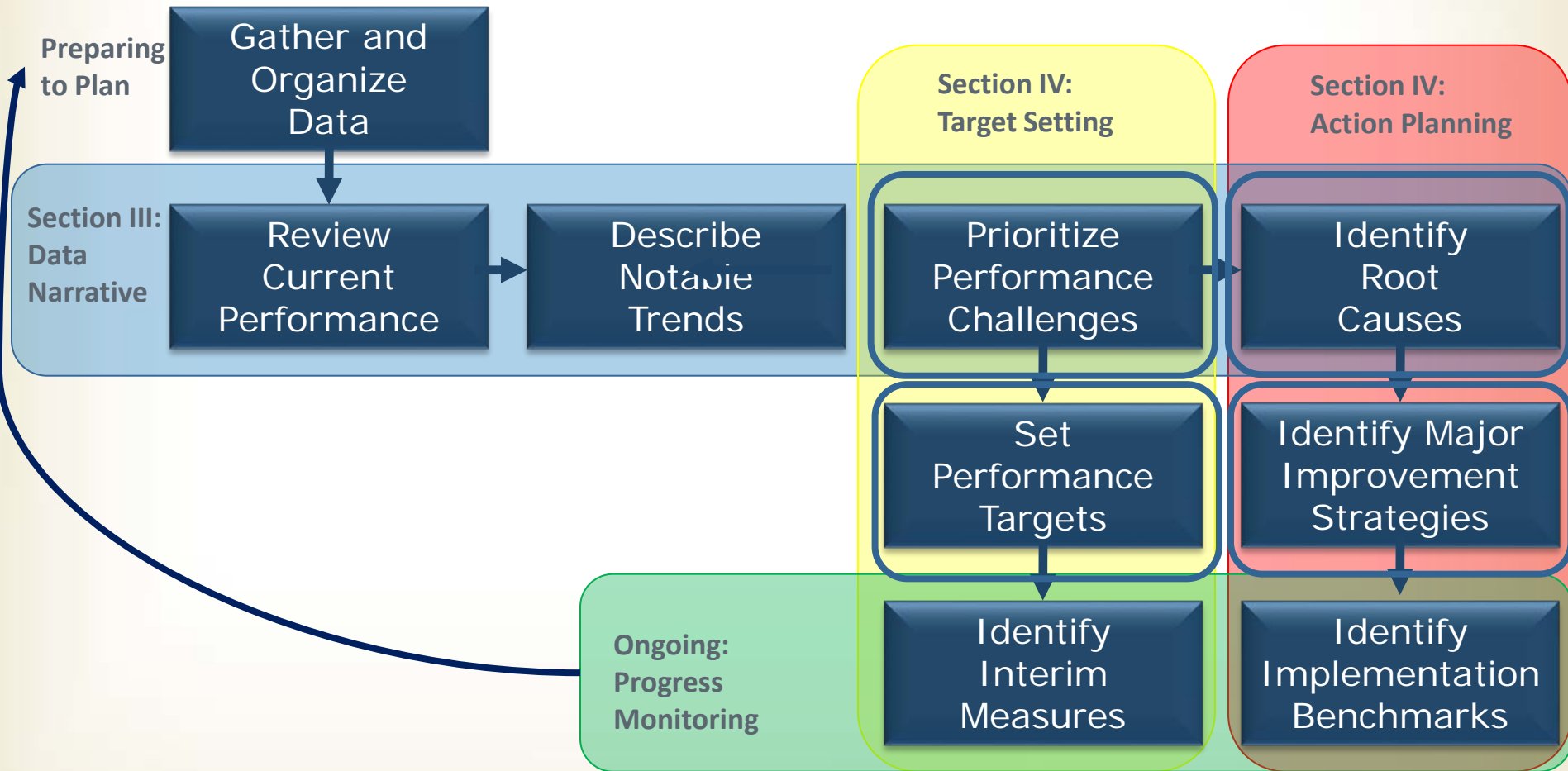


DAC UIP Advisory Role

- Advise the BOE concerning preparation of the district's annually submitted performance, improvement, priority improvement or turnaround plan (whichever is applicable);
- Make reasonable efforts to consult in a substantive manner with School Accountability Committees (SACs) in the district regarding school performance, improvement, priority improvement and turnaround plans;
- Discuss at least quarterly whether district leadership, personnel, and infrastructure are advancing or impeding implementation of the district's performance, improvement, priority improvement, or turnaround plan (whichever is applicable);



Unified Improvement Planning Processes: DAC Input Focus



DAC Input to UIP Components

UIP Component	DAC Consideration
Data Narrative Revisions	November
Progress Monitoring	January
Action Plan Revisions	February

Priority Performance Challenges

Priority performance challenges are. . .

- Specific statements about performance
- Strategic focus for improvement efforts
- The top three to five most important
- About outcomes for students

Priority performance challenges are NOT

- What caused or why we have the performance challenge
- Action steps that need to be taken
- Concerns about budget, staffing, curriculum, or instruction
- About the adults



Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium's reflections to help build your data narrative.*

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	<p><u>CMAS Grade 3 ELA</u></p> <ul style="list-style-type: none"> Increase percent of students in the met and exceeded expectations (from 44% to 46%) Decrease percent of students in the did not yet meet and partially met expectations (from 34% to 32%) Reduce percent of grade 3 students identified with a significant reading deficiency from 11% in 2014-15 to 10% in 2015-16 	<ul style="list-style-type: none"> Target not met: District performance declined to 42% (sight decline) Target met: District performance at 32% Target met: District performance at 10% 	<p>The district's continual focus on providing resources for students with READ plans has supported meeting the last two goals for CMAS Grade 3 ELA (reducing percent of students in the did not yet meet/partially met and reducing percent of students identified with significant reading deficiency). Supports for the first target addressing rigor and critical thinking were less prevalent in the 2015-16 school year. Also, there is no consistent K-2 literacy assessment across the district except for DIBELS (an indicator).</p>
	<p><u>CMAS Grade 8 Math</u></p> <ul style="list-style-type: none"> Increase percent of students in the met and exceeded expectations (from 16% to 19%) Decrease percent of students in the did not yet meet and partially met expectations (from 53% to 50%) Increase meet/exceed expectations for: <ul style="list-style-type: none"> Major content sub-claim (from 17% to 20%) Reasoning sub-claim (from 24% to 27%) 	<ul style="list-style-type: none"> Target met: District performance at 19% Target not met: District performance at 53% (unchanged) Target not met: District performance at 17% (unchanged) Target not met: District performance at 23% (slight decline) 	<p>The major improvement strategy was not identified until spring 2016 so the district has not provided focused support on CMAS Grade 8 math needs. In the CMAS sub-claim targets of major content and reasoning, the majority of stakeholders were unclear about what was measured and included in the assessment.</p>

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.																
Academic Growth																			
Academic Growth Gaps	<p><u>MAP Grade 3 Reading</u></p> <ul style="list-style-type: none"> Increase percent of students in high and high average performance (from 52% fall 2015 to 54% spring 2016) Decrease percent of students in low and low average performance (from 32% fall 2015 to 30% spring 2016) <p><u>CMAS (Grade 3 to) Grade 4 ELA Median Growth Percentile (MGP)</u></p> <p>Establish baseline for combined subgroup district MGP and gifted/talented students</p>	<ul style="list-style-type: none"> Target met: District performance at 54% Target met: District performance at 28% <p>Baseline measures for district 4th grade 2016 CMAS ELA Median Growth Percentiles provided below:</p> <table border="1" data-bbox="951 893 1465 1227"> <thead> <tr> <th>Group</th> <th>MGP</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>51st</td> </tr> <tr> <td>Hispanic (Largest Minority Group)</td> <td>46th</td> </tr> <tr> <td>IEP</td> <td>37th</td> </tr> <tr> <td>LEP (Largest EL Group)</td> <td>51st</td> </tr> <tr> <td>G/T (Any Strength Area)</td> <td>59th</td> </tr> <tr> <td>Female</td> <td>56th</td> </tr> <tr> <td>Male</td> <td>46th</td> </tr> </tbody> </table>	Group	MGP	Overall	51 st	Hispanic (Largest Minority Group)	46 th	IEP	37 th	LEP (Largest EL Group)	51 st	G/T (Any Strength Area)	59 th	Female	56 th	Male	46 th	<p>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).</p> <p>The CMAS Grade 4 ELA MGP's show strengths for Gifted/Talented, females, and Limited English Proficient students and challenges for students with disabilities, Hispanic students, and males. Achievement gaps are pervasive and challenging to address in Jeffco. Is there a systemic approach to identifying student needs, with appropriate interventions and course placement (e.g., effective design and implementation of individualized learning plans)?</p>
	Group	MGP																	
	Overall	51 st																	
Hispanic (Largest Minority Group)	46 th																		
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<p><u>MAP Grade 8 Math</u></p> <ul style="list-style-type: none"> Increase percent of students in high and high average performance (from 53% fall 2015 to 56% spring 2016) Decrease percent of students in low and low average performance (from 	<ul style="list-style-type: none"> Target not met: District performance at 53% (unchanged) Target not met: District performance 	<p>MAP data for last year's cohort of Grade 8 students show flat and slight declines in performance—a trend that supports the district's math major improvement strategy is focused on the an urgent need.</p>																	

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.																
	<p>28% fall 2015 to 25% spring 2016)</p> <p><u>CMAS Grade 8 Math Median Growth Percentile (MGP)</u></p> <p>Establish baseline for combined subgroup district MGP and gifted/talented students</p>	<p>at 27% (slight decline)</p> <p>Baseline measures for district CMAS Math Grade 8 2016 Assessment Median Growth Percentiles provided below:</p> <table border="1"> <thead> <tr> <th><u>Group</u></th> <th><u>MGP</u></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>47th</td> </tr> <tr> <td>Hispanic (Largest Minority Group)</td> <td>42nd</td> </tr> <tr> <td>IEP</td> <td>42nd</td> </tr> <tr> <td>LEP (Largest EL Group)</td> <td>45th</td> </tr> <tr> <td>G/T (Any Strength Area)</td> <td>54th</td> </tr> <tr> <td>Female</td> <td>52nd</td> </tr> <tr> <td>Male</td> <td>43rd</td> </tr> </tbody> </table>	<u>Group</u>	<u>MGP</u>	Overall	47 th	Hispanic (Largest Minority Group)	42 nd	IEP	42 nd	LEP (Largest EL Group)	45 th	G/T (Any Strength Area)	54 th	Female	52 nd	Male	43 rd	<p>Baseline CMAS MGP's for Grade 8 math indicate strongest performance for Gifted/Talented students and females. All other subgroups demonstrate less than typical growth. These data also confirm the district's direction for the Unified Improvement Plan.</p>
<u>Group</u>	<u>MGP</u>																		
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<p>Postsecondary & Workforce Readiness</p>	<p>Increase Jeffco's overall cohort 4-year graduation rate from 82.9% (2014-15 cohort) to 83.4% (2015-16 cohort).</p> <p>Increase Jeffco's overall 2012-13 cohort's extended graduation rate from 86.3% (6-year rate) to 86.8% (7-year rate).</p>	<p>Data released January 2017</p> <p>Data released January 2017</p>																	
	<p>Increase Jeffco's 2012-13 cohort's extended graduation rate for the following subgroups:</p> <p>* Gifted/talented – 96.2% (6-year) to 96.7% (7-year rate)</p> <p>*Total minority – 80.7% (6-year) to 81.2% (7-year rate)</p>	<p>Data released January 2017</p>																	

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>*Free/reduced lunch eligible – 75.5% (6-year) to 76% (7-year rate)</p> <p>*SPED – 71.9% (6-year rate) to 72.4% (7-year rate)</p> <p>* English learner – 69.1% (6-year rate) to 69.6% (7-year rate)</p> <p>Decrease Jeffco's dropout rate from 1.8% to 1.7%</p> <p>Increase the percent of Jeffco juniors meeting ACT college readiness in all subjects measured from 28% to 30%</p> <p>Decrease the percent of Jeffco graduates requiring remediation courses from 26.6% to 26%.</p>	<p>Data released January 2017</p> <ul style="list-style-type: none"> Target met: District performance at 32% (target exceeded by 2 percentage points) <p>Data published January 2017</p>	<p>CO ACT is a college entrance test that high schools have been focused on for many years and the district performed well. As the state migrates to SAT, it will be important to establish a new baseline.</p>
<p>Student Graduation and Completion Plan (For Designated Graduation Districts)</p>			
<p>English Language Development and Attainment (AMAOs)</p>			