Colorado's Unified Improvement Plan for Districts for 2012-13

Organization Code: 1420 District Name: JEFFERSON COUNTY R-1 AU Code: 30011 AU Name: Jefferson R-1, Lakewood DPF Year: 1 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the district/consortium's data in **blue** text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data is pulled from the District Performance Framework (DPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 District Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile by using 1-year or 3-years of data	R	71.51%	70.5%	71.53%	79.09%	76.21%	73.73%	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.51%	50%	32.16%	73.15%	61.75%	44.85%	
		W	54.72%	56.36%	48.61%	60.95%	64.17%	55.86%	
		S	48%	45.6%	48.93%	59.36%	58.33%	56.99%	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate Student Growth Percentile (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	
		R	24	22	12	54	48	46	
		M	49	61	74	55	54	55	
		W	39	43	41	52	47	49	
		ELP	45	54	73	55	54	58	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 District Results	Meets Expectations?	
Academic Growth Gaps	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your district's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your district's performance frameworks for listing of median growth by each disaggregated group.	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:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 83.1% using a 5 year grad rate	Meets	Overall Rating for Post Secondary Readiness: Meets
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your district's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Approaching	
	Dropout Rate **Expectation:** At or below State average overall.	3.6%	1.9%	Meets	
	Mean ACT Composite Score **Expectation:** At or above State average	20	21.2	Meets	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 Grantee Results		Meets Expectations?
English Language Development and Attainment	**AMAO 1** **Description:** Academic Growth CELApro sub-indicator (median and adequate growth percentiles) rating on the District Performance Framework.	Meets or Exceeds rating on Academic Growth CELApro sub-indicator on District Performance Framework	Meets		YES
	AMAO 2 **Description:** % attaining English proficiency on CELA	7% of students meet AMAO 2 expectations	12.55%		YES
	AMAO 3 **Description:** Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for English Learners; Disaggregated Graduation Rate sub-indicators for English Learners; and Participation Rates for English Learners.	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for English Learners, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for English Learners, and (3) 95% Participation Rate for English Learners.	R	Meets	NO
			W	Approaching	
			M	Approaching	
			Grad	Does Not Meet	
			Partici pation	Meets 95%	

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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	Based on preliminary results, 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, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on the plan submission process, as well as the Quality Criteria to ensure that all required elements are captured in the district's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the district has been finalized, this report will be re-populated in Novemeber 2012.
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	No, District does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two consecutive years	Title III Improvement – Year 5	Based upon preliminary results for Title III, grantee must complete an Improvement plan for Title III using the UIP template and submit the plan by January 15, 2013. At a minimum, make sure to address any missed targets in 2010-11 and 2011-12 in the plan. An optional addendum form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. In addition, the Quality Criteria can be referenced to ensure all Title III requirements are met. Pay special attention to the added requirements for Title III grantees that are identified as Program Improvement – Year 3 or more.
Improvement Support Partnership (ISP) or Targeted District Improvement Partnership (TDIP) Grants	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, CADI) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	The district does not need to include the additional requirements for this grant.

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Colorado's Unified Improvement Plan for Districts for 2012-13

Section II: Improvement Plan Information

Directions: This section should be completed by the district.

Additional Information about the District

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

Improvement Plan Information

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

☑ State Accreditation   ☐ Student Graduation and Completion Plan (Designated Graduation District)   ☑ Title IA   ☑ Title IIA

☑ Title III   ☐ District Partnership Grant   ☐ Improvement Support Partnership Grant   ☐ Other: _____

For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: ☐ District Only   ☐ District and School Level Plans

If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

	District/Consortium Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Dr. Cindy Stevenson, Superintendent
	Email	cstevens@jeffco.k12.co.us
	Phone	303.982.6803
	Mailing Address	Jeffco Public Schools, Superintendent's Office 1829 Denver West Dr. Building #27 Golden, CO 80401
2	Name and Title	Dr. Carol Eaton, Executive Director Instructional Data Services
	Email	ceaton@jeffco.k12.co.us

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

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your district. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
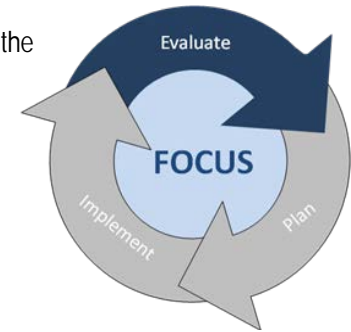
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was the district in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	2012 TCAP Writing percent of students Adv./Prof. will increase to: • DPF elem. – 67% • DPF middle – 65% • DPF high school – 59%	• Elementary – Target not met (61% in 2012 showing a 4-percentage point decline from 2011) • Middle – Target close to being met (64% in 2012 showing a 1-percentage point increase from 2011) • High – Target not met (56% in 2012 showing a 1-percentage point decline from 2011)	District focused on other initiatives last year (e.g., new CDE administrator evaluation) and did not sustain the focus on writing. Responding to drops in 2011 scores, middle schools did focus on literacy and there was improvement in performance.

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was the district in meeting the target?	Brief reflection on why previous targets were met or not met.
	Move 10% of students in the following subgroups from Unsatisfactory for 2012 TCAP Reading: • Elem. – American Indian & Black • Middle – Black, English language learner, economically disadvantaged, & students with disabilities subgroups • High school – English language learner	AYP targets no longer reported by CDE due to NCLB waiver	
	Move 10% of students in the following subgroups from Unsatisfactory for 2012 TCAP Math: • Elem. – overall, American Indian, Black, Hispanic, English language learner, economically disadvantaged, & students with disabilities subgroups • Middle level – Black • High school – overall, Black, Hispanic, White, English language learner, economically disadvantaged, & students with disabilities	AYP targets no longer reported by CDE due to NCLB waiver	
Academic Growth	The district 2012 TCAP Writing Median Growth Percentile will meet or exceed 50 overall and for 5 of 7 grade levels	Target not met (3 of 7 grade levels met the 50th percentile)	See above
Academic Growth Gaps	On the 2012 District Performance Framework, 2 additional Math Growth Gap indicators will be met for a total of 8	Target not met (1 Math Growth Gap indicator was met in 2012)	

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Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was the district in meeting the target?	Brief reflection on why previous targets were met or not met.
	On the 2012 District Performance Framework, 2 additional Writing Growth Gap indicators will be met for a total of 6	Target not met (2 Writing Growth Gap indicators were met in 2012)	
Post Secondary Readiness	The district will meet the 2012 AYP "Other Indicator" for American Indian, English Language Learner, and student with disabilities subgroups	AYP targets no longer reported by CDE	
English Language Development and Attainment (AMAOs)	N/A	N/A	

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	• 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 o Reading: three-year trend shows overall slight positive trends at most grade levels	N/A	N/A

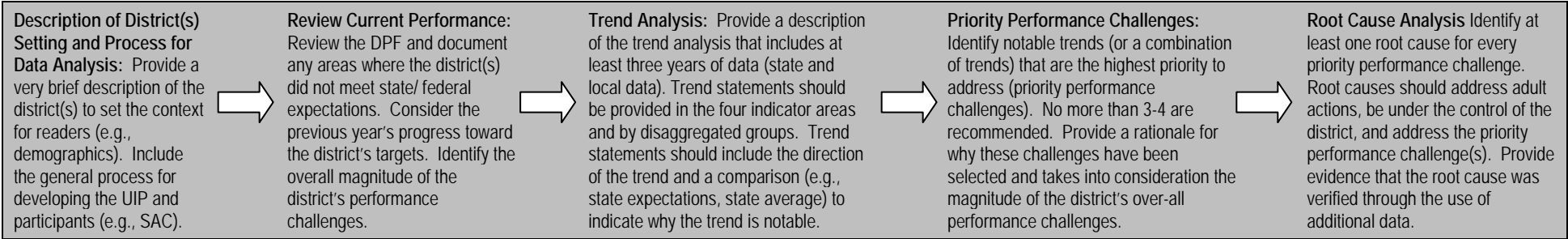| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	except high school, where performance is trending flat and down o Writing: three-year trend shows 2011 gains were not sustained in 2012 at the elementary level and at other grade levels demonstrate flat or declining trends ▪ Boys underperform girls in writing at all grade levels; advanced/proficient TCAP writing gender gaps are double digit across all grades levels with the largest gap of 18 points at grade 8 ▪ Advanced/proficient TCAP gaps in writing scores range from 21 to 28-percentage point gaps in Hispanic/White performance o Math: One-year trends in math show declines or flat performance at most grade levels o Science: Three-year trend shows gains at elementary; slight declines at middle and high school was stable	CSAP Writing achievement falls below 80% proficient/advanced at every grade level and has declined or remained flat over time for most grade levels	The district lacks systemic practices in writing instruction and effective feedback in every classroom
Academic Growth	• Aggregate district CSAP/TCAP median growth percentiles exceed state typical performance of "50" for reading and math across 3 years o Reading: 2010 – 51; 2011 – 53; 2012 -- 50 o Math: 2010 – 53; 2012 – 55; 2012 – 55 • In writing, the district's overall increase to the 50th percentile in 2011 was not sustained in 2012 (MGP was 49 for 2012)	The district's 2012 TCAP median growth percentiles in writing did not sustain the 2011 gains	The district lacks systemic practices in writing instruction and effective feedback in every classroom

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	• Overall, District designated as "Approaching" for Academic Growth Gaps on District Performance Framework • Overall, Academic Growth Gap percent of points earned declined on the 1-year report to 56.7% of indicators met o For elementary, 6 of 15 growth gap indicators met CDE expectations o For middle level, 4 out of 15 growth gap indicators were met o For high school, 2 out of 15 growth gap indicators were met	Significant TCAP 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 lacks structures to ensure consistent quality professional development is provided to all instructional staff to address the needs of all populations, including students in the catch-up category ("catch-up" students were not proficient on the last state assessment)
Post Secondary & Workforce Readiness	District meets state expectations on 1-year and 3-year District Performance Framework ("DPF") for overall high school Post Secondary/Workforce Readiness indicator The overall disaggregated graduation rate indicator received an approaching rating, with all subgroups *approaching* except the English language learner subgroup that did not meet state expectations. Overall, Post Secondary/Workforce Readiness percent of points earned declined from the previous 1-year DPF to 67.2% of indicators met	The district's disaggregated graduation rate is designated *approaching* and for English language learners, *does not meet*	District and school leadership lack systemic understanding around multiple pathways for students to stay on track to graduate
Student Graduation and Completion Plan (Designated Graduation District)	N/A	N/A	N/A

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
English Language Development and Attainment (AMAOs)	District met state expectations for 2012 AMAO indicators #1 and #2	N/A	N/A
	District did not meet state expectations for 2012 AMAO indicator #3 in writing and math. In addition, the disaggregated graduation rate for English learners was rated did not meet.	District did not meet AMAO #3 which includes TCAP growth percentiles in reading, writing and math for English learners

Refer to Post Secondary and Workforce Readiness indicator on previous page for AMAO graduation rate indicator | The district lacks structures to ensure consistent quality professional development is provided to all instructional staff to address the needs of all populations, including students in the catch-up category

Refer to Post Secondary and Workforce Readiness indicator on previous page for AMAO graduation rate indicator |

Data Narrative for District/Consortium

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the district/consortium, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for District/Consortium

Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the DPF and document any areas where the district(s) did not meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the district's over-all performance challenges.	Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.

District Setting

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

Ethnicity	2002 Percent	2012 Percent
American Indian/Alaska Native	1%	1%
Asian, Pacific Islander	3%	3%
Black	2%	1%
Hispanic	14%	24%
White	80%	68%
Multiple Race	N/A	3%

Overview

Jeffco is a high performing school district that consistently meets state accreditation expectations. The percentage of students scoring at the proficient and advanced levels on state assessments exceeds the state averages in reading, writing, mathematics and science at all grades tested (third through tenth). The district also demonstrates solid performance in post secondary and workforce readiness indicators as defined by the Colorado Department of Education (CDE). For Jeffco students attending neighborhood high schools in 2011, 86% graduated on time, an increase of 1.3 percentage points from 2010. The overall district graduation rate (including both charter and option schools) also increased to 79.1%. Given the district's commitment to continuous improvement, Jeffco leadership annually reviews a wide range of data to identify priority areas for increased performance. Jeffco Public Schools tied for the second best graduation rate of the 50 largest school districts in the nation according to Education Week's *Diplomas Count* report. In 2012-13, the district will be focusing on improving writing performance, closing academic growth gaps, and identifying multiple pathways for students to stay on track to graduate from high school.

Process for Data Analysis

In the fall of 2012, district leadership teams reviewed Jeffco's performance on the 2011-12 Unified Improvement Plan targets, as well as a wide range of data to determine district-level trends, priority needs, and root causes for those identified needs. This plan is one component presenting priorities for the district; it is reflective of only a part of the comprehensive work of the district in addressing improvement at all levels within our organization as outlined in the district's *Call to Action: Building Bright Futures* (the district's strategic plan). Members of the leadership teams included the superintendent, chief academic officer, community superintendents, executive directors of instruction and school management, as well as administrators and teachers within Educational Research and Design. At an August 2012 all principal meeting, more than 150 principals discussed root causes and improvement strategies based on district-level data analysis; feedback was

collected online and incorporated into the district strategic and unified improvement planning efforts. The district's Strategic Plan Advisory Council (SPAC), a committee that includes parent and community members, also reviewed the district's plans. Data reviewed included the one- and three-year District Performance Frameworks (DPFs), multi-year trends from the Transitional Colorado Assessment Program (TCAP)/Colorado Student Assessment Program (CSAP) in reading, writing, mathematics, and science for grades three through ten; three years of TCAP/CSAP growth data in reading, writing, and mathematics for grades four through ten, benchmark Acuity reading and mathematics fall, winter, and spring assessments in grades three through ten; district kindergarten through grade two performance over time on various district assessments (e.g., Basic Early Achievement in Reading [BEAR], Dynamic Indicators of Basic Early Literacy Skills [DIBELS]), principal feedback on the district's annual end-of-year leadership survey, and student feedback on the district's biennial student survey (Make Your Voice Heard).

Current Performance Review

The first page of the one-year 2012 DPF (see below) summarizes the district's performance. Overall, the district is meeting state expectations for the majority of performance indicators on the DPF. The district showed a decline on the DPF performance, decreasing from 72% to 69% of the total points possible on the DPF. Jeffco Schools has been designated as "accredited" by the CDE.

District Performance Framework 2012 Level: EMH
District: JEFFERSON COUNTY R-1 - 1420 (All - 1 Year[1])

Accredited

This is the accreditation category for the district. Districts are designated an accreditation category based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the accreditation category.

Plan Assignment	Framework Points Earned
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Meets	75.0%	(11.3 out of 15 points)
Academic Growth	Meets	72.6%	(25.4 out of 35 points)
Academic Growth Gaps	Approaching	56.7%	(8.5 out of 15 points)
Postsecondary and Workforce Readiness	Meets	67.2%	(23.5 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		68.7%	(68.7 out of 100 points)

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

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

The district has met state expectations in reading, writing, mathematics, and science academic achievement performance on the DPF at all levels: elementary, middle, and high school. For academic growth indicators, the district met eleven out of twelve indicators (the middle school mathematics rating was "approaching"). The only performance indicator designated as "approaching" on the overall DPF continues to be in the area of Academic Growth Gaps. Jeffco did not demonstrate improvement in this area compared to the previous year's DPF. The 2012 Academic Growth Gap performance declined by four points, which did not sustain the gains from 2011 – this indicator provides the largest magnitude for Jeffco.

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Trend Analysis

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

READING	2008-2009	2009-2010	2010-2011	2011-2012	2010-11/ 2011-12	2008-09/ 2011-12
	Per.	Per.	Per.	Per.	Diff.	Diff.
3	79.6 %	76.5 %	80.0 %	80.3 %	0 %	1 %
4	71.7 %	75.3 %	72.9 %	75.2 %	2 %	4 %
5	74.2 %	75.3 %	77.8 %	76.6 %	-1 %	2 %
6	81.0 %	81.8 %	81.7 %	84.4 %	3 %	3 %
7	72.8 %	74.6 %	74.3 %	75.0 %	1 %	2 %
8	69.3 %	73.7 %	72.8 %	74.2 %	1 %	5 %
9	74.6 %	73.1 %	72.2 %	72.0 %	0 %	-3 %
10	75.4 %	70.4 %	71.4 %	71.4 %	0 %	-4 %

WRITING	2008-2009	2009-2010	2010-2011	2011-2012	2010-11/ 2011-12	2008-09/ 2011-12
	Per.	Per.	Per.	Per.	Diff.	Diff.
3	62.7 %	56.4 %	60.5 %	58.3 %	-2 %	-4 %
4	57.4 %	58.0 %	62.9 %	55.6 %	-7 %	-2 %
5	62.1 %	62.0 %	66.0 %	63.5 %	-3 %	1 %
6	69.4 %	66.4 %	71.3 %	64.9 %	-6 %	-5 %
7	67.1 %	64.6 %	64.0 %	66.9 %	3 %	0 %
8	57.5 %	59.5 %	58.8 %	58.8 %	0 %	1 %
9	58.7 %	55.7 %	58.2 %	55.8 %	-2 %	-3 %
10	56.2 %	53.3 %	52.7 %	52.3 %	0 %	-4 %

MATH	2008-2009	2009-2010	2010-2011	2011-2012	2010-11/ 2011-12	2008-09/ 2011-12
	Per.	Per.	Per.	Per.	Diff.	Diff.
3	75.6 %	74.2 %	75.6 %	74.9 %	-1 %	-1 %
4	72.2 %	75.3 %	75.1 %	76.8 %	2 %	5 %
5	67.0 %	70.1 %	71.4 %	68.3 %	-3 %	1 %
6	71.0 %	69.0 %	71.0 %	71.1 %	0 %	0 %
7	61.3 %	56.1 %	61.2 %	61.5 %	0 %	0 %
8	60.5 %	58.1 %	59.5 %	58.0 %	-1 %	-2 %
9	45.1 %	49.8 %	47.0 %	42.8 %	-4 %	-2 %
10	40.0 %	38.6 %	42.2 %	41.5 %	-1 %	1 %

SCIENCE	2008-2009	2009-2010	2010-2011	2011-2012	2010-11/ 2011-12	2008-09/ 2011-12
	Per.	Per.	Per.	Per.	Diff.	Diff.
5	51.5 %	57.1 %	57.7 %	59.0 %	1 %	7 %
8	60.0 %	56.7 %	58.5 %	57.5 %	-1 %	-2 %
10	56.5 %	51.9 %	56.6 %	54.6 %	-2 %	-2 %

The district identified writing as an area of need in last year's Unified Improvement Plan. Academic achievement in writing did not sustain the one-year gains in the district's 2011 performance and continues to be an area of focus. Reading performance at grades nine and ten shows a steady decline over a three-year trend, while most other levels demonstrate improvement over time. Mathematics and science academic achievement has been more stable over time, with some slight downward trends in 2012. The 2012 ninth grade district mathematics performance appears lower due in part to a grade level TCAP invalidation at one of the district's high schools.

Achievement gaps in TCAP writing have continued in 2012, as reported in the two charts to the right. Trends show limited progress in these areas.

2012
Jeffco Comparison by Gender - WRITING

	3rd	4th	5th	6th	7th	8th	9th	10th
Female	66%	64%	71%	72%	75%	68%	63%	61%
Male	51%	48%	57%	58%	59%	50%	48%	44%

2012
Jeffco Comparison by Ethnicity - WRITING

	3rd	4th	5th	6th	7th	8th	9th	10th
Black	39%	35%	45%	39%	53%	50%	36%	35%
Hispanic	43%	37%	45%	49%	50%	40%	35%	32%
White	64%	62%	70%	71%	73%	65%	63%	59%
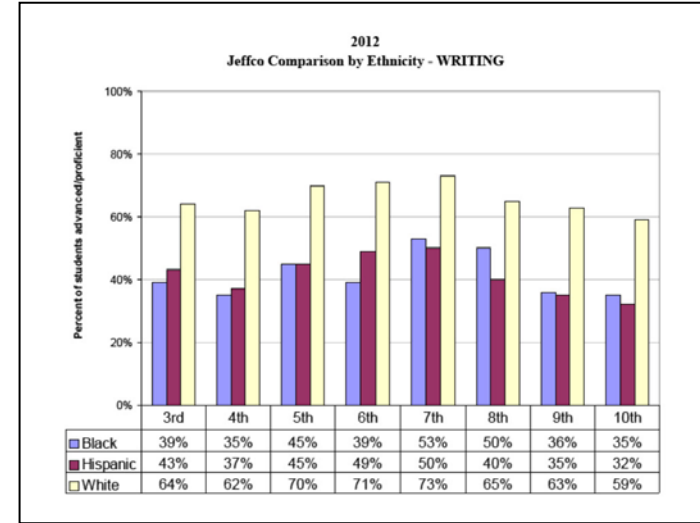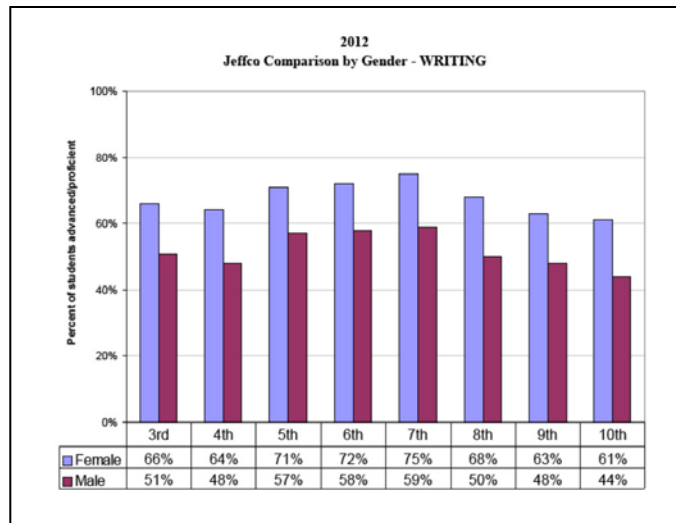
Academic Growth   On the 2012 DPF, nearly all academic growth indicators were met at elementary, middle, and high school levels in reading, writing, and mathematics. The one exception was middle school mathematics, which earned "approaching" and missed the "meets" designation by one percentile point. Trends show the district generally meets state typical median growth percentiles of 50 (shaded green in the charts below), except in writing. Mathematics continued to demonstrate higher median growth overall.

Academic Growth Gaps

Secondary schools performed lower than elementary schools on this indicator, with middle level meeting four and high school meeting two out of the fifteen total sub-indicators and high school meeting two of the total sub-indicators. At the elementary level, six out of fifteen growth gaps met state expectations. All other growth gaps received an "approaching" rating.

While students with disabilities continue to be a student subgroup classified as "approaching" on most academic growth gap indicators, the middle level rating in mathematics was designated "meets" for the first time this year.

English Language Proficiency

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

TCAP District Median Growth Percentile Trends by Subgroups

	Reading				Writing				Mathematics			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
All Grades	51st	51st	53rd	50th	48th	49th	50th	49th	55th	53rd	55th	55th
Free/Reduced Lunch Eligible	47th	48th	50th	47th	45th	45th	47th	45th	50th	49th	51st	49th
Minority Students	50th	50th	52nd	48th	48th	48th	49th	48th	52nd	51st	53rd	51st
Students with Individual Education Plans	47th	44th	50th	49th	41st	40th	47th	44th	47th	44th	49th	50th
English Language Learners	53rd	54th	57th	51st	53rd	51st	53rd	53rd	55th	53rd	56th	53rd
Gifted & Talented	57th	56th	58th	53rd	54th	55th	56th	56th	59th	60th	59th	62nd

2012 TCAP District Median Growth Percentiles by Catch Up Students

	Reading	Writing	Math
Elementary	55th	52nd	54th
Middle	50th	47th	54th
High	44th	48th	53rd

- The state median growth percentile is 50. Any growth at the 50th percentile or above is considered typical to high growth. These areas of strength are highlighted in green.
- CDE defines "catch up" students as those students who were not proficient on the 2012 TCAP. Jeffco catch up students' growth percentiles exceeded the state for all levels in mathematics. In reading both the elementary and middle level met or exceeded that state median. Finally, elementary writing also exceeded the state median.

- Overall, the district's 2012 TCAP median growth percentile data in literacy did not sustain the 2011 gains.
- In mathematics, the 2012 district median growth percentiles sustained the 55th median growth percentile from the previous year and were above the state median for all subgroups except free and reduced lunch eligible students.

Post Secondary and Workforce Readiness

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

Student Perception Data

Another important voice to include in district performance analyses is from the students themselves. The 2011-12 district-wide student survey called *Make Your Voice Heard* provided additional insights to the unified improvement planning process. The charts to the right combine TCAP achievement results with *Make Your Voice Heard* student survey results in a format similar to the quadrant bubble charts from CDE on SchoolView. The upper right-hand section of the charts to the right is the ideal – students reporting high rigor/relevance and performance at the advanced/proficient level on TCAP. The lower right-hand section

MYVH Rigor – Relevance & Elementary Reading TCAP Distribution

MYVH Rigor – Relevance & Elementary Writing TCAP Distribution

demonstrates students who have reported high rigor/relevance but are not proficient on TCAP. As demonstrated by the data provided, the number of students who are engaged with the academic rigor but not proficient increases dramatically in writing compared to reading. These data inform Jeffco educators that many of the district's partially proficient writers are willing and ready to engage in the learning.
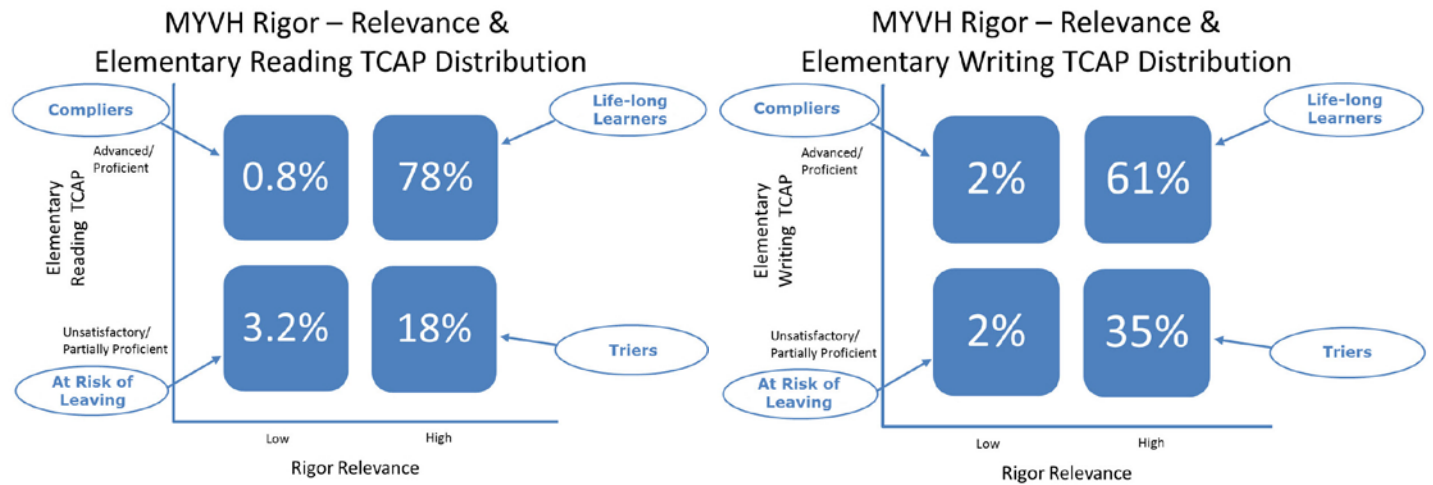
Priority Performance Challenges and Root Causes

Based on the work that district leadership completed for the 2011 Unified Improvement Plan process, writing remains a performance challenge. The writing gains from 2011 CSAP were not sustained in 2012 TCAP so improvement strategies should be refined and/or continued in the 2012-13 school year. In Jeffco, nearly 9,200 students are performing at the high partially proficient range of TCAP writing performance and are on the verge of proficiency, so the magnitude of this challenge is substantial. The root cause identified for this performance challenge indicates the district lacks systemic practices in writing instruction and effective feedback in every classroom.

Another priority performance challenge for the district concerns academic growth gaps. The number of students needing to catch up ranges from 9,100 in reading to 14,000 in writing, demonstrating a large impact for district students and learning. These learners include students with disabilities and ELL students. The root cause for this challenge concerns the district's lack of structures to ensure consistent quality professional development is provided to all instructional staff to address the needs of all populations, including students in the catch up category.

A final performance challenge has been identified as the designation of *"approaching"* for the district's disaggregated graduation rate and *"does not meet"* for ELL students. The root cause for this challenge is that district and school leadership lack systemic understanding around multiple pathways for students to stay on track to graduate.

Note that Jeffco Schools has reviewed the Equitable Distribution of Teachers (EDT) and further action is not needed at this time.

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

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Section IV: Action Plan(s)

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

District/Consortium Target Setting Form

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

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

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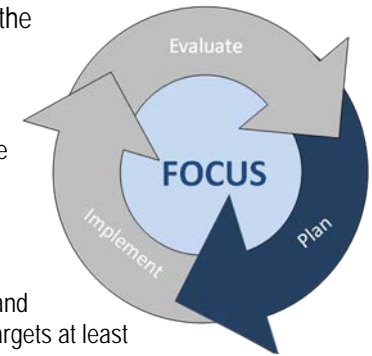
District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	N/A				
		M	N/A				
		W	CSAP Writing achievement falls below 80% proficient/advanced at every grade level and has declined or remained flat over time for most grade levels	2013 TCAP Writing percent of students Adv/Prof. will increase to: • grades 3-5 – 63% • grades 6-8 – 66% • grades 9-10 – 58%	2014 TCAP Writing percent of students Adv/Prof. will increase to: • grades 3-5 – 65% • grades 6-8 – 68% • grades 9-10 – 60%	Common Assessments District Cornerstone Genre Writing Assessments	• District will provide differentiated instructional resources and strategies in writing to support schools to increase academic rigor • District will establish a consistent structure for delivery of ongoing training for instructional coaches, support service providers, and administrators to address the needs of all populations, including students in the catch-up category ("catch-up" students were not proficient on the last state assessments)
		S	N/A				
Academic Growth	Median Student Growth Percentile (TCAP/CSAP	R	N/A				
		M	N/A				
		W	The district's 2012 TCAP median growth data in	The district 2013 TCAP Writing Median Growth	The district 2014 TCAP Writing Median Growth	Common Assessments	• District will provide differentiated

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	& CELApro)		writing did not sustain the 2011 gains.	Percentile will meet or exceed 50 overall and for 5 of 7 grade levels	Percentile will meet or exceed 50 overall and for all grade levels	District Cornerstone Genre Writing Assessments	instructional resources and strategies in writing to support schools to increase academic rigor • District will establish a consistent structure for delivery of ongoing training for instructional coaches, support service providers, and administrators to address the needs of all populations, including students in the catch-up category
		E L P	N/A				
Academic Growth Gaps	Median Student Growth Percentile	R	Overall, Academic Growth Gap percent of points earned declined on the 1-year District Performance Framework report to 56.7% of indicators met combined in reading, math, and writing	On the 2013 District Performance Framework, 2 additional Reading Growth Gap indicators will be met for a total of 11	On the 2014 District Performance Framework, 2 additional Reading Growth Gap indicators will be met for a total of 13	Acuity Reading Benchmark Assessment	District will establish a consistent structure for delivery of ongoing training for instructional coaches, support service providers, and administrators to address the needs of all populations, including students in the catch-up category
		M		On the 2013 District Performance Framework, 2 additional Math Growth Gap indicators will be met for a total of 3	On the 2014 District Performance Framework, 2 additional Math Growth Gap indicators will be met for a total of 5	Acuity Math Benchmark Assessment	
		W		On the 2013 District Performance Framework, 2 additional Writing Growth Gap	On the 2014 District Performance Framework, 2 additional Writing Growth Gap	Common Assessments District Cornerstone Genre	

			indicators will be met for a total of 4	indicators will be met for a total of 6	Writing Assessments	
Post Secondary & Workforce Readiness	Graduation Rate	N/A				
	Disaggregated Grad Rate	The district's disaggregated graduation rate is designated *approaching* and for English language learners, *does not meet*	On the 2013 District Performance Framework, 1 disaggregated graduation rate indicator will be met	On the 2014 District Performance Framework, 2 disaggregated graduation rate indicators will be met	Monitor course failure, attendance, and truancy indicators in all high schools	With the goal of every student successfully graduating from high school, a comprehensive review of all pathways, including engagement and rigor considerations, will be developed and communicated to all stakeholders
	Dropout Rate	N/A				
	Mean ACT	N/A				
English Language Development & Attainment	CELA (AMAO 1)	N/A				
	CELA (AMAO 2)	N/A				
	TCAP (AMAO 3)	The district did not meet the AMAO 3 target	In 2013, district will meet the AMAO #3 target	In 2014, district will meet the AMAO #3 target	Acuity Reading and Math Benchmark Assessments Common Assessments District Cornerstone Genre Writing Assessments	With the goal of every student successfully graduating from high school, a comprehensive review of all pathways, including engagement and rigor considerations, will be developed and communicated to all stakeholders

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Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. 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: The district will provide differentiated instructional resources and strategies in writing to support schools to increase academic rigor
Root Cause(s) Addressed: The district lacks systemic practices in writing instruction and effective feedback in every classroom

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

☑ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☐ Title IA ☐ Title IIA
☐ Title III ☐ District Partnership Grant ☐ Improvement Support Partnership Grant ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
A middle school literacy initiative will be implemented across district middle schools	2012-2014	Educational Research & Design staff Middle school leadership teams	General Fund	Quarterly monitoring of initiative timelines; data collection including teacher feedback and walkthrough observations	In progress
District Cornerstone Genre Writing assessments will continue to be refined and an online assessment collection component will be implemented	2013-2014	Educational Research and Design Staff	General Fund	Quarterly monitoring of curriculum/assessment development timelines	In progress
Rubrics, student writing examples and instructional supports will be added to the curriculum in each grade level	2012-2013	Educational Research and Design Staff	General Fund	Quarterly monitoring of curriculum development timelines	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: District will establish a consistent structure for delivery of ongoing training for instructional coaches, support service providers, and administrators to address the needs of all populations, including students in the catch-up category

Root Cause(s) Addressed: The district lacks structures to ensure consistent quality professional development is provided to all instructional staff to address the needs of all populations, including students in the catch-up category

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

☑ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☑ Title IA ☐ Title IIA

☐ Title III ☐ District Partnership Grant ☐ Improvement Support Partnership Grant ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Superintendent sets leadership expectation for all schools to identify and name catch-up students who will receive targeted intervention and monitoring during the 2012-13 school year.	All Leadership Meeting September 2012	Superintendent Central Leadership	General Fund	Schools identify and name catch-up students who will receive targeted intervention and monitoring.	Completed
Principal monthly trainings will be revised to focus on instruction and building capacity of leadership teams.	August 2012 through May 2013	Chief Academic Officer, Executive Directors of Educational Research and Design	General Fund Professional Development	Schools will have leadership teams in place that focus on instruction.	In progress
Educational Research and Design staff will identify and define rigor as it relates to curriculum and instruction in literacy and mathematics.	August 2012 through May 2013	Chief Academic Officer, Executive Directors of Educational Research and Design	General Fund Professional Development	Resources that define rigor through curriculum and instruction in literacy and mathematics will be made available to school leadership throughout the school year.	In progress
Educational Research and Design will create resources to help define rigor in all core content areas.	August 2012 through May 2013	Chief Academic Officer, Executive Directors of Educational Research and Design	General Fund Professional Development	Resources are defined in all core content areas.	In progress

Training will be provided to support use of these resources for catching-up, keeping-up and moving-up students.	August 2012 through May 2013	Chief Academic Officer, Executive Directors of Educational Research and Design	General Fund	Jeffco SOARS Data Warehouse, Student Achievement Data Professional development time for administrators, area coordinators, assistant directors, directors, and instructional coaches	In progress
Training will be provided for teachers new to Title I schools who are implementing Read 180 as a resource for catch-up students	August 2012	Chief Academic Officer, Executive Directors of Educational Research and Design	Title I funds	SRI progress monitoring, READ 180 site visits, Jeffco SOARS Data Warehouse, Student Achievement Data	In progress
Special Education services will be restructured to ensure an instructional focus and district-wide professional development.	August 2012 through May 2013	Chief Academic Officer, Executive Directors of Educational Research and Design	General Fund Jeffco SOARS Data Warehouse, Student Achievement Data, Professional development time for administrators, area coordinators, assistant directors, directors, and instructional coaches.	Using data, principals, instructional coaches, area coordinators, assistant directors and directors will develop a list of students who are not on grade level and their targeted instruction and intervention with monitoring.	Restructure completed Professional Development is ongoing
The District will provide professional development to Instructional Coaches to support meeting the needs of all populations, including students in the catch-up category.	August 2012 through May 2012	Chief Academic Officer, Executive Directors of Educational Research and Design	General Fund Title II Title I	Principal Conference Days, instructional coach training days, coach coordinators' observations and support	In progress

Major Improvement Strategy #3: With the goal of every student successfully graduating from high school, a comprehensive review of all pathways, including engagement and rigor considerations, will be developed and communicated to all stakeholders.

Root Cause(s) Addressed: District and school leadership lack a comprehensive and systemic understanding of multiple pathways for students to stay on track to graduate.

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

☑ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☑ Title IA ☐ Title IIA

☐ Title III ☐ District Partnership Grant ☐ Improvement Support Partnership Grant ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Keeping Students on Track Task Force will create systemic pathways for all students (K-12) to stay on track to graduation.	August-December 2012	Task Force volunteers from K-12 schools including teachers, administrators, and central personnel	General Fund	In addition to the traditional pathway through Jeffco's neighborhood schools, multiple pathways and support systems will be identified for students at all levels to address academic, social-emotional, and physical needs that could interfere with a student graduating. Pathways will be aligned to student profiles in need of specific types of support.	In progress
With new data analysis tools, school leaders and district support personnel will identify students at risk of dropping out as early as elementary school and will work with students and families to determine the best pathways to keep the student on track to graduate.	October 2012-May 2014	Chief Academic Officer, Dropout Prevention Director, school administration and counselors	General Fund Jeffco SOARS Data Warehouse: Make Your Voice Heard Data, Student Achievement Data, Attendance and Discipline Data	After training principals and counselors, schools will have a list of students who are "at-risk of not graduating"	Not begun
Title I District Parent Involvement will support parent	October 2012	Chief Academic	Title I	Parent surveys, face-to-	In progress

engagement, participation and access to ICAP and career planning for their students who attend Title I schools.	and bimonthly events.	Officer, Title I Director, other district staff that support parent involvement.		face communication.	
Educational Research and Design will train school-based leadership and teachers to address rigor and engagement issues, including strategies, assessments, and use of technology.	2012-13 SY	Chief Academic Officer, Executive Directors of Educational Research and Design	General Fund Professional development time for administrators, instructional coaches and instructional leaders.	On-going training both online and in workshops.	In progress
Educational Research and Design will study the research about best practices and the use of time in schools.	2012-13 SY	Chief Academic Officer, Executive Directors of Educational Research and Design	General Fund Professional development of time use tools and analysis of results.	Research issues around the use of time in schools and in classrooms. Train administrators and teachers to use the Time Use Tools online to analyze how time is spent at the school level.	In progress
100% completion rate of ICAP (Individual Career and Academic Plan) for grades 7-12. To develop and maintain personalized postsecondary plans that align to course work, curriculum, applying to postsecondary education institutions, securing financial aid and ultimately entering the workforce.	2012-13 SY	Director of Student Services, counselors	General Fund Naviance	Track completion percentages of district milestones for ICAP completion	In progress
Middle and high schools counseling departments will implement ASCA (American School Counselor Association) model. Specifically, each counseling department will have: annual agreements, program goals, master calendar, mission and vision statements, beliefs statement, advisory councils and use of time data. The ASCA model will help counselors use evidence-based data to track how they are helping students.	2012-13 SY	Director of Student Services	General Fund Professional Development days, one each semester, to provide counselors instruction/time on how to best implement ASCA model, and work through issues	By end of the school year, counselors should have implemented aspects of ASCA model into their program	In progress
504 coordinators and principals receive training	2012-13 SY	Director of Student	General Fund	Attendance kept at	In progress

| regarding 504 eligibility, accommodations, protocols and electronic documentation that will streamline the 504 process. | | Services | Infinite Campus | trainings | |

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:
- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- Title IA (Required for Title I funded Districts with a Turnaround or Priority Improvement plan type)
- Title IIA (Required for Title IIA funded Districts with a Turnaround or Priority Improvement plan type)
- Title III (Optional for Grantees identified under Title III)

Section V: Supportive Addenda Forms

For Grantees Identified for Improvement under Title III (AMAOs)

Grantees identified for improvement under Title III may choose to use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP. This form provides a way to make sure all components of the program are met through descriptions of the requirements OR a cross-walk of the Title III improvement requirements in the UIP.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Analysis of data. Identify and describe the factors that prevented the LEA from achieving the AMAOs. This includes an analysis or data using a variety of recent data sources, identification of factors that prevented the LEA from achieving AMAOs, and identification of strengths and weaknesses of the current plan.	Section III: Narrative on Data Analysis and Root Cause Identification	The root cause of our inability to meet AMAOs is due to the lack of understanding and implementation of appropriate linguistic supports for ELLs K-12 by classroom/content teachers. The data shows that ELLs are not meeting grade level expectations in some content areas across levels.
Scientifically Based Research Strategies. Describe scientifically based research strategies to improve English Language Development (ELD), Reading/Language Arts and Mathematics. The plan includes • Specific scientifically based research strategies that will be used to improve student skills. • Timeline with annual targets, interim measures and personnel responsible.	Section IV: Action Plan Form	The ESL/DL Department supports a model of highly qualified ESL and DL Teachers and staff. Title II funding will help support a portion of the professional development for all Dual Language Teachers. ESL/DL collaborates with Dr. Kathy Escamilla and the Literacy Squared team who provide professional development every other month. The ESL/DL team provides the professional development for the other months. The focus of all of the professional development is
Professional Development Strategies. Describe high quality professional development strategies and activities including coordination efforts with other NCLB programs. Strategies should have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational program provided to ELLs.	Section IV: Action Plan Form	Jeffco provides high-quality professional development opportunities for classroom teachers and principals that are designed to improve the instruction and assessment of students in the non and limited English proficient (NEP and LEP) designations. These professional development sessions improve teachers' abilities to understand and use district and ESL curricula, assessment measures, and instructional strategies for ELLs while principals are provided with the tools to improve school wide practices for ELLs. ESL/Dual Language Staff, school level teachers and leaders, Content Specialists plus other central level department staff, collaborate to organize professional development for these groups: Principals, Asst. Principals, K-12 general education classroom and content teachers, K-6 ESL teachers, 7-12 ESL teachers, Dual Language program teachers and coaches, K-12 ESL instructional tutors, K-12 ESL/Dual Language Resource Teachers/TOSAs, home/school liaisons, district translators, data specialists, curriculum content specialists, instructional coaches, parents of ELLs, and other district staff. Student language proficiency levels, achievement data, and district

		academic grade-level expectations are analyzed to drive the planning.
		For Dual Language classroom teachers, dual language coaches and administrators training will focus on the district Spanish K-6 curriculum and assessments for literacy development in Spanish and strategies for oracy and the zone of biliteracy.
		Additional training will occur for all staff over the next 2 years on the CELPS/WIDA Standards and MPIs plus the six proficiency levels and how the new ACCESS for ELLs data results will translate to classroom practice.
		Eighty to one hundred Jeffco classroom teachers will enroll in the graduate-level ESL Qualification program with Regis University. The four course graduate level certificate (Linguistically Diverse Learner Academic Certificate) which includes Foundations of Bilingual Education, Assessment Practices for ELLs, Linguistics and ESL Methods. These graduate courses are a model of professional development that is specifically designed to increase the capacity of classroom teachers to increase the English proficiency of limited English proficient children and youth by enhancing these teachers' abilities to understand and use curricula, assessment measures, and instructional strategies for ELLs.
Parent Involvement and Outreach Strategies. Describe the parent involvement and outreach strategies to assist parents in becoming active participants in the education of their children, including coordination efforts with other NCLB programs.	Section IV: Action Plan Form	Research from the Center for Applied Linguistics states that a critical component of successful programming is effective parent involvement. Dual Language Education Parent Information Meetings and Dual Language Parent Meetings help to build a welcoming environment that is collaborative. These meetings provide training for parents of ELLs on the process of language acquisition and strategies for supporting the native language and academic achievement of their children. All ESL Staff must assist in the organization of at least one Parent Meeting this year. The organization team will include staff and parents in the planning. Topics will be a combination of school/district and parent/community needs.

A federal requirement is to provide parents information in a language they prefer and understand. Translation Services will continue to provide oral interpretation and written translation services that bridge the communication between the schools/districts and families and communities. Communication tools include the Superintendent Parent Newsletter, Chalk Talk District online Newsletter, school level newsletters, all district-wide information regarding discipline, health, safety and security. Home/School Liaisons will continue to work with individual schools to be the interpreter, translator and mediator between school staff and families.

Jeffco's Adult ESL Program assists parents of children and youth in the district's schools to develop their English language skills and to become actively involved in their children's education in order to support their children's academic success. Jeffco Schools' Adult ESL Program will continue to offer day and evening classes to adults ages 17 and over for minimal or no cost. Classes meet in two sessions. Each session is 15-16 weeks. Classes meet in Lakewood and Arvada and are designed to challenge the English language learner to improve listening, speaking, reading, writing and grammar skills. Civics and citizenship classes are also offered to parents. |

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| | | Parents who participate have identified that they have increased their involvement in their children's school community by attending parent/teacher conferences, joining the PTA/PTO, volunteering in classrooms, and attending curriculum nights, family literacy events, math nights, and cultural diversity events. Schools and families mutually benefit from these active partnerships. Parents are more confident to connect with teachers, counselors and principals while schools increase their understanding of the cultural and linguistic resources that parents bring to the school community. Through the curriculum, parents also develop an increased understanding of the U.S. educational system, including learning the expectations of U.S. schools of students and parents. |