

Root Causes of Jeffco's Failure to Reach Its Academic Achievement Goals

As Listed in the District's Unified Improvement Plans, as Submitted to CDE

2010/11 UIP

- "Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum."
- "Students needing to catch-up do not receive quality and/or adequate time for universal/core instruction in addition to effective, aligned targeted/intensive interventions."
- "Many secondary schools do not have a systematic, tiered system of support to respond to the needs of catch-up students."
- "The district has not strategically resource mapped and allocated resources differently among schools to better meet the needs of catch-up students."

2011/12 UIP

- "Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum."
- "Teaching and learning have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring."
- "Educators lack consistently rigorous, growth-producing feedback through the evaluation process."
- "The district is not meeting the state expectation of 100% highly qualified teachers...because an effective monitoring system is not in place for existing staff especially for secondary schools."

2012/13 UIP

- "The district lacks systemic practices in writing instruction and effective feedback in every classroom."
- "The district lacks structures to ensure consistent quality of professional development is provided to all instructional staff."
- "District and school leadership lack systemic understanding around multiple pathways for students to stay on track to graduate."

2013/14 UIP

- "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."
- "Educators have received inconsistent training on effective literacy instruction and the use of research-based resources"
- "Math instruction tends not to be differentiated, lacking a variety of structures to meet students' needs"

2014/15 UIP – Note: this is not a type. The 2012/15 UIP repeats the same root causes as 13/14.

- “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.”
- “Educators have received inconsistent training on effective literacy instruction and the use of research-based resources”
- “Math instruction tends not to be differentiated, lacking a variety of structures to meet students’ needs”