

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

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

### **2010/11 UIP**

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

### **2011/12 UIP**

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

### **2012/13 UIP**

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

### **2013/14 UIP**

- "Systemic implementation of intentional lesson design to engage students' conceptual understanding of their learning and increase student cognitive load is not evident in all classrooms."
- "Educators have received inconsistent training on effective literacy instruction and the use of research-based resources"
- "Math instruction tends not to be differentiated, lacking a variety of structures to meet students' needs"

**2014/15 UIP – Note: this is not a type. The 2014/15 UIP repeats the same root causes as 13/14 because this was the year the state transitioned from TCAP to CMAS.**

- “Systemic implementation of intentional lesson design to engage students’ conceptual understanding of their learning and increase student cognitive load is not evident in all classrooms.”
- “Educators have received inconsistent training on effective literacy instruction and the use of research-based resources”
- “Math instruction tends not to be differentiated, lacking a variety of structures to meet students’ needs”

### **2015/16 UIP**

- “There is a need for implementation across the district of systemic evidence-based instructional practices that promote learning of rigorous literacy skills and competencies to ensure every student can “read to learn” by the end of third grade.”
- “There is a need for implementation across the district of vertical alignment (PK through 12th) and interdependence of math concept development that leads to successful learning in algebraic thinking...There is a need across the district for systemic classroom-based instruction, assessment and grading practices throughout the elementary and middle years that focus on higher level math concepts and procedures.”
- “Core instruction in academics, and social and emotional skill development must meet the needs of all students in achieving the performance expectations that will prepare them each step in their chosen learning pathway to successful completion of a Jeffco education.”

### **2016/17 UIP**

- “In many schools, there is a lack of systemic evidence-based instructional practices that promote learning of rigorous literacy skills and competencies to ensure every student can “read to learn” by the end of third grade...For many students, the various literacy interventions are not specifically matched to student learning needs and may create additional barriers to learning rather than supporting literacy growth...Evidence indicates that current professional development in standards/competency-based core instructional strategies and learning supports has had limited impact on the effectiveness of high level literacy practices and matching interventions to student needs...Evidence indicates that current professional development and resource allocation for literacy instruction has had limited impact on desired increases in student performance.”
- “In many schools, there is a lack of systemic classroom-based instruction, assessment, and grading practices throughout the elementary and middle years that focus on higher level math concepts and procedures leading to algebraic thinking...In many schools, there is a lack of systemic classroom-based practices that require application and transfer of higher order algebraic thinking to meaningful/relevant real world problems and contexts...There is a lack of

understanding across the system of vertical alignment (PK through 12th) and interdependence of math concept development that leads to successful learning and algebraic thinking...There is a lack of commitment across the system to ensure consistent differentiated teaching and learning practices matched to student needs.”

- “There is a need across the district for a system-wide commitment to ensure classroom practices and programming choices that provide every student with the opportunity to successfully complete a Jeffco educational pathway...There is a need across the district for a clear understanding among students and staff of the most critical performance expectations to achieve in order to be prepared for each student’s learning pathway...The allocation (or reallocation) of resources and supports to meet students’ social, emotional, engagement, and advancement needs are not addressing barriers to learning for all students (including students with educational plans).”

### **2017/18 UIP**

- “The district and schools have not provided equitable resources and support for math students to have a well-established foundation in: mathematical reasoning to explain, justify, and evaluate their thinking used to solve problems and applications of reasoning across content areas.”
- “Due to inequitable resources and support, schools have limited capacity to differentiate instruction and engage students in relevant, authentic tasks, specifically in the core areas of mathematical reasoning and conceptual understanding in addition to memorization of facts.”
- “All schools currently do not have the full capacity to meet all students’ early literacy learning needs due to inequitable resources and support, for a variety of reasons, including inconsistent structures and routines across schools for foundational classroom (core) reading instruction, variable evidenced-based instructional practices to differentiate teaching for all learners’ needs, and lack of literacy transfer and application to other content areas.”

### **2018/19 UIP**

- “Early Literacy: All schools currently do not have the full capacity to meet all students’ early literacy needs due to inequitable resources and support, for a variety of reasons including: (1) Inconsistent structures and routines across schools for foundational classroom (core) reading instruction; (2) Variable evidence-based instructional practices to differentiate teaching for all learners’ needs; and (3) Lack of literacy transfer and application to other content areas.”
- “Middle School Math: The district and schools have not provided equitable resources and support (for example, differentiated professional learning, and interventions) for math students to have a well-established foundation in: (1) Mathematical reasoning to explain, justify, and evaluate their thinking used to solve problems; and (2) Application of reasoning across content areas.”
- “Post-Secondary and Workforce Readiness (PWR): Due to inequitable resources and support, schools have limited capacity to differentiate instruction and engage students in relevant, authentic tasks, specifically in the core areas of: (1) Mathematical reasoning and conceptual

understanding in addition to memorization of facts; and (2) Literacy transfer and application to other content areas.”

### **2019/20 UIP**

- “Inequitable early academic access, resources, and support that transform the student experience”
- “There is a lack of engaging student learning experiences for middle level students. Many Jeffco students have not fully engaged in their learning due to a lack of student agency (voice and choice in their learning) and relevance (real world application) with high expectations for all learners.”
- “There is a lack of student learning experiences for both career and college connections during the high school years that will ensure students are ready and able to connect to career, college, and life as productive citizens.”

### **2020/21 UIP**