

SPAC Suggested Priority Performance Challenges

1. Close Achievement/Growth Gaps
 - a. Special education, ethnic minority, gender, language learner achievement gaps; IEP student growth is flat and below minimum state expectations across all content areas and school levels
 - b. Gaps in math growth scores especially in middle and high school
 - c. Align HS math instruction and access to acceleration with assessments, then address/close achievement gaps.
2. Getting students to buy in to the testing process.
3. DIBELS BOY, MOY, EOY in kindergarten and 1st grade. Would like to see decrease in red for start of year 1st grade for reading.
4. Ensuring annual growth regardless of measure
5. Elementary writing achievement is flat and below minimum expectations

Strengths in Student Performance

- We are addressing, on average, a year's worth of growth in a school year
- Outperform Colorado students; we outpace the state in most areas
- Graduation rates are great
- GT scores; specifically by ALP strength

Concerns in Student Performance

- Gap in sub groups, gender, race, SES
- Special Education gaps too big
- Too much disparity in performance of FRL kids
- Minority, SPED, FRL gaps
- IEP students math (all grades), reading (HS), writing (HS)
- How do we mitigate ELL learners AP scores
- Need to pay attention in red areas – gaps
- Drops in math all along; math scores falling - declining trend district and state 7th – 10th grade

What do you want to know more about?

- Closing the achievement gap will mean addressing poverty, food and security
- Would like to see data for specific subgroups – don't lump SPED, ELL, and FRL together
- What are we doing to show attention, resources, interventions to the gap groups?
- Are we identifying exemplars? Outliers whose effective practices can be shared
- Within Jeffco can artic areas with higher college access provide resources for areas with lower college access? – close gap here.
- How does TCAP data translate into PARCC?
- Other states experience with goal setting with initial PARCC implementation
- Why is there a chart comparing FRL and SPED? How are these cohort groups?

SPAC Feedback on Priority Performance Challenges for District UIP 2014-15

- Will the built-in accommodations for every student in PARCC help students with disabilities?
- How will student based budget help with achievement? What is the accountability for this?
- Plans and services for our ELL and IEP students
- Where can we find resources for necessary investments? (Ex., Expansion of Strat. Comp.)
- Did achievement change positively in Strat. Comp. schools, especially regarding growth gaps?
- How to elevate the effect of drug abuse on student performance.

Other feedback

- Perhaps expansion of free full day kindergarten would help FRL and SPED kids
- The central office needs to determine best practices in writing and all subjects and not leave it up to the individual schools to decide
- Supports needed for staff beyond principals with changes to classroom demographics
- Need to spend more time/energy of teacher of teacher effectiveness & supports
- Magic happens in our classrooms everyday
- Need to use time in class focusing on basics.

NOTE: Items highlighted in yellow were selected more than once on feedback documents.

SPAC Suggested Priority Performance Challenges (CMAS Data)

- Close Achievement/Growth Gaps
 - High percentage of students from minority ethnic groups and students in special programs (IEP, ELL, and FRL) scoring in Limited and Moderate Command categories
- Expanding free full-day kindergarten
- Reset the CMAS baseline based on results from 2016
- High Expectations
 - Ensuring that teachers teach each child, regardless of the child's background, so that each child realizes his/her full potential and attain proficiency in career/college skills
- Leadership/principals
 - Consistent building leadership has positive impact on teachers and students
- Parent Engagement
 - Present test results in clear, understandable terms to parents at each school
 - Work with parents concerned about results at parent-teacher conferences
 - Explain the anticipated advantages of new measurement system versus TCAP
- As a society, we need to address students living in poverty
- Identify performance outliers, understand the root causes of superior and inferior results
- Systematically improve performance through continuous learning and deliberate experimentation
- Have articulation areas work together as integrated teams
- Efficient and effective delivery of integrated support, within Jeffco and from outside service providers, for our at-risk students and families
- Optimization of teaching style proficiency
- Finding a balance between resources for higher and lower achieving students
- Ensuring annual growth regardless of measure
- Grade 5 Science CMAS Performance, serving all Jeffco students including those with limited proficiency and special needs

Strengths in Student Performance

- Science and Social Studies scores better than the state
- Outperforming comparable districts

Concerns in Student Performance

- Social studies performance is weak compared with science
- Males performance is weaker than females performance in social studies
- Performance gaps by ethnicity and FRL
- Properly serving IEP, minority, and FRL populations

NOTE: Items highlighted in yellow were selected more than once on feedback documents.