cde Improving Academic Achievement

Cover Sheet for Colorado's Unified Improvement Plan for Districts for 2010-11

Organization Code: 1420   **District Name:** JEFFERSON COUNTY R-1   **AU Code:** 30011   **AU Name:** JEFFERSON R-1   **DPF Year:** 1 Year
Accountable By: 1 Year

Section I: Summary Information about the District/Consortium

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics		09-10 Federal and State Expectations				09-10 District Results			Meets Expectations?			
	CSAP, CSAP-A, Lectura, Escritura Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data		Elem	MS	HS		Elem	MS	HS	Overall Rating for Academic Achievement: **Meets** * Consult your District Performance Framework for the ratings for each content area at each level.			
		R	71.5%	70.5%	71.5%		77.1%	75.7%	74.0%				
		M	70.5%	50.0%	32.2%		72.4%	59.2%	45.7%				
		W	54.7%	56.4%	48.6%		60.9%	63.6%	56.5%				
Academic Achievement (Status)		S	48.0%	45.6%	48.9%		57.7%	57.9%	54.4%				
	ESEA: Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state (http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp)		Overall number of targets for Districts: **153**				% of targets met by District: **88.2%**				Elem	MS	HS
										R	YES	NO	NO
										M	NO	NO	NO
										Grad	--	--	NO
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%				65.6%			YES			
		M	59.5%				53.5%			NO			

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Improving Academic Achievement

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

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations						09-10 District Results						Expectations Met?

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 District Results			Expectations Met?
Academic Growth	**Median Student Growth Percentile** If school did not meet adequate growth: then median SGP is at or above 55 Expectation: If school met adequate growth: then median SGP is at or above 45 Description: Growth in CSAP for reading, math and writing	Median Adequate SGP			Median SGP			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	

Performance Indicators	Measures/Metrics	(Med Adequate) Elem	MS	HS	(Med SGP) Elem	MS	HS	Expectations Met?
		R	24	21	12	55	47	49	
		M	51	60	73	56	52	52	
		W	38	42	40	51	46	50	

Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your district's performance frameworks for listing of median growth by each subgroup.	**Overall Rating for Growth Gaps:** Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.

Post Secondary/ Workforce Readiness	**Graduation Rate** Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)		Overall (08-09)	81.3%	Meets
				IEPs (08-09)	67.8%	NO
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.6%	Overall (08-09)	2.3%	Meets
		IEPs	2.4%	IEPs (08-09)	1.4%	YES
	Mean ACT Composite Score Expectation: At or above State average	20		21		Meets

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

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 Grantee Results	Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: % making progress in learning English on CELA Expectation: Targets set by state for all AMAOs	48% of students meet AMAO 1 expectations	49.18%	YES
	AMAO 2 Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	10.29%	YES
	AMAO 3 Description: % making AYP for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	76.47%	NO

Educator Qualification and Effective Measures

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District results		Expectations Met?
Teacher Qualifications	% of Classes Taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes are taught by HQ teachers	2007-08	99.5%	NO
			2008-09	99.4%	NO
			2009-10	99.8%	NO

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited	The district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the district`s plan.
Dropout/Re-engagement Designation to Increase Graduation Rates	District had a graduation rate (1) below 70% in 2007-08, and (2) below 59.5% using AYP calculation in 2008-09. For high priority, district also had a dropout rate above 8%	District has not been identified as a High Priority/Priority graduation district.	District does not need to complete a plan that addresses the Student Graduation and Completion Plan requirements.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	District missed AYP target(s) in the same content area and level for at least two consecutive years	Corrective Action - Year 5	The district is required to revise the corrective action plan for Title I so that it goes beyond the previous plan. The plan must be submitted to CDE by January 17, 2011 using the Unified Improvement Planning template. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the district`s plan.
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	District has been identified under 2141c	District must enter into an agreement with CDE on the use of Title IIA funds by using the UIP. Incorporate strategies to strengthen staff capacity and improve professional development into your improvement plan. In addition, complete Section V of the template which details how your Title IIA funds will be allocated. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the district`s plan.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years	Improvement-Year 3	Grantee must complete an Improvement plan for Title III using the UIP. At a minimum, make sure to address any missed targets in 08-09 and 09-10 in the plan. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the plan. Pay special attention to the added requirements for Title III grantees that are identified as Program Improvement - Year 3.

Cover Sheet for Colorado's Unified Improvement Plan for Districts for 2010-11

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

Section I: Summary Information about the District/Consortium

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics		09-10 Federal and State Expectations			09-10 District Results			Meets Expectations?			
			Elem	MS	HS	Elem	MS	HS				
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	R	72.2%	69.2%	71.3%	76.8%	74.5%	75.4%	Overall Rating for Academic Achievement: Meets *Consult your District Performance Framework for the ratings for each content area at each level.			
		M	70.4%	49.1%	30.5%	71.7%	59.9%	45.3%				
		W	55.8%	56.8%	49.7%	62.4%	63.6%	58.0%				
		S	47.5%	46.8%	49.2%	53.9%	59.7%	56.4%				
	ESEA: Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state (http://www.cde.state.co.us/ FedPrograms/danda/aypprof.asp)		Overall number of targets for Districts: 153			% of targets met by District: 88.2%				Elem	MS	HS
									R	YES	NO	NO
									M	NO	NO	NO
									Grad	--	--	NO
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%			66.1%			YES			
		M	59.5%			55.7%			NO			

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations						09-10 District Results						Expectations Met?

Performance Indicators	Measures/Metrics	Median Adequate SGP				Median SGP			Expectations Met?
Academic Growth	**Median Student Growth Percentile** If school did not meet adequate growth: then median SGP is at or above 55 Expectation: If school met adequate growth: then median SGP is at or above 45 Description: Growth in CSAP for reading, math and writing		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		R	25	21	11	54	48	50	
		M	50	60	74	55	54	55	
		W	37	41	37	51	45	51	

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District Results	Expectations Met?
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Post Secondary/ Workforce Readiness	**Graduation Rate** Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)	Overall (08-09) — 78.1%	Approaching
			IEPs (08-09) — 65.5%	NO
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall — 3.9%	Overall (08-09) — 3.1%	Meets
		IEPs — 2.9%	IEPs (08-09) — 2.1%	YES
	Mean ACT Composite Score Expectation: At or above State average	20.1	20.9	Meets

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 Grantee Results	Meets Expectations?

English Language Development and Attainment	AMAO 1
	  Description: % making progress in learning English on CELA
	  Expectation: Targets set by state for all AMAOs
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Organization Code: 1420 **District Name:** JEFFERSON COUNTY R-1

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Section II: Improvement Plan Information

Directions: This section should be completed by the district/consortium lead.

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	
CADI	Has or will the district participated in a CADI review? If so, when?	
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	
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.	

Improvement Plan Information

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

☑ State Accreditation ☐ Dropout/Re-Engagement Designation ☑ Title IA ☑ Title IIA ☑ Title III ☐ CTAG Grant
☐ District Partnership Grant ☐ District Improvement Grant ☐ Other: _____

	District or Consortium Lead 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. Provide a narrative that examines the data for your district/consortium – especially in any areas where the district/consortium was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.
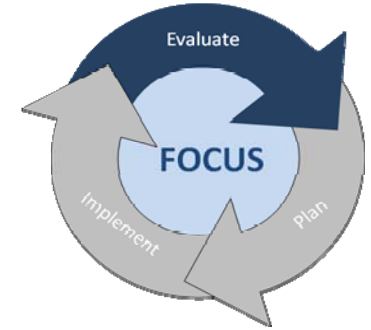
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, districts/consortia are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the district/consortium is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp), including: (1) District Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each disaggregated group of students), and (4) Post Secondary/Workforce Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	District Processes Data	Perception Data
- Local outcome and interim assessments - Student work samples - Classroom assessments (type and frequency) - Student Early Warning System data (e.g., course failure in core courses, students on track/off track with credits to advance or graduate)	- District locale and size of student population - Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity - Student mobility rates - Staff characteristics (e.g., experience, attendance, turnover, effectiveness measures, staff evaluation) - List of schools and feeder patterns - Student attendance/absences - Safety and Discipline Incidence Data (e.g., suspension, expulsions, discipline referrals)	- Comprehensive evaluations of the district (e.g., CADI) - Curriculum and instructional materials - Instruction (time and consistency among grade levels) - Academic interventions available to students - Schedules and class sizes - Family/community involvement policies/practices - Professional development structure (e.g., induction, coaching, common planning time, data teams) - Services and/or programs (Title I, special ed, ESL/bilingual) - Extended day or summer programs - Dropout Prevention & Student Engagement Practices Assessment	- Teaching and learning conditions surveys (e.g., TELL Colorado) - Any perception survey data (e.g., parents, students, teachers, community, school leaders) - Self-assessment tools (district and/or school level) - School climate/prevalence of risk surveys (e.g., Healthy Kids Colorado)

Step Two: Analyze Trends in the Data and Identify Priority Needs
Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary/workforce readiness). The summary provided in Part I of this template (pp. 1-4) will provide some clues on content

areas, grade levels and disaggregated groups where the district/consortium needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should identify observations of its performance strengths on which it can build, and performance challenges or areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which the district/consortium performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Narrative. Trends and priority needs should be listed in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education). Finally, the district/consortium should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Narrative. Root causes should also be listed in the Data Analysis Worksheet.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your district/consortium level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	• 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	N/A N/A	N/A
	o Reading: 3 year trend shows gains at every grade level except grade 3 and high school (total district advanced/ proficient: 2008 -77.0%; 2009-77.1%; 2010-77.1%)	N/A	N/A

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
	o Writing: 3 year trend shows flat or declines in performance across most grade levels (total district advanced/ proficient: 2008-63.1%.; 2009-63.6%; 2010-61.6%) ▪ Boys underperform girls in writing at all grade levels; advanced/proficient CSAP writing gender gaps begin at elementary and widen at secondary (18-point gap in grades 8 to 10) ▪ Advanced/proficient CSAP gaps in writing scores range from 24 to 32-percentage point gaps in Hispanic/ White performance which widen in secondary (grades 7 – 10)	CSAP Writing achievement falls below 80% proficient/ advanced at every grade level and has declined or remained flat over time for most grade levels	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
	o Math: three year trend shows gains at most grade levels; 8th – 10th grade math CSAP advanced/proficient has improved 7 to 9 percentage points over last 8 years (total district advanced/ proficient: 2008-61.9%.; 2009-63.4%; 2010-63.2%)	N/A	N/A
	o Science: Two-year trend shows gains at elementary but inconsistent performance at secondary (total district advanced/ proficient: 2008 – 57.4%.; 2009-58.6%; 2010-57.7%)	N/A	N/A

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes

Academic Growth	• District AYP Reading:
	  o At the elementary level, all 2010 AYP reading targets met. These results show improvement from 2009 when Hispanic, ELL and free/reduced lunch subgroups did not meet AYP in reading at the elementary level
	  o At the secondary level, 2010 AYP performance in reading not met for middle school students on IEPs and high school free/reduced lunch students. These results show improvement compared to 2009 when middle school Hispanic, ELL and free/reduced subgroups did not meet AYP.
	
	• District 2010 AYP performance in math not met at the:
	  o Elementary level for Hispanic, ELL, free/reduced, and students with IEPs
	  o Secondary level: Middle level has not met AYP math performance indicators for Black, Hispanic, ELL, free/reduced lunch and students with IEPs subgroups; high school level has not met math AYP performance for American Indian, Black, Hispanic, ELL, free/reduced lunch and students with IEPs subgroups
		N/A
		
		For secondary schools, reading AYP performance is not met consistently for students with disabilities and free/reduced lunch students across 3 years
		
		AYP math performance gaps persist for ethnic, special education, ELL, and free/reduced lunch students
			N/A
			
			Many secondary schools do not have a systematic, tiered system of support to respond to the needs of catch-up students
			
			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
			
			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

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Growth	• Aggregate district CSAP median growth percentiles exceed state typical performance of "50" for reading and math across 3 years o Reading: 2008 – 52; 2009 – 51; 2010 – 51 o Math: 2008 – 55; 2009 – 55; 2010 – 53 • At the elementary level, district is meeting state expectations for all Academic Growth indicators on District Performance Framework	N/A	N/A

	• Aggregate district CSAP median growth percentiles do not meet state typical performance of "50" for writing in 2009 or 2010
	  o Grades 7 & 8 CSAP reading and Grades 7-9 CSAP writing median growth percentiles underperform typical growth of "50" for past 2 years
	  o On district wide student survey, about 4 in 10 middle school students agree/strongly agree reading materials in their classes challenge them (nearly 3 in 10 disagree); agreement for learning to become a better writer declined by 2 percentage points from 2007-08
		CSAP growth in literacy underperforms state expectations at secondary levels	Many secondary schools do not have a systematic, tiered system of support to respond to the needs of catch-up students
			
			Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
	• Overall District Performance Framework Academic Growth percent of points earned declined from 72.2% (3-year report) to 69.4% (1-year report) of indicators met		
Academic Growth Gaps	• Overall, District designated as "Approaching" for Academic Growth Gaps on District Performance Framework o 1 out of 15 Writing Growth Gap indicators met o 2 out of 15 Math Growth Gap indicators met o Overall, Academic Growth percent of points earned declined from 72.2% (3-year report) to 69.4% (1-year report) of indicators met o Overall, Academic Growth Gaps remained flat on 1- and 3-year reports (56.7%) o Middle level met 8 out of 22 indicators (36%) o High school level met 12 out of 25 indicators (48%) o IEP students only subgroup classified as "Approaching" on District Performance Framework for all grade levels and content areas • On biennial district wide student survey,	Significant CSAP growth performance gaps persist, especially among gender for literacy and all content areas for ethnic and special education students – these gaps will not close given current growth rates	The district has not strategically resource mapped and allocated resources differently among schools to better meet the needs of catch-up students 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

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
	attitudinal gaps persist with non-White students generally showing lower levels of agreement than White students		
Post Secondary/Workforce Readiness ("PWR")	District meets state expectations on 1-year and 3-year District Performance Framework ("DPF") for overall high school Post Secondary/Workforce Readiness indicator Overall, Post Secondary/Workforce Readiness percent of points earned increased from 66.7% (3-year report) to 75% (1-year report) of indicators met on the District Performance Framework	N/A	N/A
	• 2010 AYP graduation rate performance not met for English Language Learners ("ELL's"); however, this target was met in 2008 and 2009 o A single "alternative education campus" school designed for new immigrants to the U.S. contributes 45% of Jeffco's ELL non-graduates 2010 AYP graduation rate met for American Indian and Black students showing improvement compared to prior years		Many secondary schools do not have a systematic, tiered system of support to respond to the needs of catch-up students
English Language Development	District met state expectations for 2010 AMAO	N/A	N/A

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
and Attainment (AMAOs)	indicators #1 and #2		
	District did not meet state expectations for 2010 AMAO indicator #3: Meeting AYP targets for English Language Learners	See AYP indicators above under Academic Achievement and Post Secondary / Workforce Readiness	See AYP indicators above under Academic Achievement and Post Secondary / Workforce Readiness
Teacher Qualifications (Highly Qualified Teachers)	District has reduced the number of teachers not meeting the definition of highly qualified based on the Dec. first count. General education teachers are meeting the definition of highly qualified beyond the 99.5% for the past two years. Special education teachers meeting the highly qualified definition have increased from 92.2% to 97.55% in the past two years.	Meeting the definition of highly qualified ensures the teachers have the content knowledge required to ensure student success	An effective monitoring system is not in place for existing staff specifically in secondary schools

Step 4: Create the Data Narrative

Directions: Describe the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for District/Consortium

Trend Analysis and Priority Needs: On which performance indicators is our district/consortium trending positively? On which performance indicators is our district/consortium trending negatively? Does this differ for any disaggregated student groups, (e.g., by grade level or gender)? What performance challenges are the highest priorities for our district/consortium?	**Root Cause Analysis:** Why do we think our district/consortium's performance is what it is?	**Verification of Root Cause:** What evidence do we have for our conclusions?

Trend and Priority Needs

Through a series of meetings in the fall of 2010, district leadership teams reviewed 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 strategic plan. Members of the leadership teams included the superintendent, chief academic officer, community superintendents, executive directors of instruction and school management, as well as administrators and teachers within the Division of Instruction. Data reviewed included the one- and three-year District Performance Frameworks, multi-year trends in CSAP reading, writing, math, and science for grades 3 – 10; 3 years of CSAP growth data in reading, writing, and math for grades 4 through 10, benchmark Acuity reading and math fall, winter, and spring assessments in grades 3 through 10; district Kindergarten through 2nd grade performance over time on various district assessments (e.g., Basic Early Achievement in Reading ["BEAR", Dynamic Indicators of Basic Early Literacy Skills ["DIBELS"]), principal feedback on the district's annual end-of-year leadership survey, and student feedback on the district's biennial student survey.

The first page of the 1-year District Performance Framework (see below) summarizes the district's performance. Overall, the district is meeting state expectations for the majority of performance indicators on the District Performance Framework ("DPF"). The district earned 70.4% of the total points possible on the DPF and has been designated as "accredited" by the Colorado Department of Education with a "performance plan."

Academic Achievement:

The district has met state expectations in reading, math, and science academic achievement performance on the District Performance Framework. Advanced/proficient three-year trends by grade level are provided below for each of these CSAP performance areas:

READING	2006-2007 Per.	2007-2008 Per.	2008-2009 Per.	2009-2010 Per.	2008-09/2009-10 Diff.	2006-07/2009-10 Diff.
3	77.1 %	77.2 %	79.6 %	76.5 %	-3 %	-1 %
4	71.6 %	72.4 %	71.7 %	75.3 %	4 %	4 %
5	73.2 %	76.9 %	74.2 %	75.3 %	1 %	2 %
6	79.2 %	80.4 %	81.0 %	81.8 %	1 %	3 %
7	72.2 %	71.2 %	72.8 %	74.6 %	2 %	2 %
8	70.1 %	74.8 %	69.3 %	73.7 %	4 %	4 %
9	72.7 %	73.4 %	74.6 %	73.1 %	-1 %	0 %
10	74.0 %	71.9 %	75.4 %	70.4 %	-5 %	-4 %

MATH	2006-2007 Per.	2007-2008 Per.	2008-2009 Per.	2009-2010 Per.	2008-09/2009-10 Diff.	2006-07/2009-10 Diff.
3	72.0 %	73.6 %	75.6 %	74.2 %	-1 %	2 %
4	73.3 %	71.4 %	72.2 %	75.3 %	3 %	2 %
5	66.6 %	69.8 %	67.0 %	70.1 %	3 %	4 %
6	68.3 %	66.9 %	71.0 %	69.0 %	-2 %	1 %
7	57.6 %	54.5 %	61.3 %	56.1 %	-5 %	-2 %
8	55.0 %	56.2 %	60.5 %	58.1 %	-2 %	3 %
9	44.4 %	47.9 %	45.1 %	49.8 %	5 %	5 %
10	39.1 %	40.5 %	40.0 %	38.6 %	-1 %	0 %

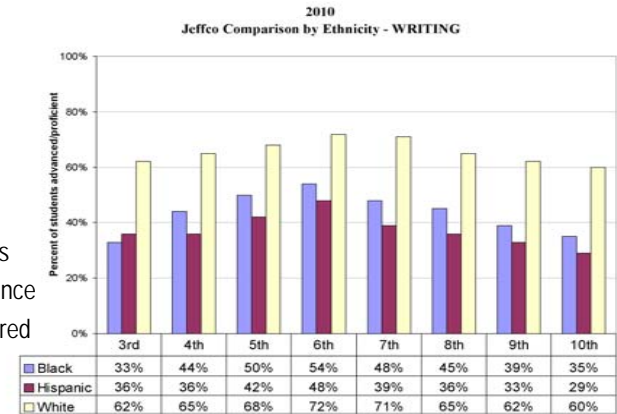| SCIENCE	2007-2008 Per.	2008-2009 Per.	2009-2010 Per.	2008-09/2009-10 Diff.	2006-07/2009-10 Diff.
5	51.5 %	51.5 %	57.1 %	6 %	
8	58.4 %	60.0 %	56.7 %	-3 %	
10	53.6 %	56.5 %	51.9 %	-5 %	

In the area of writing achievement, the district also meets state expectations; however, 3-year trend analyses show flat or declining performance across most grade levels. →
Writing performance was identified by the leadership teams as an area of need.

WRITING	2006-2007 Per.	2007-2008 Per.	2008-2009 Per.	2009-2010 Per.	2008-09/2009-10 Diff.	2006-07/2009-10 Diff.
3	63.0 %	58.9 %	62.7 %	56.4 %	-6 %	-7 %
4	57.2 %	59.9 %	57.4 %	58.0 %	1 %	1 %
5	62.0 %	65.3 %	62.1 %	62.0 %	0 %	0 %
6	67.9 %	67.9 %	69.4 %	66.4 %	-3 %	-2 %
7	68.3 %	64.5 %	67.1 %	64.6 %	-3 %	-4 %
8	59.0 %	58.1 %	57.5 %	59.5 %	2 %	0 %
9	56.6 %	56.5 %	58.7 %	55.7 %	-3 %	-1 %
10	57.3 %	54.8 %	56.2 %	53.3 %	-3 %	-4 %

In addition, boys underperform girls in writing at all grade levels as indicated by the graph below which shows 2010 CSAP advanced/proficient performance for females (blue bar) and males (red bar).

2010
Jeffco Comparison by Gender - WRITING

	3rd	4th	5th	6th	7th	8th	9th	10th
Female	63%	64%	69%	73%	73%	69%	65%	62%
Male	50%	52%	56%	60%	57%	51%	47%	44%
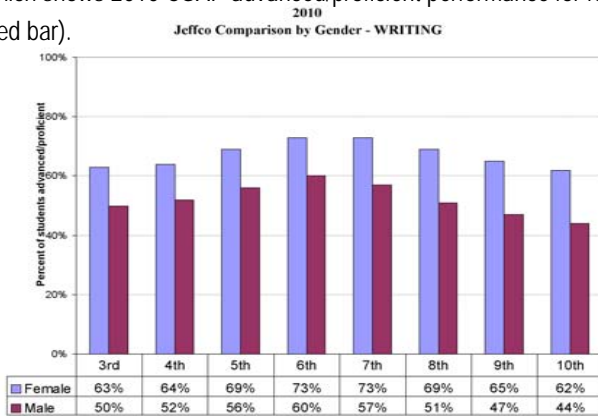
Performance gaps also persist between Whites and non-White students as indicated by the chart to the right which compares 2010 CSAP writing advanced/proficient performance for Black students (blue bar), Hispanic students (red bar) and White students (yellow bar). →

2010
Jeffco Comparison by Ethnicity - WRITING

	3rd	4th	5th	6th	7th	8th	9th	10th
Black	33%	44%	50%	54%	48%	45%	39%	35%
Hispanic	36%	36%	42%	48%	39%	36%	33%	29%
White	62%	65%	68%	72%	71%	65%	62%	60%

Academic Growth

In the areas of reading and math, the district's overall CSAP median growth percentiles exceed state typical performance of "50" for reading and math across 3 years as indicated by the chart to the right. →

CSAP Reading

CSAP Math

	2008	2009	2010
CSAP Reading	52	51	51
CSAP Math	55	55	53

Overall district CSAP median growth percentiles do not meet the state typical performance of "50" for writing in 2009 or 2010. Looking at specific grades 7 & 8 CSAP reading and Grades 7-9 CSAP writing median growth percentiles did not meet or exceed the typical growth of "50" for the past 2 years. Overall, the percent of points earned for the District Performance Framework Academic Growth indicator declined from 72.2% (3-year report) to 69.4% (1-year report) of indicators met. Growth performance in writing further supports this content area as an area of need for the district.

Academic Growth Gaps

The only performance indicator designated as "approaching" on the overall District Performance Framework was in the area of Academic Growth Gaps. Secondary schools perform lower than elementary schools on this indicator, with middle level meeting 36% of the total sub-indicators and high school level meeting 48% of the total sub-indicators. The lowest performing content area for this indicator is in writing, where 1 out of 15 growth gaps sub-indicators were met. Furthermore, students with disabilities were the only student subgroup classified as "approaching" on the District Performance Framework for all grade levels and content areas. The chart below shows median growth percentiles (MGP) and median adequate growth percentiles ("MAGP") for all students, "catch-up" students or not proficient students, and "keep-up" students or proficient students. As indicated by the "approaching" designation in the table below, overall American Indian and Hispanic students are not making sufficient growth to become proficient. The same is true for overall catch-up students, especially males, most ethnic groups, and students with disabilities. These growth gaps point to multiple priority needs in the district, including overall writing performance, and meeting the instructional needs of catch-up students and students with Individual Education Plans ("IEPs") to address disabilities.

WRITING

	All Students				Catch Up Students				Keep Up Students			
	Number	MGP	MAGP	Rating	Number	MGP	MAGP	Rating	Number	MGP	MAGP	Rating
All Students	16589	51	38	Meets	6472	52	69	Approaching	10117	51	26	Meets

	All Students				Catch Up Students				Keep Up Students			
	Number	MGP	MAGP	Rating	Number	MGP	MAGP	Rating	Number	MGP	MAGP	Rating
Female	8165	54	34	Meets	2702	55	67	Meets	5463	53	25	Meets
Male	8424	49	42	Meets	3770	49	70	Approaching	4654	48	28	Meets

	All Students				Catch Up Students				Keep Up Students			
	Number	MGP	MAGP	Rating	Number	MGP	MAGP	Rating	Number	MGP	MAGP	Rating
Total Non-White	4605	50	51	Approaching	2550	51	72	Approaching	2055	50	31	Meets
White	11984	52	34	Meets	3922	53	67	Approaching	8062	51	26	Meets
Am. Indian	217	44	53	Approaching	123	44	71	Approaching	94	46	32	Meets
Asian	665	59	35	Meets	225	59	68	Meets	440	59	26	Meets
Black	373	53	48	Meets	197	55	73	Meets	176	52	31	Meets
Hispanic	3350	48	55	Approaching	2005	49	73	Approaching	1345	47	32	Meets
IEP	1522	42	79	Approaching	1063	41	88	Approaching	459	42	55	Approaching

Post Secondary and Workforce Readiness

The district has met state expectations on the 1-year and 3-year District Performance Framework ("DPF") for the overall high school Post Secondary/Workforce Readiness indicator. Overall, the total Post Secondary/Workforce Readiness percent of points earned increased from 66.7% (3-year report) to 75% (1-year report) of indicators met on the District Performance Framework.

AYP

District AYP performance demonstrates that the district is meeting a majority of federal performance targets for Adequate Yearly Progress ("AYP"), as the table below indicates:

Level	2010 Number of AYP Targets Met	2010 Number of AYP Targets Possible	2010 Percent of AYP Targets Met
Total Elementary Schools	50	54	92.6%
Total Middle Schools	48	54	88.9%
Total High Schools	37	45	82.2%
Total District	**135**	**153**	**88.2%**

District elementary schools again demonstrate the strongest AYP performance, meeting all 2010 AYP reading targets. Reading AYP performance at the elementary level improved compared to 2009. The four targets not met for elementary math include Hispanic, English language learners, free/reduced lunch, and students with disabilities subgroups. Secondary schools did not meet as many 2010 AYP indicators, including middle school students with disabilities and high school free/reduced lunch students in reading. For secondary math performance indicators middle level did not meet AYP indicators for Black, Hispanic, ELL, free/reduced lunch and students with IEPs subgroups; high school level did not meet math AYP performance for American Indian, Black, Hispanic, ELL, free/reduced lunch and students with IEPs subgroups. In addition, 2010 AYP graduation rate targets were not met for English Language Learners ("ELL's"); however, this target was met in 2008 and 2009.

The performance of the district for AYP indicators reinforced priority need areas identified by district leadership from the District Performance Framework. Specifically, areas of need include secondary reading performance and gaps for many "catch-up" student subgroups (e.g., ethnic, special education, English language learner, and free/reduced lunch students).

Jeffco's 2009-10 Alternative Corrective Action Plan focused on systemic changes that included the following:
- Fully implementing a district-wide progress monitoring system to monitor the learning of students at regular intervals- 3 times a year for grades 3-10

- Creating systematic and systemic reading, writing and math instruction

- Aligning curriculum to common core standards, prioritized benchmarks, instructional strategies and resources

- Providing direction for and implementing secondary reform

- Identifying and implementing evidence-based Tier II and III interventions

- Aligning professional development with best practice instruction in reading and math and differentiating for various groups of staff with clear leadership and coordination in place

These improvements take time to implement and the district will continue to sustain and monitor the work in these improvement areas for 2010-11.

Root Cause

District leadership identified numerous priority needs following analyses of trends in district data, including:
1. CSAP Writing achievement falls below 80% proficient/advanced performance at every grade level and has declined or remained flat over time for most grade levels.
2. For secondary schools, reading AYP performance has not been met consistently for students with disabilities and free/reduced lunch students across 3 years.
3. AYP math performance gaps persist for ethnic, special education, ELL, and free/reduced lunch students.
4. CSAP growth in literacy underperforms state expectations at secondary levels.
5. Significant CSAP growth performance gaps persist, especially among gender for literacy and all content areas for ethnic and special education students – these gaps will not close given current growth rates.

The root causes identified by district leadership align with the identified priority needs. Specifically:
1. Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum.
2. 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.
3. Many secondary schools do not have a systematic, tiered system of support to respond to the needs of catch-up students.
4. The district has not strategically resource mapped and allocated resources differently among schools to better meet the needs of catch-up students.

Verification of Root Cause
Root causes initially were identified by the district executive leadership team. These root causes were then vetted with administrators in the Division of Instruction who brought additional data to support or refine these root causes. The next phase of verification included all Division of Instruction staff, including teachers on special assignment. After additional data was collected and verified at the district level, this data was compared with school data, and similar root causes were identified. School-based root causes were found to align with district root causes, indicating the district root cause analyses are valid.

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the District/Consortium Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.
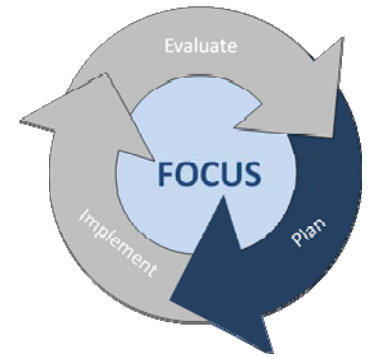
District/Consortium Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all districts are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary/ workforce readiness. For guidance on target setting on state accountability indicators, go to the Learning Center in SchoolView: www.schoolview.org/learningcenter.asp. Once annual targets are established, then the district/consortium must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the district/consortium to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target at the Elementary Level

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

District/Consortium Goals Worksheet

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A
		W	2011 CSAP Writing percent of students Adv/Prof. will increase to: • grades 3-5 – 63% • grades 6-8 – 65% • grades 9-10 – 58%	2012 CSAP Writing percent of students Adv/Prof. will increase to: • grades 3-5 – 65% • grades 6-8 – 67% • grades 9-10 – 60%	Common Assessments District Cornerstone Genre Writing Assessments	• Develop district-wide formative progress monitoring tools in writing aligned to district literacy curriculum • Increase the skill set of all teachers (general ed./support staff) to deliver instruction that meets the needs of our "catch up" students and provide them the resources to do it
		S	N/A	N/A	N/A	N/A

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	Move 10% of students in the following subgroups from Unsatisfactory to Partially Proficient for 2011 CSAP: • Middle – students with disabilities • High school – free/reduced lunch	Continue to meet AYP indicators in reading for all subgroups at all levels	Acuity Reading Benchmarks Yearly Progress Pro Reading CBM's	• Implement the six components of the District's Response to Instruction (RtI) rubric in 100% of secondary schools • Increase the skill set of all teachers (general ed./support staff) to deliver instruction that meets the needs of our "catch up" students and provide them the resources to do it
		M	Move 10% of students in the following subgroups from Unsatisfactory to Partially Proficient for 2011 CSAP: • Elem. – students with disabilities • Middle – Black, Hispanic, English language learner, free/reduced, and students with disabilities • High school – American Indian, Black, Hispanic, English language learner, free/reduced, and students with disabilities	Continue to meet AYP indicators in math for all subgroups at all levels	Acuity Math Benchmarks Yearly Progress Pro Math CBM's	• Increase the skill set of all teachers (general ed./support staff) to deliver instruction that meets the needs of our "catch up" students and provide them the resources to do it • Implement the six components of the District's Response to Instruction (RtI) rubric in 100% of secondary schools

Performance Indicators	Measures/ Metrics		Annual Targets 2010-11	Annual Targets 2011-12	Interim Measures for 2010-11	Major Improvement Strategies
Academic Growth	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A
		W	The district 2011 CSAP Median Growth Percentile will meet or exceed 50 overall and for all grade levels reported (4th through 10th grades)	District CSAP Median Growth Percentile will continue to meet or exceed 50 overall and for all grade levels reported (4th through 10th grades)	Common Assessments District Cornerstone Genre Writing Assessments	• Implement the six components of the District's Response to Instruction (RtI) rubric in 100% of secondary schools • Develop district-wide formative progress monitoring tools in writing aligned to district literacy curriculum
Academic Growth Gaps	Median Student Growth Percentile	R	The district 2011 CSAP Median Growth Percentile for students with disabilities will increase to a minimum of 50 at all levels (elem., middle, and high school)	The district 2012 CSAP Median Growth Percentile for students with disabilities exceed 50 at all levels (elem., middle, and high school)	Acuity Reading Benchmarks Yearly Progress Pro Reading CBM's	• Allocate monetary, training and human resources based on a needs and results model, maintaining universal support for all schools while increasing support for highly impacted schools • Increase the skill set of all teachers (general ed./support staff) to deliver instruction that meets the needs of our "catch up" students and provide them the resources to do it • Implement the six components of the District's Response to Instruction (RtI) rubric in 100% of secondary schools
		M	On the 2011 District Performance Framework, 3 additional Math Growth Gap indicators will be met across grade levels for a total of 5	On the 2012 District Performance Framework, 3 additional Math Growth Gap indicators will be met across grade levels for a total of 8	Acuity Math Benchmarks Yearly Progress Pro Math CBM's	• Allocate monetary, training and human resources based on a needs and results model, maintaining universal support for all schools while increasing support for highly impacted schools

Performance Indicators	Measures/ Metrics	Annual Targets 2010-11	2011-12	Interim Measures for 2010-11	Major Improvement Strategies
					• Increase the skill set of all teachers (general ed./support staff) to deliver instruction that meets the needs of our "catch up" students and provide them the resources to do it • Implement the six components of the District's Response to Instruction (RtI) rubric in 100% of secondary schools
	W	On the 2011 District Performance Framework, 3 additional Writing Growth Gap indicators will be met across grade levels for a total of 4	On the 2012 District Performance Framework, 3 additional Writing Growth Gap indicators will be met across grade levels for a total of 7	Common Assessments District Cornerstone Genre Writing Assessments	• Allocate monetary, training and human resources based on a needs and results model, maintaining universal support for all schools while increasing support for highly impacted schools • Develop district-wide formative progress monitoring tools in writing aligned to district literacy curriculum • Increase the skill set of all teachers (general ed./support staff) to deliver instruction that meets the needs of our "catch up" students and provide them the resources to do it • Implement the six components of the District's Response to Instruction (RtI) rubric in 100% of secondary schools
Post Secondary/ Workforce Readiness	Graduation Rate	The district will meet the 2011 AYP "Other Indicator" for English language learners	In 2012, the district will continue to meet the AYP "Other Indicator" for all subgroups	Attendance Truancy On-track to graduate courses/ credits	Implement the six components of the District's Response to Instruction (RtI) rubric in 100% of secondary schools
	Dropout Rate	N/A	N/A	N/A	N/A

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
		2010-11	2011-12		
	Mean ACT	N/A	N/A	N/A	N/A
English Language Development & Attainment	CELA (AMAO 1)	N/A	N/A	N/A	N/A
	CELA (AMAO 2)	N/A	N/A	N/A	N/A
Teacher Qualifications	Highly Qualified Teacher Data	100% of core content teachers will meet NCLB HQ requirements	100% of core content teachers will meet NCLB HQ requirements	System requirements are defined. Implement-ation of the system by October, 2011	Define and implement an electronic system for monitoring classes taught and the highly qualified status of the teachers connected to those classes

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then match it to a major improvement strategy(s). For each major improvement strategy (e.g., implement new intervention in K-3 reading) identify the root cause(s) that the action will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the district/consortium with checkpoints to ensure that activities are being implemented as expected. If the district/consortium is identified for improvement/corrective action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

- **Major Improvement Strategy #1:** Develop district-wide formative progress monitoring tools in writing aligned to district literacy curriculum   **Root Cause(s) Addressed:** Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum.

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

☑ State Accreditation   ☑ Title IA Program Improvement/Corrective Action Plan   ☑ Title IIA (2141c)   ☑ Title III (AMAOs)

☐ Dropout Designation   ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Develop and release district curriculum (CALI: Comprehensive Approach to Literacy Instruction) in writing. • DLEA curriculum writing teams will review and deeply understand the revised Colorado Model Content Standards in writing and national Common Core standards in reading • Writing teams will revise district reading and writing curriculum to reflect the revised state/national standards • The revised district curriculum will align with state timelines and expectations for implementation	2010-11 School Year 2010-2011 School Year 2010-2012 School Years Adoption Dec. 2011	Executive Director, Department for Learning and Educational Achievement ("DLEA")	District General Fund	Draft revised reading and writing district curriculum will be reviewed quarterly for progress updates and input/feedback Alignment of the district Curriculum Alignment Project in English Language Arts to the Common Core Standards and CALI will result in resources provided to schools that identify specific research based strategies for teaching students how to write in specific genres
Develop and deliver professional development for classroom teachers across contents on the best practices in writing for adolescents that are culturally responsive and include gender-specific strategies for males.	August 2010 and January 2011	Executive Director, Staff Development	District General Fund Title II-A Funds	• Dates communicated for professional development classes within the district

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
		Division of Instruction ("DOI")		• Planning meetings occur to develop training materials • Professional development is delivered on dates identified • Feedback is gathered from teachers to determine effectiveness of trainings and make adjustments
Develop and deliver professional development on inquiry-based, non-fiction writing instruction as part of the Cornerstone Genre field test	2010-11 School Year	DLEA	District General Fund	• Schools and participating teachers identified • Quarterly meeting dates and agendas identified and communicated • Planning meetings occur to develop training materials and training • Professional development is delivered on dates identified • Feedback is gathered from teachers to determine effectiveness of trainings and make adjustments
Jeffco Literacy Project schools will work with a National expert to identify and implement research based best practices in reading and/or writing across content areas based on the school's urgent challenges	2010-11 School Year	DLEA	ARRA funds District General Fund	• Meetings and trainings will occur with consultants and district staff • Site visit dates will be identified and communicated • Planning meetings occur to develop professional development and training materials • Data will be collected and reviewed on a quarterly basis

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
The number of online professional development opportunities for classroom teachers focused on teaching writing and genre study will increase	2010-11 School Year	Educational Technology	District General Fund	• Baseline data will be collected during the school year • Classes will be identified that need to be created • Progress on course development will be reviewed quarterly to monitor development and be adjusted through on-going feedback
Conduct focus groups with elementary, middle, and high school teachers to assess best practices and needs for writing instruction and assessment. • Design focus group protocol • Recruit schools and participants • Hold focus groups • Analyze data and prepare report • Present findings to leadership teams to determine further action	Fall 2010 Sept. 2010 Sept. 2010 Oct./Nov. 2010 Dec./Jan. 2010 Jan. 2010	Instructional Data Services	District General Fund	• Protocol document will be developed • Focus groups will be held • Data will be analyzed • Report will be produced and shared
Review nationally and locally (within Colorado) available writing assessments and summarize the assessment landscape for potential adoption by the district • Develop questionnaire for interviews • Contact districts for feedback • Create summary report from feedback • Report findings and generate next steps	2010- 2011 School Year	Jeffco Division of Instruction Literacy Team	District General Fund	• Interviews will be held • Summary report will be created and presented • Next steps will be developed

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Develop Cornerstone genre assessments and rubrics to be piloted in identified classrooms grades 7-12 • Assessment drafts will be developed • Schools will be recruited to participate in pilot • Professional development materials and sessions created • Assessments will be piloted • Assessments will be revised based on pilot feedback • Final Cornerstone Genre assessments will be provided for all schools to use	2010-11 School Year Fall 2010 Spring 2011 2011-12 school year	DLEA	District General Fund	• Cornerstone Genre assessments and rubrics will be implemented in all classrooms, grades 7- 12 by the 2011-12 school year • Assessments and rubrics will be reviewed quarterly for progress, updates, input, and feedback • Implementation timelines and professional development support plan will be created and communicated

- **Major Improvement Strategy #2:** <u>Increase the skill set of all teachers (general ed./support staff) to deliver instruction that meets the needs of our "catch up" students and provide them the resources to do it</u>   **Root Cause(s) Addressed:** <u>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.</u>

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

☑ State Accreditation   ☑ Title IA Program Improvement/Corrective Action Plan   ☑ Title IIA (2141c)   ☑ Title III (AMAOs)

☐ Dropout Designation   ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Implement Co-Planning/Co-Teaching structures K-12 between general education/diverse learner staff: • The Division of Instruction will train middle and senior high instructional coaches and teachers of diverse learners to support the understanding and implementation of effective pedagogy for secondary students • All instructional coaches will be trained to ensure that they have the skills they need to support teachers in meeting the needs of non-proficient (i.e., "catch-up") students • Coaches continue to provide job-embedded, on-going staff development to staff. The coaches are well-versed in the vision of the district and communicate that vision to the staff • Identify/define the elements of effective co-planning/co-teaching based on the work of Richard Villa/Jacqueline Thousand to be implemented in our schools K-12. *Implementation will be prioritized to start at the secondary level.* • The Division of Instruction will identify secondary schools in the district with 'Meets' or 'Exceeds' ratings on their School Performance Framework ("SPF") for students with disabilities in order to identify and effectively replicate instructional strategies that are yielding high rates of growth and achievement • The Division of Instruction will identify schools in the district with 'Meets' and/or 'Exceeds' ratings on their SPF for instructional sub groups so successful practices can be identified, analyzed	2010-2012 School Year Fall 2010 Spring 2011	Division of Instruction	District General Fund Title I Program Improvement Set-Aside Funds Title II-A Funds	• 70% of secondary schools will receive training on effective adolescent pedagogy across contents that focuses on student engagement by the end of 2010-11 school year • 100% of the Division of Instruction staff, Diverse Learner school-based staff, instructional coaches and school principals will be able to identify the elements of co-planning/co-teaching • By fall December 2011 100% of schools will be able to articulate the essential elements of a co-planning/co-teaching instructional model • By spring 2012 100% of schools will implement a co-planning/co-teaching instructional model

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
and replicated across the district • Teams from the Department of Diverse Learners will assist schools in the implementation of building wide structures that ensure the accessibility of core curriculum and instruction to all diverse learners • Perform reviews of schools' master schedules to ensure intervention services do not replace core instruction (unless students have been identified to participate in a replacement core program such as Read 180) and do not lead to isolated instruction • Expand the current online co-planning/co-teaching course to support the development of the Diverse Learner staff beyond ESL teachers to incorporate LD teachers and related service providers	2011-12			
Through a collaborative process, develop a set of identified instructional strategies and resources to be implemented in all classrooms that support the core curriculum and meet the needs of a broad range of learners	Develop plan fall 2010 for implementation starting spring 2011 and continuing into the 2011-2012 school year	Division of Instruction, Community Superintendents, Principals, School leaders	District General Fund Title II-A Funds	Plan will be monitored for effectiveness during this school year
• Special Education providers will be trained in writing Individual Education Plan (IEP) goals to address academic achievement growth gaps • The district will develop a bank of standards based academic Individualized Education Plan (IEP) goals	2010-11 & 2011-12 School Years	Diverse Learners Department Staff Special Education Providers	Special Ed. Funds District General Fund	The Diverse Learners Department will audit current IEP goals to determine alignment with grade level standards and essential learning items found in the district curriculum (CAP)

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
K-12 • General education staff in all schools will participate at the IEP (Individualized Education Plan) staffing in order to support IEP goals in core instruction				Special Education providers will access the IEP goal bank to write plans for students with disabilities
• Diverse Learners Department staff will be trained in the Response to Intervention ("RtI") problem solving process in order to ensure effective participation on school based problem solving teams, especially for students K-3 • The district will identify research based early literacy/math Tier II/III intervention tools • The district will continue to identify/develop universal screening tools and progress monitoring tools for grades PK-3 • The district will identify/refine structures to ensure a transition process that supports the sharing of academic and programmatic data between ECE and kindergarten • Early Childhood Education will continue to collaborate with the Colorado Department of Education in the research and development of data collection tools for preschools as part of the Results Matter initiative	2010-11 & 2011-12 School Years	Division of Instruction	District General Fund	• Trainings will be held for leadership teams from all schools • Interventions for Tiers II and III will be identified and communicated to all schools • Additional assessment tools will be provided to schools with professional development training
• All schools with K-6 English as a second language (ESL) teachers or ESL content teachers (7-12) will implement the ESL curriculum support document.	2010-11 School Year	Diverse Learners Department Staff	District General Fund Title II-A Funds	• Trainings will be held to support ESL teachers in implementing ELD standards and curriculum

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
• All elementary schools with a K-6 ESL teacher will implement an English language development (ELD) instructional block The district will use a .5 Spanish language interpreter to assist with the high demand for Spanish language translated documents, newsletters and oral communication in several of the district's most impacted schools. Bilingual district staff will meet the increased number of interpretation and translation requests during certain times of the year. The annual Career Opportunity Fair gives all secondary ELL students and their families information about various post secondary organizations. All secondary schools will ensure ESL students have access to approved ESL coursework as stated by the ELS/Dual Language department. • All schools will participate in training in the purpose and use of the Colorado English Language Assessment (CELA)		District ESL teachers Title III funds		• Educators from every school will receive training in analysis and application of the state English language assessment (CELA)

- **Major Improvement Strategy #3:** Implement the six components of the District's Response to Instruction (RtI) rubric in 100% of secondary schools   **Root Cause(s) Addressed:** _Most secondary schools do not have a systematic, tiered system of support to respond to the needs of catch-up students._

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☑ State Accreditation   ☑ Title IA Program Improvement/Corrective Action Plan   ☑ Title IIA (2141c)   ☑ Title III (AMAOs)
☐ Dropout Designation   ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Through a collaborative process, develop a set of identified instructional strategies and resources to be	Develop plan fall	Division of	District General Fund	Plan will be monitored for

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
implemented in all classrooms that support the core curriculum and meet the needs of a broad range of learners	2010 for implementation starting spring 2011 and continuing into the 2011-2012 school year	Instruction, Community Superintendents, Principals, School leaders.		effectiveness during this school year
The district will enhance systems and training that support Response to Instruction (RtI) processes • RtI problem-solving processes will be integrated into Universal Improvement Plan trainings with school leadership teams	2010-11 school year Fall 2010 2010-11 school year	Division of Instruction	District General Fund	All school-based administrators, instructional coaches, instructional leaders will be trained on the problem-solving process through Unified Improvement Plan training Monthly meetings will be held for the RtI leadership team to determine district direction and actions
A multiyear professional development plan will be developed and implementation will begin for supporting RtI implementation in the district	2010-11 school year	Executive Director Professional Development	District General Fund	Professional development plan will be created Trainings will occur pursuant to the plan
Evaluate the effectiveness of Tier II/III interventions currently in place district wide • Innovation Configuration Maps will be developed	2010-11 school year	Instructional Data Services	District General Fund	Program evaluation reports will be created

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
for district-wide intervention programs • Data will be collected (including achievement, attitudinal, and fidelity of implementation) throughout the school year • Data will be analyzed and reports will be developed for each program evaluation • Reports will be shared with district leadership to monitor and adjust district-wide interventions				Central leadership teams will review program evaluation reports to determine next steps for Tier II/III interventions

• **Major Improvement Strategy #4:** Allocate monetary, training and human resources based on a needs and results model, maintaining universal support for all schools while increasing support for highly impacted schools   **Root Cause(s) Addressed:** The district has not strategically resource mapped and allocated resources differently among schools to better meet the needs of catch-up students.

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

☑ State Accreditation   ☑ Title IA Program Improvement/Corrective Action Plan   ☑ Title IIA (2141c)   ☑ Title III (AMAOs)

☐ Dropout Designation   ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Each school identified as Intensive will be assigned an A+ Team consisting of a data coach, a school improvement specialist, I2A coordinator, and an administrator from the DOI to work collaboratively	August, 2010	CAO Executive Director of	District General Fund	Schools in Turnaround or Priority Improvement categories were identified in August, 2010

with the Community Superintendent, Executive Director of School Management, the school principal, and the instructional coach. This team serves as the catalyst for change in the school and ensures the development and implementation of the Unified Improvement Plan (UIP) with fidelity. The team will liaise with the CDE when technical assistance is provided.		School and Student Success		A+ Teams were convened Planning meetings with principals were held In schools identified as Intensive, the implementation of the UIP will be monitored monthly by the Community Superintendent and the A+ Team through monthly school visits and data team meetings In school identified as Strategic, the quadrant resource teams will prioritize the needs of these schools In schools identified as Strategic, the implementation of the UIP will be monitored quarterly by the Community Superintendent and the quadrant resource team through quarterly school visits and data team meetings
Provide a variety of school improvement training and materials through McREL, Success in Sight, America's Choice, Scholastic READ 180, Mondo, National Literacy Project, Navigator, and Ramp-up	2010-2011 School Year	Division of Instruction	EduJobs $150,000 ARRA $325,000	Schools will receive instructional resources and training in various intervention strategies and programs throughout the year
The A+ Team will participate in the recommendation for hiring of all staff and administrators in the identified school	November, 2010	CAO, Community Superintendent, A+ Team, Principal, School Staff	District General Fund	All Student Achievement Specialists hired
Data Walls will be introduced and implemented for progress monitoring in schools identified as Intensive.	September, 2010	A+ Leadership team, Executive Director of	District General Fund	Data walls are evident in every A+ school and monitored by the A+ Team

		Diverse Learners		leader as well as the principal
District benchmark assessments (Acuity) training will intensify to include a broad range of reports for instructional planning	Sept 2010, Jan 2011, May 2011	I2A Coordinator, School Improvement Specialist (SAS), Instructional Coach, Principal	District General Fund	Benchmark reports used to plan professional development

Teachers will use their data for instructional planning. Monthly progress monitoring by the A+ Team |
| Staff training will be provided for scoring conferences to ensure a common understanding of proficiency across the staff. Acuity constructed response items will serve as one of the common writing samples. | Sept 2010, Jan 2011, May 2011 | I2A Coordinator, SAS, Instructional Coach, Principal | District General Fund | Staff trainings held in Sept.

Scoring conferences occur in Sept., Jan. and May |

- **Major Improvement Strategy #5:** Define and implement an electronic system for monitoring classes taught and the highly qualified status of the teachers who are teaching them. **Root Cause(s) Addressed:** The district is not meeting the state expectation of 100% highly qualified teachers as defined by No Child Left Behind (NCLB)

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

☑ State Accreditation ☑ Title IA Program Improvement/Corrective Action Plan ☑ Title IIA (2141c) ☑ Title III (AMAOs)

☐ Dropout Designation ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Meet with the HR team at Adams #12 school district to review their data collection system and integration between Infinite Campus and PeopleSoft

Partner with IT, the Infinite Campus team and Human Resource personnel to define the requirements of an electronic monitoring system for determining a highly | April, 2011

Implementation and system access by October, 2011 | HR Directors and Managers, IT Directors, Managers and System Analysts, Infinite Campus Directors, | General Fund | Appointment set up and key personnel invited by March, 2011

System defined by June, 2011 |

		Managers and System Analysts		System tested in July, 2011
qualified teacher in each classroom every day. Partner with IT, the Infinite Campus team and Human Resource personnel to build an electronic monitoring system for determining a highly qualified teacher in each classroom every day				

Section V: Additional Documentation

Proposed Budget for Use of Title IIA funds in 2011-12. This chart **must** be completed for any district identified under ESEA 2141c (Title IIA), because the state and district are expected to enter into a financial agreement. See requirements and state priorities for the use of Title IIA dollars on the Title IIA website: www.cde.state.co.us/FedPrograms/tii/a.asp. In the chart, include all proposed Title IIA activities for FY 2011-12. Activities should have already been referenced in the action plans of this template (section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal the district's projected 2011-12 Title IIA allocation. If the 2011-12 allocation is unknown, use the 2010-11 allocation.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Identify the Special Education and General Education teachers who do not meet the definition of highly qualified for a content area in which they will be expected to teach	Use the data gathered in the electronic monitoring system to identify the teachers who do not meet the definition of highly qualified	$0.
Provide tuition reimbursement for teachers to expand the content areas in which they must meet the definition of highly qualified	Using individual growth plans define the requirements to meet highly qualified and determine the district reimbursement for tuition for teachers taking courses to meet the HQ requirements	$10,000
Provide Instructional Coaches in every school in order to	Using Instructional Coaches to provide job-embedded, ongoing	$2,059,550

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
ensure teachers have access to the instructional strategies required to meet the instructional needs of all students	professional development for teachers, these funds supplement the General Fund and Title I funds to build leadership capacity by utilizing a full-time coach in every building. Refer to Improvement Strategy #2.	
Provide professional development for classroom teachers around Giftedness. A gap exists between students identified as Gifted and their scores in the Advanced categories. We will continue to fund a Gifted and Talented Resource Consultant to work with schools and teachers on implementing best strategies for Gifted students.	Using data gathered on Hispanic and students of poverty, the GT Resource Consultant will design and deliver cohesive, coherent and rigorous staff development at the building and district levels. The consultant will identify and share learning resources that support advanced/in-depth learning in all content areas that deepen knowledge regarding research in GT education. Refer to Improvement Strategy #2.	$92,761
Provide content area teachers the opportunity to create "learning to write" performance tasks to support and assess learning in their content area. These content area teachers will also receive resources and training to facilitate three hours of professional development within their departments on one of their non-contact days. They will also participate in online professional courses in writing. In every grade level except 9th, Jeffco's writing scored on the 2009 CSAP administration declined on the growth scale. 9th grade remained flat. Additionally, five grade levels scored under the 50% median. There is a need across all grade levels to increase teacher capacity in the area of writing.	Develop and deliver Professional Development for classroom teachers across contents on the best practices in writing for adolescents. Refer to Major Improvement Strategy #1.	$89,904
Provide a Coordinator of Teacher Support to facilitate and coordinate systemic support of new teachers, mentors and support teams by providing professional development which includes best practices in the areas of classroom instruction, differentiation, assessments, and interventions	With the large number of coaching staff, resource teachers, and principals, the Coordinator of Teacher Support will serve as a facilitator within the Instructional Coach community and the Division of Instruction and will partner with and develop Professional Development. Refer to Major Improvement Strategy #1.	$87,414
Provide private and charter schools their Title IIA allocations as required by CDE		$90,165
Indirect Costs		$112,206
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.) This amount is the 2010-11 final allocation. It does not include carry forward or Indirect Costs.		2010-11 Allocation $2,466,999

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
		+Carryforward of $75,000 TOTAL $2,541,999