

Colorado's Unified Improvement Plan for Districts for 2013-14

Organization Code: 1420 District Name: JEFFERSON COUNTY R-1 AU Code: 30011 AU Name: JEFFERSON R-1 DPF Year: 3 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the district/consortium's data in blue text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 District Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.19%	69.22%	71.31%	78.75%	76.00%	74.34%	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.37%	49.11%	30.51%	73.28%	62.49%	45.58%	
		W	55.78%	56.79%	49.70%	62.46%	64.40%	57.09%	
		S	47.50%	46.81%	49.18%	59.23%	60.07%	59.00%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	25	22	11	55	49	49	
		M	47	60	72	55	54	56	
		W	37	41	38	53	47	49	
ELP	--	--	--	54	50	52			

Organization Code: 1420 District Name: JEFFERSON COUNTY R-1

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 District Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your District Performance Framework for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your District Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>83.7% using a 6 year grad rate</p>	Meets	<p>Overall Rating for Postsecondary & Workforce Readiness: Meets</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your District Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Approaching	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall.</p>	3.9%	1.9%	Meets	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average.</p>	20.1	21.1	Meets	

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: TBD – Pending approval from USDE	TBD – Pending approval from USDE	TBD		TBD
	AMAO 2 Description: TBD – Pending approval from USDE	TBD – Pending approval from USDE	TBD		TBD
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs.	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) 95% Participation Rate for ELLs.	R	Meets	No
			W	Approaching	
			M	Approaching	
Grad			Does Not Meet		
Participation	Meets 95%				

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2013	(Districts on Priority Improvement or Turnaround) An optional submission for review is available on October 15, 2013 for early feedback. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	January 15, 2014	(Districts on Priority Improvement or Turnaround) The district UIP is due to CDE for review on January 15, 2014 through Tracker.
	April 15, 2014	(All Districts) The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Plan Type for State Accreditation	Plan type is assigned based on the district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited 2013	[Customized Directions] Districts with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review on January 15, 2014. Districts with a Turnaround plan type assignment must complete the required addendum for Turnaround districts. Note the specialized requirements for Turnaround districts are included in the Quality Criteria document.
School(s) on Accountability Clock	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 7	[Customized Directions] Districts are encouraged to include information on how schools on the accountability clock are receiving additional intensive support aimed at increasing dramatic results for students. This will be a required element in 2014-15.
Student Graduation and Completion Plan (Designated Graduation District)	In one or more of the four prior school years, the district (1) had an overall Postsecondary and Workforce Readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	No, District does not need to complete a Student Graduation Completion Plan	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
Gifted Education	All Administrative Units (AUs) that are the lead agency for the Gifted Program. Multiple district AUs (including BOCES) may incorporate the Gifted Program requirements into each individual district level UIP.		[Customized Directions] Grantees with a Priority Improvement or Turnaround plan type must submit a UIP for review on January 15, 2014. All other AUs must submit the district level plan for review by April 15, 2014. If a multiple district AU has a member district that has a Priority Improvement or Turnaround plan type, the Gifted Program plan may still be submitted by the April deadline. All AUs must complete the required Gifted Education addendum. Note that specialized requirements are included for all AUs leading a Gifted Program in the Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: http://www.cde.state.co.us/gt/director.htm . Directors may use disaggregated data provided in data folders like last year.

Section II: Improvement Plan Information

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	No
CADI	Has (or will) the district participated in a CADI review? If so, when?	No
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Education
 Other: _____

For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

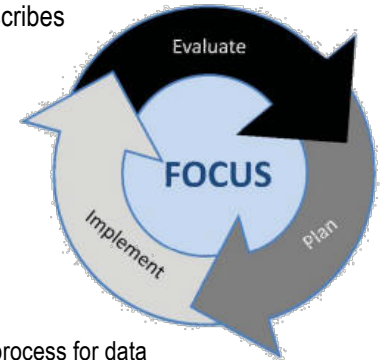
District/Consortium Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Dr. Cindy Stevenson, Superintendent
	Email	cstevens@jeffco.k12.co.us
	Phone	303.982.6803
	Mailing Address	Jeffco Public Schools, Superintendent's Office 1829 Denver West Dr. Building #27 Golden, CO 80401
2	Name and Title	Dr. Carol Eaton, Executive Director Instructional Data Services
	Email	ceaton@jeffco.k12.co.us

	Phone	303.982.6565
	Mailing Address	Jeffco Public Schools, Instructional Data Services 1829 Denver West Dr. Building #27 Golden, CO 80401

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for District/Consortium

Directions: In the narrative, describe the process and results of the data analysis for the district/consortium, including (1) a description of the district and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for District/Consortium

<p>Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).</p>	<p>Review Current Performance: Review the DPF and local data. Document any areas where the district(s) did not at least meet state/ federal expectations. Consider the previous year’s progress toward the district’s targets. Identify the overall magnitude of the district’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:

District Setting

Jeffco Public Schools is the largest school district in Colorado with almost 86,000 students and approximately 12,000 employees. Step inside one of our 154 schools and you will see a staff dedicated to building a bright future for every student. Our 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. Jeffco has a diverse student population with changing demographics. Since 2003, the percent of students eligible for free and reduced lunch in Jeffco has nearly doubled from 18% to 34%. Demographics in our schools also vary widely with free and reduced lunch rates ranging from 3% to 97%. Other district demographic changes include ethnicity (see chart at right) and the percent of English language learner (ELL) students that increased by nearly 1,500 students over the past five years. There are nearly 8,500 identified ELL students in Jeffco with more than 100 languages represented. For more demographic information, read the District Profile online at: http://www.jeffcopublicschools.org/schools/profiles/district_profile.html.

Ethnicity	2002 Percent	2013 Percent
American Indian/Alaska Native	1%	1%
Asian, Pacific Islander	3%	3%
Black	2%	1%
Hispanic	14%	24%
White	80%	68%
Multiple Race	N/A	3%

Overview

Jeffco is a high performing school district that consistently meets state accreditation expectations. The percentage of students scoring at the proficient and advanced levels on state assessments exceeds the state averages in reading, writing, mathematics and science at all grades tested (third through tenth). The district also demonstrates solid performance in post secondary and workforce readiness indicators as defined by the Colorado Department of Education (CDE). For Jeffco students attending neighborhood high schools in 2012, 88% graduated on time, an increase of nearly 2 percentage points from 2011. Jeffco's on-time completion rate (which includes students who graduate with GED's) is 90%. The overall district graduation rate (including both charter and option schools) also increased to 83.7%. Given the district's commitment to continuous improvement, Jeffco leadership annually reviews a wide range of data to identify priority areas for increased performance. Jeffco Public Schools tied for the second best graduation rate of the 50 largest school districts in the nation according to Education Week's *Diplomas Count* report. In 2013-14, the district will be focusing on building the instructional capacity of our educational leaders, as well as providing additional resources and training to focus literacy and mathematics instruction PK-12 on research-based practices.

Process for Data Analysis

In the fall of 2013, district leadership teams reviewed Jeffco's performance on the 2012-13 Unified Improvement Plan targets, as well as a wide range of data to determine district-level trends, priority needs, and root causes for those identified needs. This plan is one component presenting priorities for the district; it is reflective of only a part of the comprehensive work of the district in addressing improvement at all levels within our organization as outlined in the district's *Call to Action: Building Bright Futures* (the district's strategic plan). Members of the leadership teams included the superintendent, chief academic officer, school innovation and effectiveness team members, executive directors of instruction, as well as administrators and teachers within Educational Research and Design. School-based educators discussed the district's Call to Action and improvement planning. That feedback has been incorporated into the district strategic and unified improvement planning efforts. The district's Strategic Plan Advisory Council (SPAC), a committee that includes parent and community members, also reviewed the district's plans in October. Data reviewed included the one- and three-year District Performance Frameworks (DPFs), multi-year trends from the Transitional Colorado Assessment Program (TCAP)/Colorado Student Assessment Program (CSAP) in reading, writing, mathematics, and science for grades three through ten; three years of TCAP/CSAP growth data in reading, writing, and mathematics for grades four through ten, benchmark Acuity reading and mathematics fall, winter, and spring assessments in grades three through ten; district kindergarten through grade two performance over time on various district assessments (e.g., Basic Early Achievement in Reading [BEAR], Dynamic Indicators of Basic Early Literacy Skills [DIBELS]), and principal feedback on the district's annual end-of-year leadership survey.

Current Performance Review

The first page of the three-year 2013 DPF (see below) summarizes the district's performance. Overall, the district is meeting state expectations for the majority of performance indicators on the DPF. The district maintained performance on the DPF at 69% of the total points possible on the DPF. Jeffco Schools has been designated as "accredited" by the CDE.

District Performance Framework 2013 - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: EMH

District: JEFFERSON COUNTY R-1 - 1420

(All - 3 Year¹)

Accredited		Performance Indicators	Rating	% of Points Earned out of Points Eligible ²													
<p>This is the district's official accreditation rating, which is based on the 3 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Accreditation Category</th> <th style="text-align: left;">Framework Points Earned</th> </tr> </thead> <tbody> <tr> <td>Accred. w/Distinction</td> <td>at or above 80%</td> </tr> <tr> <td>Accredited</td> <td>at or above 64% - below 80%</td> </tr> <tr> <td>Accred. w/Improvement Plan</td> <td>at or above 52% - below 64%</td> </tr> <tr> <td>Accred. w/Priority Impr. Plan</td> <td>at or above 42% - below 52%</td> </tr> <tr> <td>Accred. w/Turnaround Plan</td> <td>below 42%</td> </tr> </tbody> </table> <p>Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.</p>		Accreditation Category	Framework Points Earned	Accred. w/Distinction	at or above 80%	Accredited	at or above 64% - below 80%	Accred. w/Improvement Plan	at or above 52% - below 64%	Accred. w/Priority Impr. Plan	at or above 42% - below 52%	Accred. w/Turnaround Plan	below 42%	Academic Achievement	Meets	75.0%	(11.3 out of 15 points)
		Accreditation Category	Framework Points Earned														
		Accred. w/Distinction	at or above 80%														
		Accredited	at or above 64% - below 80%														
		Accred. w/Improvement Plan	at or above 52% - below 64%														
Accred. w/Priority Impr. Plan	at or above 42% - below 52%																
Accred. w/Turnaround Plan	below 42%																
Academic Growth	Meets	72.6%	(25.4 out of 35 points)														
Academic Growth Gaps	Approaching	58.3%	(8.7 out of 15 points)														
Postsecondary and Workforce Readiness	Meets	67.2%	(23.5 out of 35 points)														
Test Participation ³	Meets 95% Participation Rate																
		TOTAL		68.9%	(68.9 out of 100 points)												

¹Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

²Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Finance⁴ Meets Requirements

Safety⁴ Meets Requirements

⁴Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

The district has met state expectations in reading, writing, mathematics, and science academic achievement performance on the DPF at all levels: elementary, middle, and high school. For academic growth indicators, the district met eleven out of twelve indicators (the middle school mathematics rating was "approaching"). The only performance indicator designated as "approaching" on the overall DPF continues to be in the area of Academic Growth Gaps. Jeffco demonstrated improvement in this area compared to the previous year's DPF. The 2013 Academic Growth Gap performance increased by 1.6%. Academic Achievement, Academic Growth, Postsecondary and Workforce Readiness, and Test Participation performance indicators remained constant between 2012 and 2013.

READING	2009-2010	2010-2011	2011-2012	2012-2013	2011-12/2012-13	2009-10/2012-13
	Per.	Per.	Per.	Per.	Diff.	Diff.
3	76.5 %	80.0 %	80.3 %	79.5 %	-1 %	3 %
4	75.3 %	72.9 %	75.2 %	76.0 %	1 %	1 %
5	75.3 %	77.8 %	76.6 %	77.7 %	1 %	2 %
6	81.8 %	81.7 %	84.4 %	83.1 %	-1 %	1 %
7	74.6 %	74.3 %	75.0 %	75.9 %	1 %	1 %
8	73.7 %	72.8 %	74.2 %	74.1 %	0%	0 %
9	73.1 %	72.2 %	72.0 %	72.4 %	0%	-1 %
10	70.4 %	71.4 %	71.4 %	74.8 %	3 %	4 %

WRITING	2009-2010	2010-2011	2011-2012	2012-2013	2011-12/2012-13	2009-10/2012-13
	Per.	Per.	Per.	Per.	Diff.	Diff.
3	56.4 %	60.5 %	58.3 %	56.4 %	-2 %	0 %
4	58.0 %	62.9 %	55.6 %	58.0 %	2 %	0 %
5	62.0 %	66.0 %	63.5 %	62.7 %	-1 %	1 %
6	66.4 %	71.3 %	64.9 %	67.4 %	3 %	1 %
7	64.6 %	64.0 %	66.9 %	68.3 %	1 %	4 %
8	59.5 %	58.8 %	58.8 %	59.9 %	1 %	0 %
9	55.7 %	58.2 %	55.8 %	59.4 %	4%	4 %
10	53.3 %	52.7 %	52.3 %	53.5 %	1 %	0 %

MATH	2009-2010	2010-2011	2011-2012	2012-2013	2011-12/2012-13	2009-10/2012-13
	Per.	Per.	Per.	Per.	Diff.	Diff.
3	74.2 %	75.6 %	74.9 %	73.7 %	-1 %	-1 %
4	75.3 %	75.1 %	76.8 %	76.8 %	0 %	2 %
5	70.1 %	71.4 %	68.3 %	70.4 %	2 %	0 %
6	69.0 %	71.0 %	71.1 %	69.6 %	-2 %	1 %
7	56.1 %	61.2 %	61.5 %	63.5 %	2 %	7 %
8	58.1 %	59.5 %	58.0 %	59.1 %	1 %	1 %
9	49.8 %	47.0 %	42.8 %	46.5 %	4 %	-3 %
10	38.6 %	42.2 %	41.5 %	42.7 %	1 %	4 %

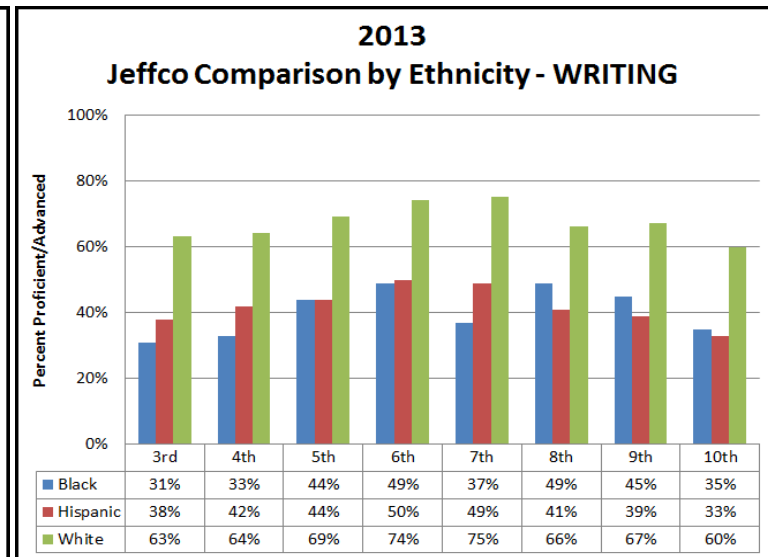
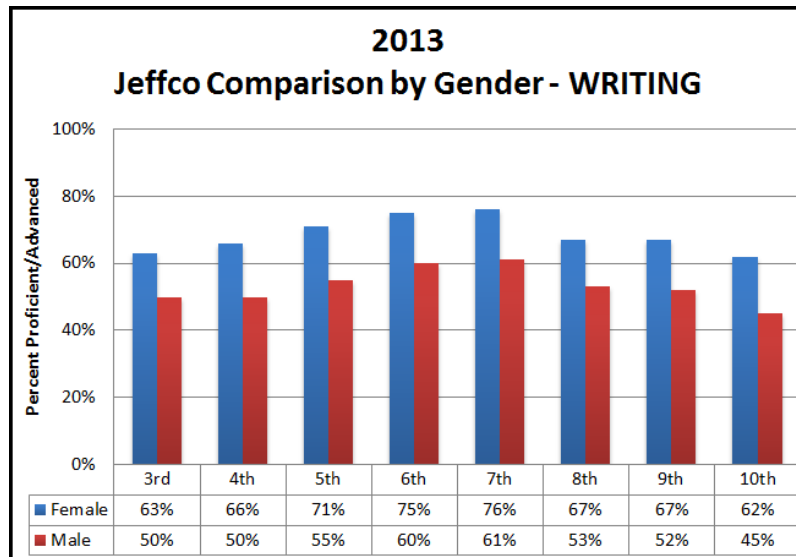
SCIENCE	2009-2010	2010-2011	2011-2012	2012-2013	2011-12/2012-13	2009-10/2012-13
	Per.	Per.	Per.	Per.	Diff.	Diff.
5	57.1 %	57.7 %	59.0 %	59.3 %	0 %	2 %
8	56.7 %	58.5 %	57.5 %	61.1 %	4 %	4 %
10	51.9 %	56.6 %	54.6 %	58.8 %	4 %	7 %

The district identified writing as an area of need in last year's Unified Improvement Plan. Academic achievement in writing improved at secondary levels and elementary performance remained similar to the previous year. Three-year trends for reading performance were stable or improving at most grade levels. Secondary mathematics performance improved at secondary compared to the previous year, and was mixed for elementary. Science showed gains in secondary and sustained gains for elementary compared to the previous year.

Trend Analysis

Academic Achievement District advanced/proficient four-year trends by grade level are provided below for all TCAP performance areas:

Achievement gaps in TCAP writing have continued in 2013, as reported in the two charts to the right. Trends show limited progress in these areas.



Academic Growth On the 2013 DPF, nearly all academic growth indicators were met at elementary, middle, and high school levels in reading, writing, and mathematics. The one exception was middle school mathematics, which earned “approaching” and missed the “meets” designation by one percentile point. Trends show the district generally meets state typical median growth percentiles of 50 (shaded green in the charts below), except in writing. Mathematics continued to demonstrate higher median growth overall.

Academic Growth Gaps

Jeffco Academic Growth Gaps for 2013 (3-year DPF)

	Elementary			Middle			High		
	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math
Free/Reduced Lunch Eligible	M	A	A	M	A	A	M	A	A
Minority Students	M	M	A	M	A	A	M	A	A
Students with Disabilities	A	A	A	A	A	A	A	A	A
English Learners	M	M	M	M	A	A	M	A	A
Students needing to catch up	M	A	M	A	A	M	A	A	A

M = Meets; A = Approaching

- Secondary schools performed lower than elementary schools on this indicator, with middle level meeting four out of the fifteen total sub-indicators and high school meeting three of the fifteen sub-indicators. At the elementary level, eight out of fifteen growth gaps met state expectations. All other growth gaps received an “approaching” rating.
- In reading, the academic growth gap indicators for students who are eligible for Free/Reduced Lunch, Minority Students, and English Language Learners were designated “meets” for all levels: elementary, middle, and high school.

English Language Proficiency

The district met the state performance expectations for ELL students’ academic growth indicators at all levels: elementary, middle, and high school. ELL students’ growth percentiles have met or exceeded the state median every year since 2009.

The state median growth percentile is 50. Any growth at the 50th percentile or above is considered typical to high growth. In the Catch Up, Gifted and Talented, and Median Growth Percentile Trends tables below, these areas of strength are highlighted in green.

Catch Up Students

Median Growth Percentiles for Catch Up Students

	Reading	Writing	Math
Elementary	57 th	54 th	55 th
Middle	50 th	48 th	55 th
High	47 th	49 th	54 th

- For Jeffco’s catch up students, growth was typical to high in reading for students in elementary and middle grades, in writing for students in elementary grades, and in mathematics for students in all grades.
- CDE defines “catch up” students as those students who were not proficient on the 2013 TCAP. Jeffco catch up students’ growth percentiles exceeded the state for all levels in mathematics. In reading both the elementary and middle level met or exceeded that state median. Finally, elementary writing also exceeded the state median.

Gifted and Talented Students

Median Growth Percentiles for Gifted and Talented Students

	Reading		Writing		Math	
	2012	2013	2012	2013	2012	2013
Elementary	60 th	64 th	62 nd	63 rd	65 th	65 th
Middle	50 th	54 th	52 nd	51 st	59 th	56 th
High	48 th	50 th	54 th	48 th	58 th	59 th

- Jeffco GT students’ growth percentiles exceeded the state for all levels and all content areas (highlighted in green) except high school writing. Writing is an area of focus for improvement at the secondary level for gifted and talented students.
- The district had a goal of maintaining or exceeding growth at the 55th percentile for all GT students at all levels and content areas. In reading and writing, the elementary level exceeded this target but the middle and high school levels did not. In mathematics, all levels exceeded this target.

Jeffco District Median Growth Percentile Trends

	Reading				Writing				Mathematics			
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
All Grades	51 st	53 rd	50 th	51 st	49 th	50 th	49 th	50 th	53 rd	55 th	55 th	55 th
Free/Reduced Lunch Eligible	48 th	50 th	47 th	47 th	45 th	47 th	45 th	46 th	49 th	51 st	49 th	50 th
Minority Students	50 th	52 nd	48 th	49 th	48 th	49 th	48 th	48 th	51 st	53 rd	51 st	52 nd
Students with Individual Education Plans	44 th	50 th	49 th	48 th	40 th	47 th	44 th	49 th	44 th	49 th	50 th	50 th
English Learners	54 th	57 th	51 st	55 th	51 st	53 rd	53 rd	51 st	53 rd	56 th	53 rd	56 th
Gifted & Talented	56 th	58 th	53 rd	57 th	55 th	56 th	56 th	54 th	60 th	59 th	62 nd	60 th

- Overall, the district's 2013 TCAP median growth percentile improved in reading and writing, while maintaining the 55th percentile in mathematics compared to 2012.
- In mathematics, the 2013 district median growth percentiles sustained the 55th median growth percentile from the previous year and were at or above the state median for all subgroups.

CDE's Equitable Distribution of Teachers (EDT) data were reviewed and further action is not needed at this time.

Post Secondary and Workforce Readiness

The district has met state expectations on the one-year and three-year DPF for the overall high school Post Secondary/Workforce Readiness indicator. The overall disaggregated graduation rate indicator received an "approaching" rating, with all subgroups "approaching" except the ELL subgroup that did not meet state expectations.

Priority Performance Challenges and Root Causes

Based on the work that district leadership completed in the analysis of district performance trends, the following priority performance challenges were identified:

- Priority Performance Challenge #1. While Jeffco's TCAP achievement exceeds the state in every content area and grade level, overall improvement has not increased to meet graduation expectations for all students. The root cause for this challenge is that systemic implementation of intentional lesson design to engage students' conceptual understanding of their learning and increase student cognitive load is not evident in all classrooms.
- Priority Performance Challenge #2. Similar to trends across the state, Jeffco's advanced and proficient performance in reading exceeds writing by 17-points at the elementary level. Reading and writing median growth percentiles at the secondary level are below the 50th percentile. The root cause is that educators have received inconsistent training on effective literacy instruction and use of research-based resources. At the secondary level, literacy instruction tends to be focused on literature rather than reading and writing instruction and at the elementary level, implementing systemic writing instruction practices is a focus.
- Priority Performance Challenge #3. While district TCAP mathematics growth (55th percentile) exceeds the state's typical performance (50th percentile), the district does not meet the median adequate growth percentile for math performance to ensure students reach or maintain proficiency (as indicated from TCAP median adequate growth percentiles) at the secondary level. For overall growth gaps, adequate growth is not met at elementary or secondary levels. The root cause for this challenge is math instruction tends not to be differentiated, lacking a variety of structures to meet student needs.

The district executive leadership team initially identified root causes. These root causes were then vetted with central instructional staff, including teachers on special assignment. The district's SPAC, which is the district's accountability committee, also reviewed the draft district Unified Improvement Plan and provided feedback. Many school-based root causes were found to align with district root causes, providing one indication that the district root cause analyses are valid.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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)	2013 TCAP Writing percent of students Adv/Prof. will increase to: <ul style="list-style-type: none"> • grades 3-5 – 63% • grades 6-8 – 66% • grades 9-10 – 58% 	<ul style="list-style-type: none"> • Elementary – Target close to being met (62% in 2013 showing a 1-percentage point increase from 2012). • Middle – Target not met (64% in 2013 showing stability from 2012 which was also 64%). • High – Target close to being met (57% in 2012 showing a 1-percentage point increase from 2012) 	While our targets for percent of students proficient or advanced in writing were not met, elementary and high both increased indicating improvement even if the targets were not met, provides some evidence that district-wide writing improvement resources/trainings may be beginning to have an impact.
Academic Growth	The district 2013 TCAP Writing Median Growth Percentile will meet or exceed 50 overall and for 5 of 7 grade levels	Target met overall with a district MGP of 52 but target not met at each grade level (2 of 7 grade levels met the 50 th percentile).	Additionally, the Math Growth Gap target was met and the Reading Growth Gap target was missed by only 1 indicator. Writing has been a district focus area and some improvement has resulted from that work.
Academic Growth Gaps	On the 2013 District Performance Framework, 2 additional Reading Growth Gap indicators will be met for a total of 11 On the 2013 District Performance Framework, 2 additional Math Growth Gap indicators will be met for a total of 3 On the 2013 District Performance Framework, 2 additional Writing Growth Gap indicators will be met for a total of 4	Reading Growth Gap target close but not met (10 of 15 growth gaps indicators met). Math Growth Gap target met (3 of 15 growth gaps indicators met). Writing Growth Gap target not met (2 of 15 growth gaps indicators met).	The district did not meet any of the disaggregated graduation rate indicators, however 3 of the 4 subgroups are approaching. Graduation rates are part of multiple cohort calculations that take time to demonstrate progress over time.

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness	On the 2013 District Performance Framework, 1 disaggregated graduation rate indicator will be met	Disaggregated graduation rate target not met (no disaggregated graduation rate indicators met).	See above.
Student Graduation and Completion Plan (For Designated Graduation Districts)	N/A		
English Language Development and Attainment (AMAOs)	In 2013, district will meet the AMAO #3 target	Overall target met.	Jeffco provided specific professional development for site-based classroom and content area teachers pertaining to differentiated instruction for ELLs across content.

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about district-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, districts/consortia are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<ul style="list-style-type: none"> • District meets state expectations on 1-year and 3-year District Performance Framework (“DPF”) in academic achievement for reading, writing, math, and science for elementary, middle and high school levels <ul style="list-style-type: none"> ○ Reading: three-year trend shows overall slight positive trends at most grade levels ○ Writing: three-year trend shows 2011 gains were not sustained at the elementary level and middle and high school levels demonstrate positive trends at most grade levels <ul style="list-style-type: none"> ▪ Boys underperform girls in writing at all grade levels; advanced/proficient TCAP writing gender gaps are double digit across all grades levels with the largest gap of 17 points at grade 10 ▪ Advanced/proficient TCAP gaps in writing scores range from 22 to 28-percentage points between Hispanic and White student performance ○ Math: three-year trends in math show declines or flat performance at most grade 	<p>Similar to trends across the state, Jeffco’s advanced and proficient performance in reading exceeds writing by 17-points at the elementary level.</p>	<p>Educators have received inconsistent training on effective literacy instruction and use of research-based resources; at the secondary level, literacy instruction tends to be focused on literature rather than reading and writing instruction and the elementary level, lacks systemic practice in writing instruction.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>levels, with three grade levels increasing</p> <ul style="list-style-type: none"> ○ Science: three-year trend data show gains at elementary; middle and high school levels 		
Academic Growth	<ul style="list-style-type: none"> • Aggregate district CSAP/TCAP median growth percentiles meet or exceed state typical performance of the 50th median growth percentile for reading and math across 3 years • Writing has met the 50th median growth percentile in two out of three years <ul style="list-style-type: none"> ○ Reading: 2011 – 53; 2012 – 50; 2013 – 51 ○ Writing: 2011 – 50; 2012 – 49; 2013 – 50 ○ Math: 2011 – 55; 2012 – 55; 2013 – 55 	Reading and writing median growth percentiles at the secondary level are below the 50th percentile	Educators have received inconsistent training on effective literacy instruction and use of research-based resources; at the secondary level, literacy instruction tends to be focused on literature rather than reading and writing instruction and the elementary level, lacks systemic practice in writing instruction.
Academic Growth Gaps	<ul style="list-style-type: none"> • Overall, District designated as “Approaching” for Academic Growth Gaps on District Performance Framework • Overall, Academic Growth Gap percent of points earned increased on the 3-year report to 58.3% of indicators met <ul style="list-style-type: none"> ○ For elementary, 8 of 15 growth gap indicators met CDE expectations ○ For middle level, 4 out of 15 growth gap indicators were met ○ For high school, 3 out of 15 growth gap 	While district TCAP mathematics growth (55th percentile) exceeds the state's typical performance (50th percentile), the district does not meet the median adequate growth percentile for math performance to ensure students reach or maintain proficiency	Math instruction tends not to be differentiated, lacking a variety of structures to meet student needs

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	indicators were met	(as indicated from TCAP median adequate growth percentiles) at the secondary level; for overall growth gaps, adequate growth is not met at elementary or secondary levels	
Postsecondary & Workforce Readiness	<p>District meets state expectations on 1-year and 3-year District Performance Framework (“DPF”) for overall high school Postsecondary/Workforce Readiness indicator</p> <p>The overall disaggregated graduation rate indicator received an approaching rating, with all subgroups <i>approaching</i> except the English language learner subgroup that did not meet state expectations.</p> <p>Overall, from the previous 1-year DPF, Postsecondary/Workforce Readiness percent of points earned remained 67.2% of indicators met</p>	While Jeffco's TCAP achievement exceeds the state in every content area and grade level, overall improvement has not increased to meet graduation expectations for all students	Systemic implementation of intentional lesson design to engage students’ conceptual understanding of their learning and increase student cognitive load is not evident in all classrooms
Student Graduation and Completion Plan (For Designated Graduation Districts)	N/A	N/A	
English Language	District meets two of three AMAO indicators. The	ACCESS for ELLs’	Educators have received inconsistent training on effective

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Development and Attainment (AMAOs)	indicator for sub-indicator rating of English language proficiency was not met, specifically in the domain of writing.	scores were compared to CELApro scores to create growth scores. While the transition to the new test might not be comparable, writing continues to be an area of focus.	literacy instruction and use of research-based resources; at the secondary level, literacy instruction tends to be focused on literature rather than reading and writing instruction and the elementary level, lacks systemic practice in writing instruction for ELLs.

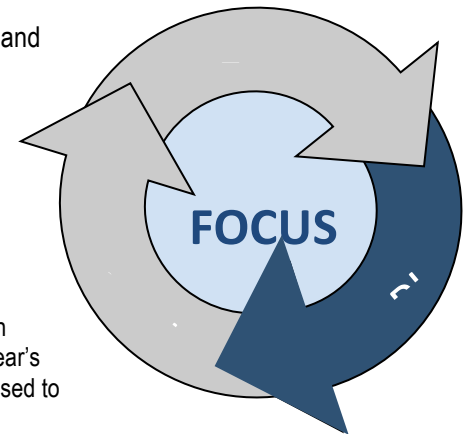
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required District/Consortium Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

District/Consortium Target Setting Form

Directions: Complete the worksheet below. While districts/consortia may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, districts should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M					
		W	Similar to trends across the state, Jeffco's advanced and proficient performance in reading exceeds writing by 17-points at the elementary level. Similar gaps at the secondary level.	2014 TCAP Writing percent of students Adv/Prof. on the District Performance Framework will increase to: <ul style="list-style-type: none"> • Elementary – 64% • Middle level – 66% • High school – 59% 	New Partnership for Assessment of Readiness for College and Careers (PARCC) assessments will require new baselines	District writing assessments School common assessments	Provide additional resources and training to focus literacy instruction PK-12 on research-based practices.
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	Reading median growth percentiles at the secondary level are below the 50th percentile	The district 2014 TCAP Reading Median Growth Percentile will meet or exceed the 50 th percentile overall and for combined grade levels at elementary, middle, and high school	New PARCC assessments will require new baselines	Acuity Reading Benchmark Assessments District reading assessments School common assessments	Provide additional resources and training to focus literacy instruction PK-12 on research-based practices.
		M					
		W	Writing median growth percentiles at the secondary level are below the 50th percentile	The district 2014 TCAP Writing Median Growth Percentile will meet or exceed the 50 th percentile overall and	New PARCC assessments will require new baselines	District writing assessments School common assessments	Provide additional resources and training to focus literacy instruction PK-12 on research-based practices.

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				for combined grade levels at elementary, middle, and high school			
		ELP					
Academic Growth Gaps	Median Growth Percentile	R					
		M	While district TCAP mathematics growth (55th percentile) exceeds the state's typical performance (50th percentile), the district does not meet the median adequate growth percentile for math performance to ensure students reach or maintain proficiency (as indicated from TCAP median adequate growth percentiles) at the secondary level; for overall growth gaps, adequate growth is not met	Jeffco will meet at least 2 out of 5 targets and maintain at least 3 out of 5 targets as approaching in middle school mathematics academic growth gaps on the District Performance Framework Jeffco will meet at least 1 out of 5 targets and maintain at least 4 out of 5 targets as approaching in high school mathematics academic growth gaps on the District Performance Framework	Jeffco will meet at least 3 out of 5 targets and maintain at least 2 out of 5 targets as approaching in middle school mathematics academic growth gaps on the District Performance Framework Jeffco will meet at least 2 out of 5 targets and maintain at least 3 out of 5 targets as approaching in high school mathematics academic growth gaps on the District Performance Framework	Acuity Math Benchmark Assessments School Common Assessments	Continue to provide professional learning and research-based mathematics instructional resources for educators.
		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate		While Jeffco's TCAP achievement exceeds the state in every content area and	Jeffco will meet at least 4 out of 8 PWR targets and maintain 4 out of 8 targets as approaching	Jeffco will meet at least 5 out of 8 PWR targets and maintain 3 out of 8 targets as approaching	Dropout Prevention & Recovery Office monitoring High School ICAP	District-wide improvement initiatives will be implemented to build the instructional capacity of

		grade level, overall improvement has not increased to meet graduation expectations for all students			monitoring	leaders, including central and school-based, during the 2013-14 school year.
	Dropout Rate					
	Mean CO ACT					
English Language Development & Attainment	ACCESS Growth (AMAO 1)	ACCESS for ELLs' scores were compared to CELApro scores to create growth scores. While the transition to the new test might not be comparable, writing continues to be an area of focus.	Meet or exceed 50 th Median Growth Percentile on ACCESS for ELLs assessment	Meet or exceed 50 th Median Growth Percentile on ACCESS for ELLs assessment	Acuity benchmark assessments District and school assessments	Provide additional resources and training to focus literacy instruction PK-12 on research-based practices for ELLs.
	ACCESS Proficiency (AMAO 2)					
	TCAP (AMAO 3)					

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: District-wide improvement initiatives will be implemented to build the instructional capacity of leaders, including central and school-based, during the 2013-14 school year. *Capacity building* focuses on the development of individual and collective competencies essential for improvement across the district.

Root Cause(s) Addressed: Systemic implementation of intentional lesson design to engage students' conceptual understanding of their learning and increase student cognitive load is not evident in all classrooms.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Program
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Create the School Innovation and Effectiveness Team (SIET) structure to provide increased support to principals by leading continuous school improvement through monitoring and evaluating school effectiveness, student achievement and implementation of curriculum at their schools: <ul style="list-style-type: none"> • SIET formed • On-going professional learning and networking • Supervision of principals and school effectiveness 	Formed June/July 2013 Ongoing work - Weekly	Ongoing work - Weekly	School Innovation and Effectiveness Team Educational Research & Design	General fund reallocation of resources Title II-A \$523,715 for Achievement Directors	<ul style="list-style-type: none"> • At least 80% of School Innovation and Effectiveness Team's time spent in schools • Meeting agendas from District Educational Leadership Team weekly professional learning community 	In progress
Instructional Rounds – Based on the medical rounds model used by doctors, educator networks observe classroom practices to focus on a school-identified					<ul style="list-style-type: none"> • Rounds conducted from September to May • Completed debrief forms available online for each 	In progress

<p>problem of student learning (problem of practice). The central instructional rounds team members represent specialists in all special populations including gifted/talented, special education, English language learners, Title I, etc.).</p> <ul style="list-style-type: none"> • Design instructional rounds process based on Elmore’s Harvard model; train IR teams; communicate process and timelines to schools • Implement rounds across all district neighborhood and option schools • Continually gather feedback and adjust process 	<p>May/Aug. 2013</p> <p>August 2013</p> <p>2013-14</p>	<p>2014-2015</p>	<p>Central Instructional Staff</p> <p>District-wide leaders</p>	<p>Time allocated from central and school-based calendars</p>	<p>school</p> <ul style="list-style-type: none"> • Achievement Directors meet with principals and leadership teams for rounds follow-up • Quarterly reports on learning from instructional rounds provided to Supt. 	
<p>Restructure educator professional learning opportunities to differentiate learning based on identified needs from data in multiple modalities (online, face to face, applied learning, etc.). Professional learning strands are developed through an integrated team approach to address all learners (Advanced Learning Plan (ALP), Individual Education Plan (IEP), English language learners, etc.).</p> <ul style="list-style-type: none"> • Reallocate resources to staff an Executive Director of Professional Learning • Design professional learning around 3 strands: teaching learning cycle, educator and school effectiveness and 	<p>July 2013</p> <p>2013-14</p>		<p>Chief Academic Officer/ Educational Research & Design</p> <p>School Innovation and Effectiveness Team</p>	<p>Reallocation of general fund FTE</p> <p>Re-design of district structures and time for professional learning</p> <p>Title II-A \$1,722,450 (pays for .19 of each Instructional Coach FTE); .81 comes from General Fund</p>	<ul style="list-style-type: none"> ▪ Monthly support for school teams will be provided through focused professional learning ▪ Monthly professional learning for principals and school teams will be provided through leading change and leading student achievement meetings 	<p>In progress</p> <p>In progress</p>

<p>culture and climate</p> <ul style="list-style-type: none"> • Instructional coaches in all district elementary and middle schools • Establish a consistent structure for delivery of ongoing training for instructional coaches, support service providers, and administrators to address the needs of <u>all</u> populations, including students in the 'catch up' category. 'Catch up' students are defined as any student who is partially proficient or unsatisfactory on summative assessments. These students include, but are not limited to, students with learning disabilities who are not proficient or advanced. • Training will be provided on best practices in instructional strategies and methods to support students in the 'catch up' category, with and without learning disabilities. 	<p>2013-14</p> <p>2013-14</p>				
<p>A one-to-one iPad initiative called IMPACT, a K-12 comprehensive reform initiative, will be implemented in the highly impacted Jefferson articulation area and funded with Title I funds.</p> <ul style="list-style-type: none"> • A comprehensive plan was developed for the project. • Teachers receive iPads and professional learning 	<p>- March-July 2013</p> <p>- April 2013</p> <p>- Aug/</p>	<p>Educational Research & Design</p> <p>Information Technology</p>		<p>Monthly parent communication and educational events, scheduled by individual schools to meet parents' needs.</p>	<p>In progress</p>

<ul style="list-style-type: none"> iPads were distributed to students On-site technology support for each school Resource staff to provide on-going professional learning 	<p>Sept 2013 - April 2013-- June 2014</p> <p>2013-14</p>		<p>Title I-A \$130,000</p> <p>Title I-A \$182,052</p>	<p>Site techs are assigned to support schools. Based on a weekly basis schools receive additional tech support: Stevens: 12 hrs. Edgewater: 12 hours Lumberg: 12 hours Molholm: 12 hours Wheat Ridge 5-8: 12 hours Jefferson HS: 20 hours</p> <p>Based on individual teacher and school needs (from the school's Unified Improvement Plan (UIP)), training is content specific and aligned to schools' current initiatives. emergent/initial professional learning opportunities includes classes in iPad Basics, iPad Classroom Management, Getting Started with iPad Integration, etc., as well as online teacher iPad resources.</p>	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Provide additional resources and training to focus literacy instruction PK-12 on research-based practices.

Root Cause(s) Addressed: Educators have received inconsistent training on effective literacy instruction and use of research-based resources; at the secondary level, literacy instruction tends to be focused on literature rather than reading and writing instruction and the elementary level, lacks systemic practice in writing instruction.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Program
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Middle school literacy initiative <ul style="list-style-type: none"> • 350 secondary teachers are participating in one of three focus areas: reading, writing, or cross-content. • Full day workshops offered (6 days for writing; 5 days for reading; 3 days for cross-content) • Four literacy labs will take place at all schools throughout the year, so teachers can observe literacy instruction in practice • Principals and/or instructional coaches attending professional learning alongside their teachers • Resources provided for teachers through the literacy initiative webpage and Jeffco's Curriculum (C-CAP) 	2013-2014		Educational Research & Design	General Fund	<ul style="list-style-type: none"> • Workshops take place and teacher feedback as to usefulness is gathered. • Literacy labs take place and trends/patterns are gathered and next steps in professional learning supports are determined and adjusted • Literacy look-for's are implemented in collaboration with school-based leaders • Comprehensive Approach to Literacy Instruction (CALI) and sample lessons completed and accessible through 	In Progress

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<ul style="list-style-type: none"> • Online modules created are core instructional practices for literacy • Data on student performance for the Cornerstone Genres (a required Jeffco secondary writing assessment) is gathered to support teachers in adjusting instruction for student needs 					<p>Jeffco's Curriculum (C-CAP)</p> <ul style="list-style-type: none"> • Online modules, including video, are accessible via Schoology • Cornerstone Genre Reporting is implemented at all secondary schools 	
<p>High school literacy supports</p> <ul style="list-style-type: none"> • All high school ESL teachers are attending the Middle School Literacy Initiative Training (see above) • Professional learning around assessment for literacy instruction offered through Leading Student Achievement days (including PARCC connections) • Online modules created are core instructional practices for literacy • Data on student performance for the Cornerstone Genres is gathered to support teachers in adjusting instruction for student needs 	2013-2014		Educational Research & Design	General Fund	<ul style="list-style-type: none"> • Professional learning during Leading Student Achievement days takes place and feedback relating to usefulness is gathered • Professional learning is also provided in online or asynchronous methods to provide access to all teachers • Comprehensive Approach to Literacy Instruction (CALI) and sample lessons completed and accessible through Jeffco's Curriculum (C-CAP) • Online modules, including video, are accessible via 	In Progress

					<p>Schoology</p> <ul style="list-style-type: none"> Cornerstone Genre Reporting is implemented at all secondary schools 	
<p>Implement the READ ACT in accordance with CDE requirements.</p> <ul style="list-style-type: none"> Research and select assessment and intervention resources for READ Act Train K-3 educators on administration of the selected reading benchmark assessments Administer benchmark assessment for kindergarten through third grade students Administer diagnostic assessments for students with composite benchmark score at or below the state cut-off Create READ plans and provide intervention and progress monitoring for students identified with a significant reading deficiency 	<ul style="list-style-type: none"> Spring 2013 June - August 2013 Sept/Oct 2013 Oct/Nov 2013 Nov 2013 through May 2014 		<p>Educational Research & Design</p> <p>Instructional Coaches</p>	<p>General Fund</p> <p>Title II-A \$1,722,450 (pays for .19 of each Instructional Coach FTE); .81 comes from General Fund</p>	<ul style="list-style-type: none"> Training agendas Benchmark, diagnostic, and intervention data available online READ plans completed online 	In progress
<p>Identify differentiated instructional resources and strategies in reading and writing to support schools to increase academic rigor.</p> <ul style="list-style-type: none"> Rigor will be identified and defined as it relates to curriculum and instruction in literacy and mathematics. Resources will be created to help 	2013-14		Educational Research & Design	General Fund resources	<ul style="list-style-type: none"> Data collected from school-based and district leadership to establish common vocabulary around rigor Exemplar lessons provided to schools via Jeffco's Curriculum (C-CAP) 	In progress

<p>define rigor in all core content areas.</p> <ul style="list-style-type: none"> Training will be provided to support use of these resources. Additional electronic exemplar lessons created for middle school and high school teachers, coaches, and principals will be identified through iPD (innovative professional development). District-wide elementary educator effectiveness goal focused on writing; high percentage of elementary schools with unified improvement plans focused on writing improvement 					<ul style="list-style-type: none"> Monthly training agendas Secondary Comprehensive Approach to Literacy Instruction (CALI) training Cornerstone Genre assessment data School Unified Improvement Plans 	
<p>Implement the School Readiness in accordance with CDE requirements.</p> <ul style="list-style-type: none"> Identify instructional resources to support schools with ready teacher, ready classroom, and ready school. Resources will be created to help define School Readiness. Training will be provided to support use of the Readiness website 	2013 - 2014		Educational Research & Design	General Fund Resource	<p>Initial Training:</p> <ul style="list-style-type: none"> Spring 2013 ½ Day Professional Development Summer and Fall ½ Day Professional Development Online self-paced module trainings for all kindergarten teachers, coaches, master teachers, and special teachers. Ongoing interpretation of data to support kindergarten instruction 	In Progress
<p>Literacy interventions will continue in secondary schools. District-wide</p>	15 Read 180 coaching/implementation		Educational Research &	Title I-A \$178,485	Initial Training: August 2013; Monthly ½ day	In progress

supports include Capstone's myON Reader for elementary and Scholastic's READ 180 program for secondary.	visits (August 2013 through February 2014) Capstone MyON online independent reading January 2014 –January 2015		Design		school support for classroom teachers Monthly district data reports of student engagement and Lexile Growth Trajectory	
K-12 ESL staff is receiving intensive professional development pertaining to writing across content areas for English language learners. The focus is on structures, writing as a domain, and writing as a content. District curriculum will also be enhanced to integrate English language development and resources for teachers to use in lesson planning.	Aug-May	Aug.- May	Educational Research & Design	General Fund Title III \$15,000	<ul style="list-style-type: none"> • Training agendas throughout the year • Acuity benchmarks • WIDA rubrics in formative assessment • Monthly curriculum design meetings 	In progress

Major Improvement Strategy #3: Continue to provide professional learning and research-based mathematics instructional resources for educators.

Root Cause(s) Addressed: Math instruction tends not to be differentiated, lacking a variety of structures to meet student needs.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Program
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Middle Level Mathematics <ul style="list-style-type: none"> • Instructional Practice - Research-based instructional practices implemented in every math classroom 	2013-14		Educational Research & Design	General Fund	<ul style="list-style-type: none"> • Support for Core and Intervention Cohort 1 teachers through workshops and Math Labs focused on 	In Progress

<ul style="list-style-type: none"> • Content Rigor - Content knowledge of classroom teachers enhanced and strengthened to ensure the mathematical rigor necessary to meet grade level expectations and the coming PARRC assessment • Intervention - Core and targeted math intervention developed to increase teachers' knowledge of instructional practices that support core classroom intervention through formative assessment. • Computational fluency improved through the learning and use of research-based targeted intervention resources. 				<p>developing instructional strategies to engage students in the Mathematical Practices</p> <ul style="list-style-type: none"> • Create partnerships with a identified teachers to build "observation classrooms" focused on the implementation of the Mathematical Frameworks, Instructional Day Model and research-based instructional practices • Provide differentiated learning opportunities for teachers participating in both the Core and Intervention components of the initiative • Update grade level common assessments in accordance to teacher feedback in relation to testing length, grading and question language • Collect unit common assessment data for all courses (Math 6, Math 7, Math 7/8, Math 8, and Algebra) to determine trends • Track Acuity, Scholastic 	
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					<p>Math Inventory (SMI) and TCAP Growth Data for students in double dose interventions</p> <ul style="list-style-type: none"> • Use classroom walk-throughs as a method of developing consistent practices and determining most effective practices 	
Guided math workshops for elementary and more explicit instruction to prepare more students for algebra at 8 th grade	2013-14	2014-15	Educational Research & Design	General Fund	<ul style="list-style-type: none"> • Support structures are attached to all math units in grades K-6 in Jeffco's Curriculum (C-CAP) • Resources for whole group, small group, and links to Jeffco's Curriculum (C-CAP) • Support schools in their understanding of the Framework for Mathematics Instruction • Provide professional development of principals, coaches, and teachers • Collaborative work with school leadership teams to create timelines of action steps for implementing the Framework for Mathematics Instruction 	In Progress
Secondary math teacher formative assessments through PD	2013 - 14		Educational Research &	General Fund	<ul style="list-style-type: none"> • Unit summative assessments will be 	October 23, November 20 2013

<ul style="list-style-type: none"> • Content Rigor - Content knowledge of classroom teachers enhanced and strengthened to ensure the mathematical rigor necessary to meet grade level expectations and the coming PARCC assessment • Professional development will support teachers in learning assessment literacy to include Depth of Knowledge and summative and formative assessment practices in the classroom • Teachers will engage in the use of aligned/common assessments to measure student learning of Colorado Academic Standards • Intervention supports will be developed based on results of assessments 			Design		<p>developed by teachers at the rigor level of the new standards and PARCC</p> <ul style="list-style-type: none"> • Professional learning regarding assessments will be shared with district leadership during Leading Student Achievement days • A percentage of assessments will be administered second semester and scoring conferences at grades 9, 10, and 11 will be conducted to ascertain assessment effectiveness, inter-rater reliability, student needs • Assessment results will be collected and analyzed for progress toward standards and intervention support development • Online professional development will be created for the use of assessments during the 2014-2015 school year 	
<p>Identify differentiated instructional resources and strategies in mathematics to support schools to increase academic rigor.</p> <ul style="list-style-type: none"> ▪ Rigor will be identified and defined as it relates to curriculum and instruction 	2013-14	2014-2015	Educational Research & Design	General Fund resources	<ul style="list-style-type: none"> • Support schools in their understanding of the Framework for Mathematics Instruction • Provide professional development of principals, coaches, and 	In progress

<p>in mathematics.</p> <ul style="list-style-type: none"> ▪ Resources will be created to help define rigor in all core content areas. ▪ Training will be provided to support use of these resources. ▪ Additional electronic exemplar lessons created for middle school and high school teachers, coaches, and principals will be identified through iPD (innovative professional development). ▪ District-wide secondary educator effectiveness goal focused on mathematics; high percentage of elementary schools with unified improvement plans focused on writing improvement 				<p>teachers</p> <ul style="list-style-type: none"> • Collaborative work with school leadership teams to create timelines of action steps for implementing the Framework for Mathematics Instruction • Design models for direct teaching, inquiry lessons, and problem solving lessons to increase rigor in math instruction • Collect data from school-based and district leadership to establish common vocabulary around rigor • Exemplar lessons provided to schools via Jeffco's Curriculum (C-CAP) • Monthly training agendas • School unified improvement plans 	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround or Priority Improvement plan type)
- Title III (Required for all grantees identified for Improvement under Title III, regardless of plan type)
- Additional Requirements for Administrative Units with a Gifted Program (Required for all Gifted Program leads)