

2014 DISTRICT DETAIL

Jefferson County School District R-1, CO

Jefferson County, CO

GRADE C

SCORE 0.47

SCHOOLS 211

STUDENTS 91,631

COMPONENT OF OVERALL GRADE

Proportion of

1. AVAILABILITY OF ALTERNATIVES TO TRADITIONAL PUBLIC SCHOOLS

0.33

Number of students enrolled in Alternative schools [Charter + Magnet + Private (including vouchers, affordable private, tax credit scholarship participants)]/Number of students enrolled in traditional Public + Alternative schools

14%

A) Alternatives to traditional public schools include charter schools and at least two of the following: magnets, vouchers, affordable private schools ($\geq 75\%$ of all private schools in the district), and tax credit scholarships

No

B) Alternative options include two of three from part A

Yes

C) Alternative options include one or none from part A

No

2. ACCESSIBILITY OF VIRTUAL COURSES

0.67

A) Publicly available policies allowing students to enroll in a variety of virtual courses that count towards graduation or matriculation

Yes

B) At least 2% of the total student population is enrolled in at least one virtual course

No

C) Courses are free or of minimal cost to students/families

Yes

3. POPULARITY OF SCHOOLS REFLECTED IN FUNDING

0.00

A) Clear definition of weighted student funding/fair funding in district documents where funds follow students to schools and differ based on student needs (i.e., ELL, etc.)

No

B) At least 75% of a district's operating budget is allocated through the weighted student funding formula	No
C) At least 50% of a district's operating budget is allocated through the weighted student funding formula	No
4. CLOSURES OF SCHOOLS W/ DECLINING ENROLLMENT DUE TO PARENTAL CHOICE	0.33
A) Published policy citing low or declining enrollment due to parental choice as a reason for closing or restructuring schools	Yes
B) District has closed schools that represent 3% or more of the total number of the district's schools in the last five years or has closed at least 10 schools due to unpopularity as evidenced by low enrollment	No
5. DEGREE OF CHOICE AND FAIRNESS IN SCHOOL ASSIGNMENT	0.50
A) Students are assigned to schools through an application process in which parents express their preferences (rather than through geographical attendance zones)	No
B) Students receive a default school assignment based on a geographical attendance zone but parents can easily express their preferences for other schools	Yes
C) Assignment to schools that engage in preferential admissions, e.g., magnets, maximizes the match between school preferences for students and parent preferences for schools (the presence of schools that carry out preferential admissions is necessary for C to be relevant)	N/A
D) Assignment to oversubscribed schools that do not engage in preferential admissions maximizes parental preference through computer algorithms that rely on parents' rank ordering of their desired school assignments	No
E) Assignment to oversubscribed schools that do not engage in preferential admission is by a lottery that is carried out separately for each school without regard to parental preferences for other schools	Yes
F) Assignment to oversubscribed schools that engage in preferential admission is through a competitive process that does not take parental preferences into account	N/A
G) Assignment to schools out of the students' geographical attendance zone is impossible or difficult	No
6. COMMON APPLICATION FOR ALL DISTRICT SCHOOLS	0.33
A) A common application for all regular public schools within a district's boundaries including magnet schools, but not charters	No
B) A common application for all public schools within a district's boundaries, including magnet and charter schools (if charter schools are not present then A = B)	No

C) The district does not have default geographical assignment zones	No
D) Different applications for different schools	Yes
7. AVAILABILITY & COMPARABILITY OF TAX CREDIT SCHOLARSHIP/VOUCHER DATA	N/A
A) Private schools supported with public funding through student vouchers or tax credit scholarships are subject to an assessment system with public reporting requirements	N/A
B) Public and publicly supported private schools can be directly compared in terms of their performance because they either participate in the same assessment regimen or different assessment regimens that are normed and standardized and thus directly comparable in terms of percentiles	N/A
C) Private schools supported with public funding engage in voluntary and idiosyncratic public reporting of student progress	N/A
8. REPORTING OF STUDENT ACHIEVEMENT GAINS IN SCHOOLS	0.33
A) Student achievement gains are presented based on longitudinal data on academic growth of individual students	No
B) Student achievement gains are presented based on longitudinal changes in school level means	No
C) School performance is described based only on cross-sectional achievement status for a given year	Yes
9. ACCESSIBLE ONLINE CHOICE INFORMATION	1.00
A) School choice-related performance information is clearly accessible and presented in an uncluttered and relevant manner. "Clearly" is defined as organized "at each level of the website so that it shows a clear and logical structure to typical users" on a parent, enrollment, or schools page	Yes
B) Online resources provide a step by step choice process that includes contextual variables and definitions that allow parents to weigh important information	Yes
C) Information to support school choice by parents is complete (parents with previous experience with the school choice process or parents with more access to informal networks of knowledgeable parents do not possess information unavailable to other parents that substantially advantages them in the choice process) and includes performance data from the previous year during the time period in which parents exercise school choice	Yes
10. RELEVANT ONLINE STUDENT PERFORMANCE DATA	0.67

Information elements required under federal law are augmented with additional performance information from categories including:

A) School popularity (e.g., popularity as measured through open enrollment; parental satisfaction surveys; transfer-out rate for students) AND Yes

1) Student characteristics (absentee rates for students; rates of detention and disciplinary actions; gain scores on district-wide assessments; availability of accelerated and advanced courses and levels of student participation and performance in advanced courses; and for high schools, graduation rates and college enrollment and persistence rates) Yes

2) Teacher characteristics (e.g., percentage of inexperienced teachers; absentee rates for teachers) No

3) Principal characteristics (e.g., tenure of principal; past performance of schools in which that principal served) No

4) Course offerings and resources (curriculum focus in key subjects; availability of extracurricular and afterschool programs; and annual operating budget of the school expressed as per pupil expenditure) Yes

5) Additional performance information includes charter schools Yes

11. CLEAR/UNDERSTANDABLE ONLINE PERFORMANCE DATA 0.67

A) Provides text explanations providing parents enough information to interpret performance data Yes

B) Allows for side-by-side comparison of schools No

C) Provides performance information in graphical or tabular form with minimal or confusing text explanations No

12. TRANSPORTATION TO ALTERNATIVE/CHOICE PUBLIC SCHOOLS 0.00

A) Students are provided transportation to any public school of their choice within district borders on the same terms as for a district assigned school No

B) District subsidizes the cost of transportation to all public schools of choice but parents bear substantial costs No

C) District provides transportation or subsidizes transportation to traditional public schools of choice but excludes charter schools No

13. DISTRICT SCHOOL QUALITY RATING

1.00

District school quality is a measure of the performance of the average public school within a district on state assessments. A score for each school in the district is calculated by averaging that school's performance for all grade/subject combinations for which state assessment results are available. That score represents the school's percentile ranking in the state distribution of schools in terms of the percentage of students scoring proficient on the state assessments. District ratings are calculated by averaging the rating for each school in the district, weighted by the number of students enrolled at the school

7 out of 10

Note: The letter grade for a district is derived from the proportion of points it received in each component, with the Alternatives to Traditional Public Schools, Degree of Choice and Fairness in School Assignment, and Common Application for All District Schools double weighted to reflect the importance of those categories to school choice relative to the other categories.