



Community Report 2016-2017



Jefferson Success Pathway

ALL KIDS SUCCEED CRADLE TO CAREER

The Jefferson Success Pathway is a coalition of community members, nonprofit organizations, county agencies and Jeffco Public Schools staff devoted to seeing all kids in the 80214 zip code succeed from cradle to career.

We believe that by aligning all community members around a common vision and keeping them accountable to goals and indicators, ALL children can succeed from cradle to career.

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FOCUSING ON ACADEMIC ACHIEVEMENT IN THE JEFFERSON AREA

As we started the 2017–2018 school year, our collective work turned to focus on bright spots in the classroom and scaling up those instructional practices which are helping all students succeed. The first two years of our effort was focused on bringing partners together and investing in wraparound programs that helped our students and families. Over the past two years we have seen partner organizations receive funding for complementary, collaborative efforts focused on wraparound supports for students and families. This allows us to focus on academic achievement knowing that others are working to make sure that families are healthy and well supported.

This report will outline the progress made toward our pathway goals and data indicators which allow us to see what is working and needs to be scaled to other classrooms and schools. Many of our students face the roadblocks of poverty but this should not be an excuse. We are seeing success in specific classrooms so we know it is possible for our students to succeed academically. This work is hard yet our students and families deserve our very best. We still see large gaps in academic achievement and it will take our community working TOGETHER so all students in 80214 can succeed from cradle to career.

Joel Newton
Executive Director, Edgewater Collective



Jefferson Success Pathway

ALL KIDS SUCCEED CRADLE TO CAREER

Five Year Plan for Increased Student Achievement in the Jefferson Area

YEAR ONE: 2015-2016

CHANGE STRUCTURE DEVELOPED

- Milestone goals and indicators developed
- Partners focused in Collaborative Action Teams
- Jefferson Plan begins
- First Community Report released

YEAR TWO: 2016-2017

DATA UTILIZATION INCREASED

- Utilizing data to show early wins and gaps
 - Data hub on website
- Early collaborative projects launched to address gaps
 - Jefferson Community Center
 - College Jumpstart
- Second Community Report released

YEAR THREE: 2017-2018

SETTING AND MEETING TARGETS

- Set yearly targets for each milestone goal
- Focus Collaborative Action Teams on high need goals
 - Early Literacy
 - Elementary Math
 - College/Career Readiness
- Track targets with key stakeholders in each school
- Involve parents in the data goals
- Give recommendations for change and progress
- Third Community Report released

YEAR FOUR: 2018-2019

ACCOUNTABILITY AND PROGRESS

- Increase accountability for achieving targets
- Continue Collaborative Action Team focus on high need goals
 - Early Literacy
 - Elementary Math
 - College/Career Readiness
- Track targets with key stakeholders in each school
- Continue involving parents in the data goals
- Give recommendations for continued change and progress
- Seek funding to scale up effective programs and initiatives
- Fourth Community Report will be released

YEAR FIVE: 2019-2020

FINISHING WELL

- Final year of the Jefferson Plan and Jefferson Success Pathway
- Continue Collaborative Action Team focus on high need goals
 - Early Literacy
 - Elementary Math
 - College/Career Readiness
- Track targets with key stakeholders in each school
- Evaluate the Jefferson Plan interventions and collaborative actions of the Jefferson Success Pathway
- Fifth Community Report will be released

EVALUATION

- Release a Community Report in fall 2020 with recommendations for future change and interventions in the Jefferson Area

Pathway Goals for 80214 and Jefferson Area Schools

1

FAMILY HEALTH

Children and families will be safe, healthy and well supported

2

KINDERGARTEN READINESS

Students will be prepared for kindergarten

3

3RD GRADE READING

Students will read at grade level by the end of 3rd grade

4

5TH GRADE MATH

Students will demonstrate grade level math skills by the end of 5th grade

5

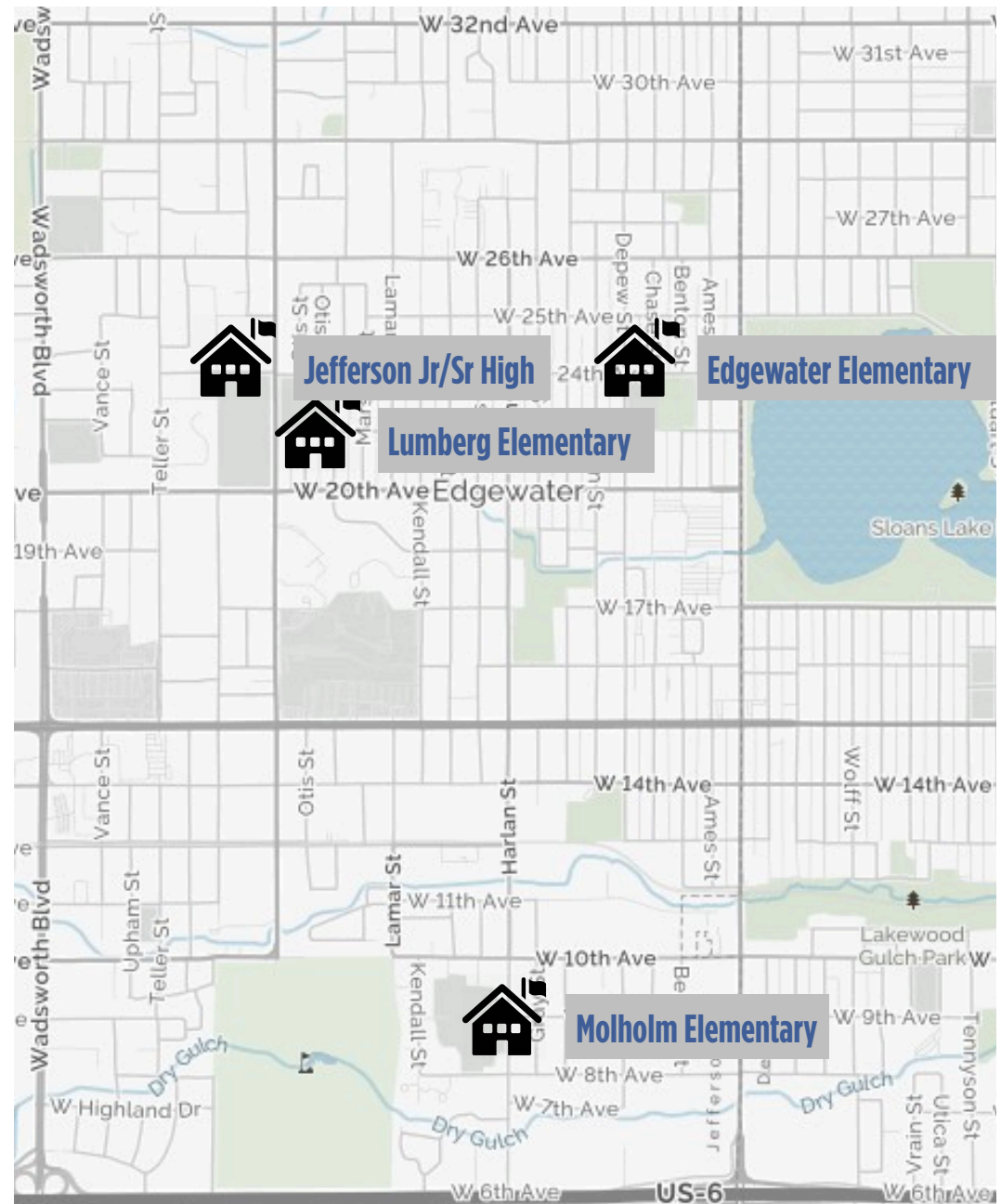
8TH GRADE MATH

Students will demonstrate grade level math skills by the end of 8th grade

6

COLLEGE/CAREER

Students will graduate high school confident and competent for college or career

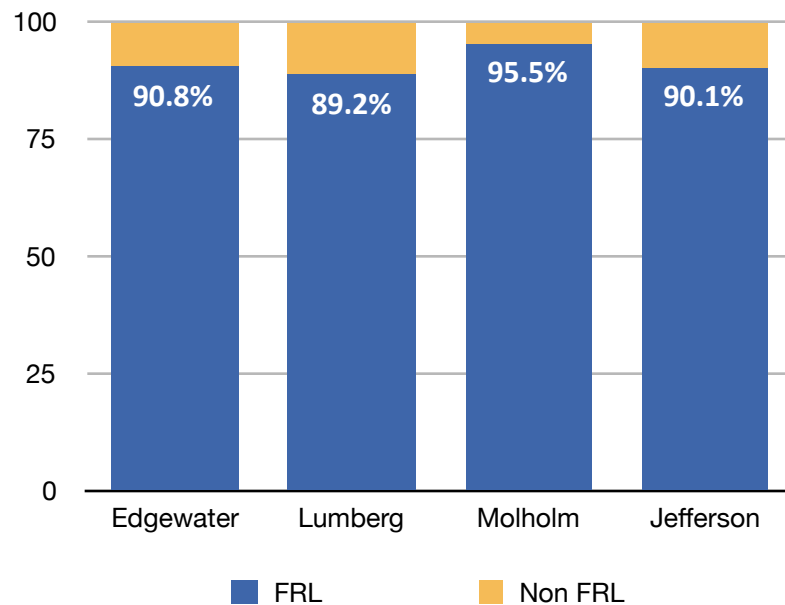


Goal 1: Family Health

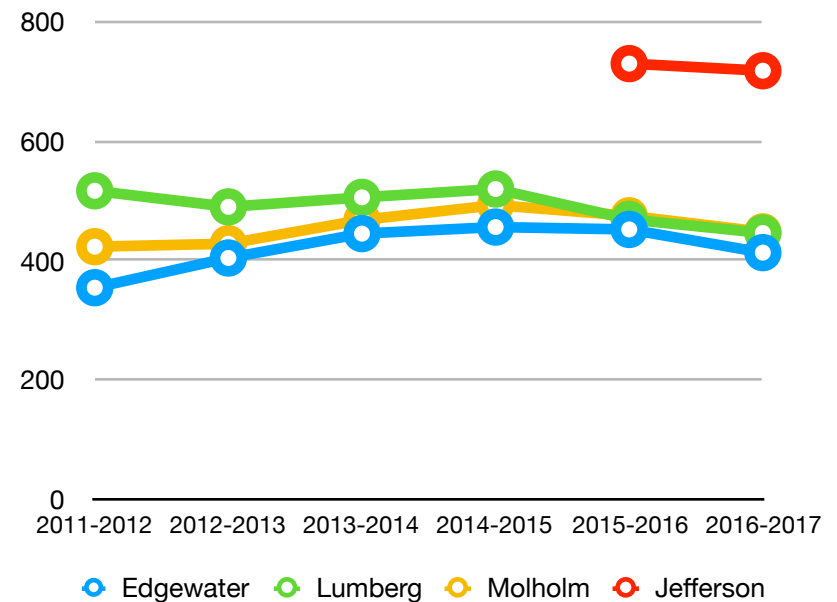
Children and families will be safe, healthy and well supported

One of the biggest roadblocks in 80214 continues to be the lack of affordable housing. Many of our families on a tight budget find it hard to secure stable housing in the 80214 area. The indicator we use to measure family income is the percentage of students who receive free or reduced lunch rates. To receive reduced lunch rates, a family of four will make less than \$44,955 a year and to receive free lunch rates a family of four will make less than \$31,980 a year. **With rents in 80214 rising above \$1,200, local schools are starting to see enrollment numbers drop. Since 2014, Edgewater saw declines of 43 students, Lumberg declined by 74 and Molholm declined by 45 students.** We don't have data which shows why families left, but anecdotally, school staff are hearing that families can't find housing in the area.

Free/Reduced Lunch Rates in 80214 Schools
2016-2017



Enrollment in 80214 Schools
2011-2017



Is 80214 Affordable for Families?

Our focus is on those children attending schools in the 80214 zip code of Jefferson County, Colorado. This zip code includes portions of southeastern Wheat Ridge, Edgewater and northeastern Lakewood. Redevelopment along the RTD West Rail Line has brought new apartments to the area and older apartment complexes are being sold, remodeled and rents are rising. Rental homes in the area are being sold because owners can now make a profit on properties. With schools full of students facing the roadblocks of poverty, how can they afford to live in the area? How will this gentrification affect enrollment in our local schools? What are the impacts on home life and school success as parents face the stress of finding housing?

\$310,500

Median Home Value in 80214

From REcolorado

\$320,600

Median Home Value in Edgewater

From REcolorado

Sample Rental Rates in 80214

\$1,400

Two bedroom, one bath, 880 sq ft
Lamar Station Apartments

\$1,280

Two bedroom, one bath, 860 sq ft
Terra Village Apartments

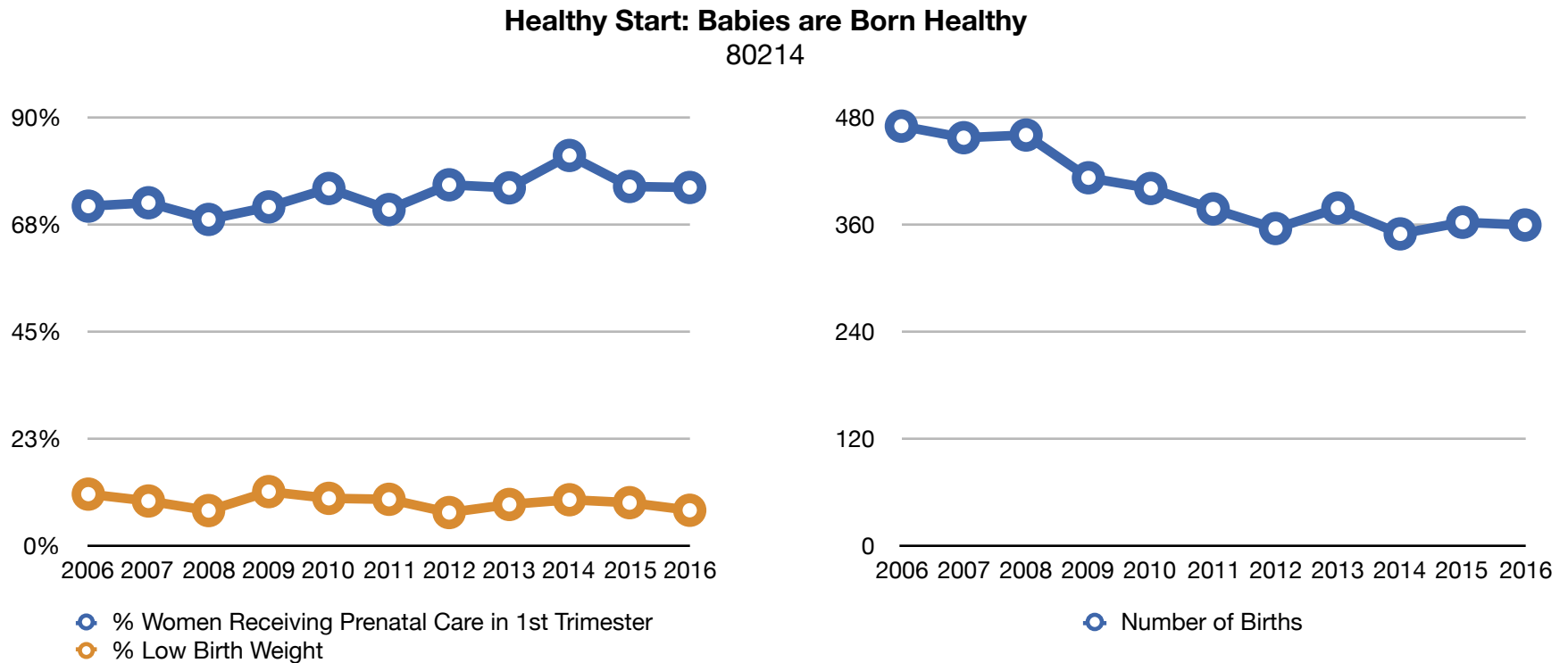
**A family of four that
receives free lunch has
less than \$31,980
yearly income**

Over 50%

of their monthly
paycheck goes to rent
if they live in 80214

Healthy Start: Babies are Born Healthy

A recent long term study of 1.4 million Americans in the Journal of the American Medical Association found that low income was linked to lower birth weights as well as other health and educational problems. Programs like WIC (Women Infants Children) and Nurse-Family Partnership are working in 80214 to connect with more families as they have children so they can be linked with resources to overcome the risk factors connected with lower birth weights. We are also tracking the number of births in 80214 as these numbers can also help predict enrollment in area schools over the next five to six years.



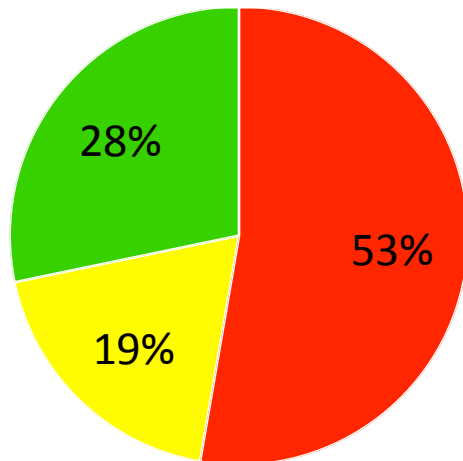
Data from Colorado Department of Public Health and Environment

Goal 2: Kindergarten Readiness

Students will be prepared for kindergarten

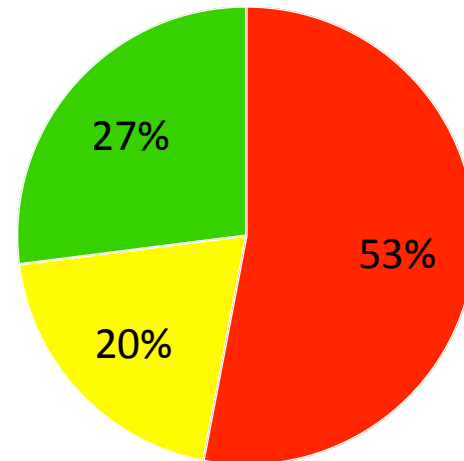
To measure readiness for kindergarten, we are using results of the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test that kindergarten students take at the beginning of the school year. This test measures the critical skills necessary for successful beginning reading though it doesn't measure the full spectrum of what it means to be ready for kindergarten. The DIBELS test is done in English, so it is not an accurate measurement for students learning to read in Spanish within a dual language kindergarten classroom. Our next steps are to look at which early childhood programs students were involved in to show how these programs might impact kindergarten readiness scores.

Kindergarten DIBELS: Beginning of the Year
Edgewater, Lumberg and Molholm
2015-2016



- Well Below Benchmark
- Below Benchmark
- Benchmark

Kindergarten DIBELS: Beginning of the Year
Edgewater, Lumberg and Molholm
2016-2017



- Well Below Benchmark
- Below Benchmark
- Benchmark

LAUNCH Together

LAUNCH Together is a privately-funded collaborative partnership between several local Jeffco organizations that serve young children and their families. The goal is to support the social emotional health and wellness of families and children aged 0-3 years through expanded evidence-based prevention and health promotion strategies and strengthened coordination of local systems, with a geographic focus on 80214.

Efforts in the Five Areas of Prevention and Health Promotion

- **Behavioral Health in Primary Care:** Supporting pediatric providers in their efforts to integrate early childhood behavioral health knowledge, skills and services into their practices
- **Mental Health Consultation in Early Care & Education:** Enhancing the early childhood education field through mental health consultation, teacher and staff trainings, and links to other community resources
- **Enhanced Home Visiting:** Enhancing the home visiting workforce through 2-Generation focused consultation, trainings, and family-focused supports
- **Family Strengthening:** Connecting and enhancing the system of parent and family resources through increased training, support and education opportunities
- **Screening & Assessment:** Ensuring that every child receives screening and prevention services if needed, no matter where they encounter the early childhood system



Bright Spots

- LAUNCH team consisting of an Early Childhood Mental Health Consultant and a Quality Improvement Coach are currently embedded in 4 early care and education centers, providing weekly consultation, training, and coaching support to directors, teachers, staff and families
- LAUNCH Parent & Infant Mental Health Specialist is currently supporting five varied Home Visiting programs in Jeffco through reflective mental health consultation and trainings on early childhood topics for staff and families
- Both LAUNCH mental health specialists are providing an ongoing series of trainings on topics relevant to work in early childhood for Jeffco's early childhood workforce, with plans to expand the offerings to more providers and community members in 2018

Data Privacy

Balancing Data Privacy and Informing the Public about Schools

Masking of Data and Suppression Rules

In past years we have been able to have access to publicly available data from the four schools in the Jefferson Area. This allowed us to compare test scores from students who received free or reduced lunch rates versus students who did not so we could determine an achievement gap related to poverty. We were also able to see test scores for a specific grade, like 3rd grade English Language Arts, at specific schools so we could determine which schools were experiencing the most growth with their students.

With the release of the 2015 Colorado Measures of Academic Success (CMAS) results by the Colorado Department of Education (CDE), specific test results from various subgroups were masked in the publicly available data. According to CDE Commissioner Katy Anthes, “The state board, in particular, places a very high priority on protecting student privacy, and as a result, starting with the 2015 CMAS: PARCC data release, CDE strengthened its data privacy practices by masking assessment results at the performance level for low N-sizes. For the 2016 release, when there were less than four students at a performance level, suppressions were applied.”

This means that this year’s Jefferson Community Report does not include specific data comparing the academic results of students struggling against the roadblocks of poverty, or those who are English Language Learners, versus those who are not. Though we are no longer using the MAP scores as our leading indicators for 3rd grade reading, 5th grade math or 8th grade math, we still include those scores to add another data point to the student achievement description. But because of the data suppression rules, the MAP scores show the combined scores from the three elementary schools instead of breaking them out by individual schools.

Edgewater Elementary School

School Profile (2016-2017)

413 Students

83.3% Hispanic

2.2% Gifted

93.9% Attendance Rate

90.8% Free and Reduced Lunch Rate

55.7% English Language Learners

Major Improvement Strategies for 2016-2017

- Teachers will intentionally plan for sheltered instruction, academic vocabulary and conversations in all content areas across the instructional day in order to increase student achievement and growth.
- Through culturally responsive actions, staff will build a safe, welcoming and engaging learning environment to meet the socio-emotional and academic needs of all students and families.
- Develop collaborative professional learning communities (PLC) using the four guiding questions instructional framework in order to actively progress monitor, adjust and differentiate instruction using data driven and research based best practices to increase student achievement and growth.



Bright Spots

Edgewater Elementary is a diverse, dual language school committed to student success.

Edgewater's focus on Professional Learning Communities (PLCs) drives them to collaboratively analyze student work and make focused instructional decisions to increase achievement. This is Edgewater's third year of engaging in PLCs, which has increased teachers' clarity and depth of understanding around state standards, therefore, increasing rigor and engagement for all students.

Edgewater strives to make their mission visible for all: Providing a quality education for all students every day.

Lumberg Elementary School

School Profile (2016-2017)

446 Students

75.1% Hispanic

5.8% Gifted

93.5% Attendance Rate

89.2% Free and Reduced Lunch Rate

44.2% English Language Learners

Major Improvement Strategies for 2016-2017

- Teachers will intentionally plan for academic vocabulary, language development, purposeful talk and peer to peer collaboration in all content areas across the instructional day to increase student achievement and deepen access to core curriculum.
- Professional Learning Communities: Refine school-wide structures for weekly professional collaboration and planning in order to develop essential learnings, common formative assessments to actively progress monitor students' growth toward proficiency through data analysis and data driven instructional practices.
- Through culturally responsive actions staff will build positive and respectful relationships in order to motivate, support, empower and to engage our students, families and community, resulting in improved student achievement.

Bright Spots in the Classroom:

Overall Lumberg's growth data increased in 4th-6th in both English Language Arts (ELA) and Math.

- 4th & 5th grade ELA increased by more than 10 percentile points
- 5th Grade Math consistently meets or exceeds the state goal for median growth

The 3rd Grade Colorado Spanish Language Arts (CSLA) overall score in Reading and Writing is higher than the district score and/or on par with the state.

- In each domain of Reading and Writing CSLA, Lumberg has a higher percentage of students meeting or exceeding the district and state average.

Lumberg attributes these gains to many factors. They are highlighting their on-going growth with implementing Professional Learning Communities at high levels. This includes a laser-like focus on essential learnings while maintaining instructional practices to meet students where they are and monitor their progress towards objectives at the lesson, unit, and grade level. In essence, Lumberg's staff is intentional in the design of their units, including high levels of technology integration, to connect daily lessons to conceptual learning. This supports students' ability to transfer their learning to novel situations.

Molholm Elementary School

School Profile (2016–2017)

448 Students

78.8% Hispanic

3.6% Gifted

92.8% Attendance Rate

95.5% Free and Reduced Lunch Rate

46.9% English Language Learners

Major Improvement Strategies for 2016–2017

- Build cultural awareness within our school community so as educators we increase engagement and learning by better meeting the needs of our students and families
- Teachers will intentionally plan for sheltered instruction, academic vocabulary integration and purposeful talk in all content areas across the instructional day in order to increase student achievement.
- Professional Learning Communities: Utilize structures to promote professional collaboration in order to actively progress monitor students' growth toward proficiency through data analysis and data driven instructional practices.



Bright Spots in the Classroom:

Molholm instituted a Late Start Thursday to give teachers focused time to collaborate with colleagues in Professional Learning Communities. Molholm believes this late start provides focused time for teachers to dive into essential learnings for their students and share best practices with each other. Teachers developed common formative assessments that provided student data to guide instruction. Win blocks (Whatever I Need) were created from this data. Students received the Tier 2 intervention they needed at this time.

Molholm also implemented a school-wide focus on restorative practices to support their students' social emotional growth. They believe that using restorative practices helps build a supportive school environment that teaches students strategies for successful problem solving, which in turn, supports academic achievement.

Metrics to Measure Success

Using CMAS as Our Focus Assessment

What is CMAS?

To accurately measure student mastery of 21st century college and career skills and expectations, Colorado adopted assessments that align with the Colorado Academic Standards. Colorado Measures of Academic Success (CMAS) assessments are the state's common measurement tool of student progress at the end of the school year in English language arts (ELA), math, science and social studies.

CMAS Performance Levels

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. According to the Colorado Department of Education, the top two CMAS performance levels (Met and Exceeded Expectations) are on track for college and career. There are five performance levels for CMAS assessments:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations

Tracking MAP Results

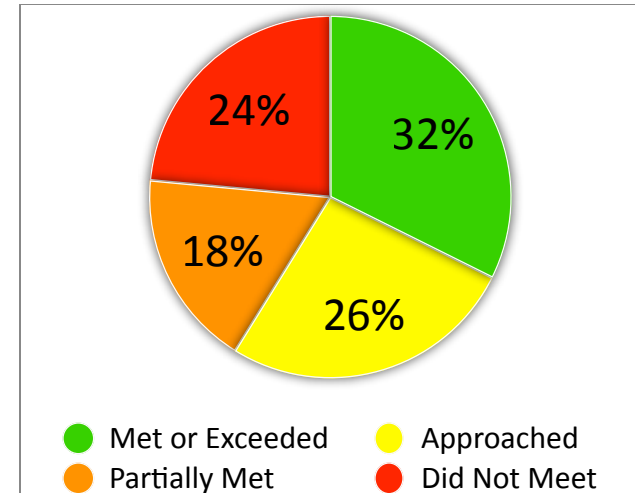
Though CMAS is our focus assessment, we also track the MAP assessment results. Students take the MAP (Measures of Academic Progress) assessment three times per school year, and schools can access both achievement and growth information the next day after a child has completed the assessment. Since MAP results provide detailed information regarding students' current instructional levels (regardless of their age-grade level), our schools can use MAP data to target instruction more effectively for each student.

Goal 3: 3rd Grade Reading

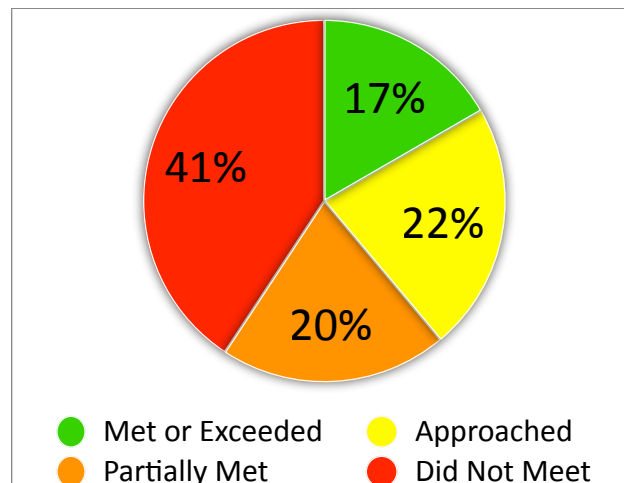
Students will read at grade level by the end of 3rd grade

Reading at grade level by the end of 3rd grade is an important indicator of a student's chances of graduating from high school and succeeding in college. In third grade, students transition from learning to read to reading to learn. We are using the CMAS English Language Arts Assessment results to track progress in reading for students in 80214.

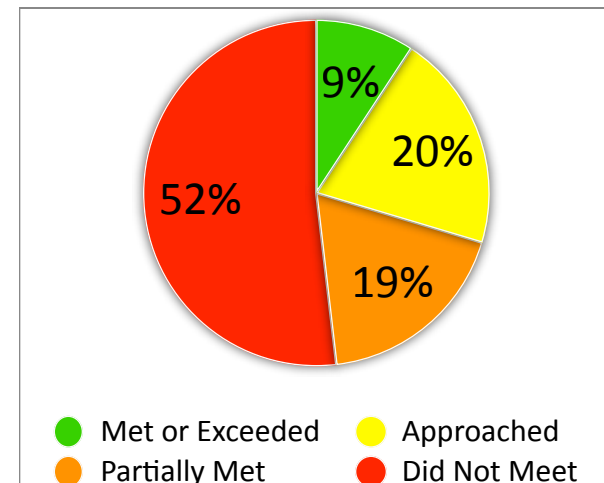
Edgewater Elementary School
2017 3rd Grade English Language Arts CMAS Results



Lumberg Elementary School
2017 3rd Grade English Language Arts CMAS Results



Molholm Elementary School
2017 3rd Grade English Language Arts CMAS Results

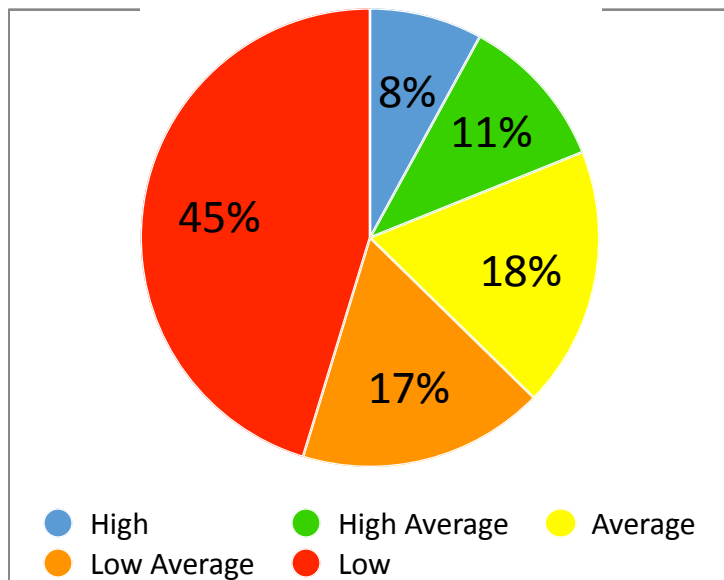


MAP Assessment Results

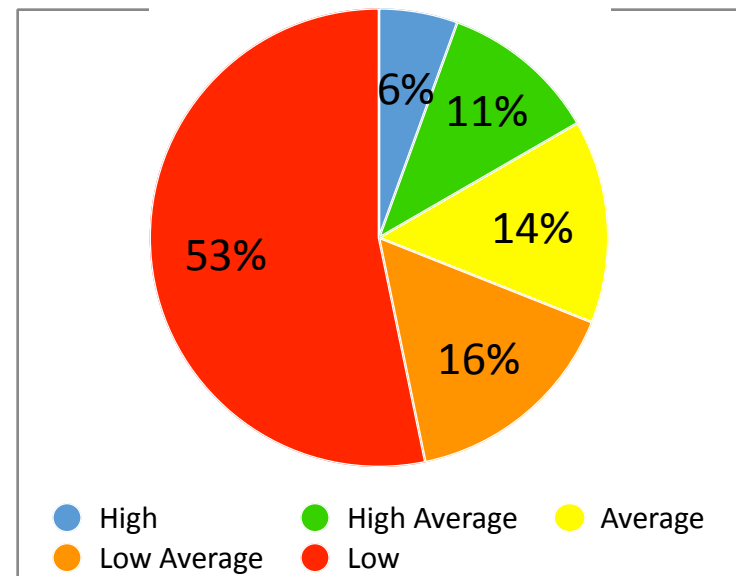
3rd Grade Reading

MAP (Measures of Academic Progress) is an adaptive assessment that provides information for all students regardless if they are currently below, at, or above grade level. The difficulty of each question is based on how well a student answers previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier.

3rd Grade Reading: End of the Year
Edgewater, Lumberg and Molholm
2015-2016



3rd Grade Reading: End of the Year
Edgewater, Lumberg and Molholm
2016-2017



21st Century Afterschool Programs

Overview

The purpose of The 21st Century Community Learning Centers (21st CCLC) is to establish or expand community learning centers that provide opportunities for academic enrichment and to offer families of students served by community learning centers opportunities for active and meaningful engagement in their child's education.

The 21st CCLC grant serves nearly 50% of the school population with an average of 80 students being served per day at Lumberg and 45 students per day at Jefferson Jr/Sr High. Programs include: Open World Learning (OWL), daily homework help, middle school sports, arts & music, dance, 4H STEM, National Honor Society, FCCLA, Leadership, Maker Space, Lumberg Reading Club, Adult ESL, Adult Zumba and more.

Lumberg Results

66% of regular attendees showed typical or high growth on English CMAS
63% of regular attendees showed typical or high growth on Math CMAS

Jefferson Results

70% of regular attendees showed typical or high growth on English CMAS
82% of regular attendees showed typical or high growth on Math CMAS



Coming in 2018

Gold Crown Enrichment

Gold Crown Enrichment will be opening a Clubhouse in Edgewater in early spring 2018. This free program will be open to youth ages 10-18 and the environment encourages free exploration and creative problem solving. Students learn professional grade design software, coding, robotics, circuitry, game development, video and music production, 3D modeling, illustration, industrial and fashion design.

New Edgewater Library

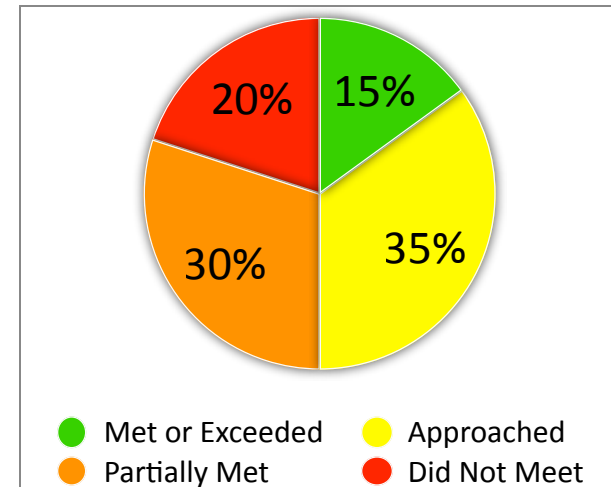
Jefferson County Public Library is partnering with Edgewater to put a 10,000-square-foot library in the new Civic Center. The Library will offer designated areas for children, teens and adults, access to computers and the Internet, free WiFi, more books and materials, programs for all ages and expanded space and programming as a Family Place.

Goal 4: 5th Grade Math

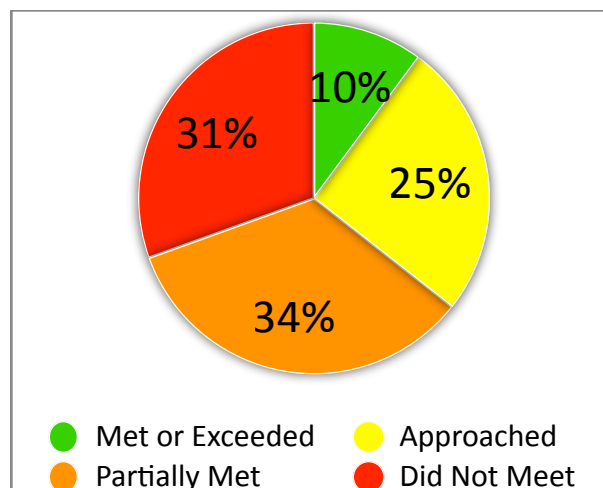
Students will demonstrate grade level math skills by the end of 5th grade

5th grade math is an important foundation for middle and high school math. We are using the CMAS Math Assessment results to track progress in math. As we began this project, we saw gaps in math scores at the high school level. As a result, we targeted 5th grade math so we can continue to address these gaps before high school.

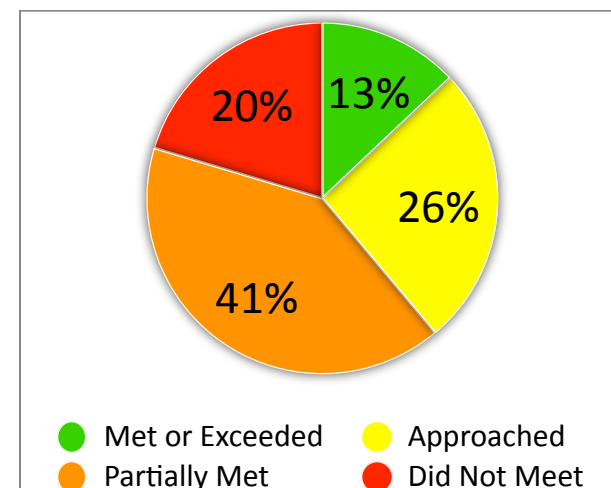
Edgewater Elementary School
2017 5th Grade Math CMAS Results



Lumberg Elementary School
2017 5th Grade Math CMAS Results



Molholm Elementary School
2017 5th Grade Math CMAS Results

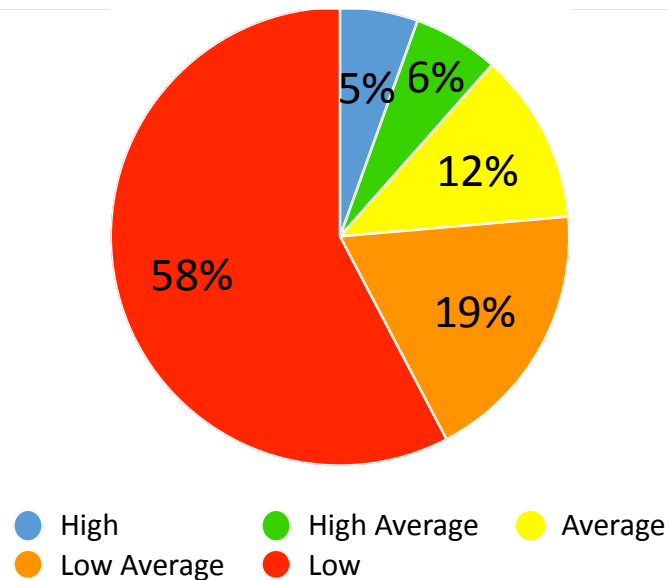


MAP Assessment Results

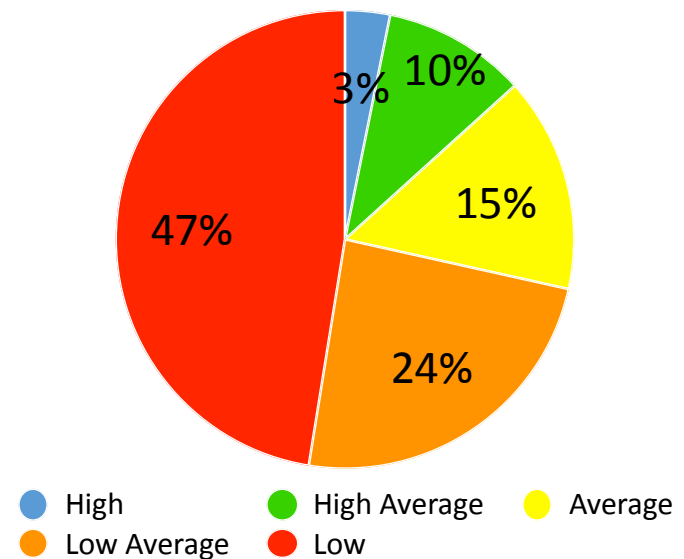
5th Grade Math

MAP (Measures of Academic Progress) is an adaptive assessment that provides information for all students regardless if they are currently below, at, or above grade level. The difficulty of each question is based on how well a student answers previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier.

5th Grade Math: End of the Year
Edgewater, Lumberg and Molholm
2015-2016



5th Grade Math: End of the Year
Edgewater, Lumberg and Molholm
2016-2017



CDE School Ratings

Schools are assigned plan types based on their performance. Performance is based on academic achievement and longitudinal academic growth. Based on performance, the Colorado Department of Education (CDE) assigns one of the following plans to schools:

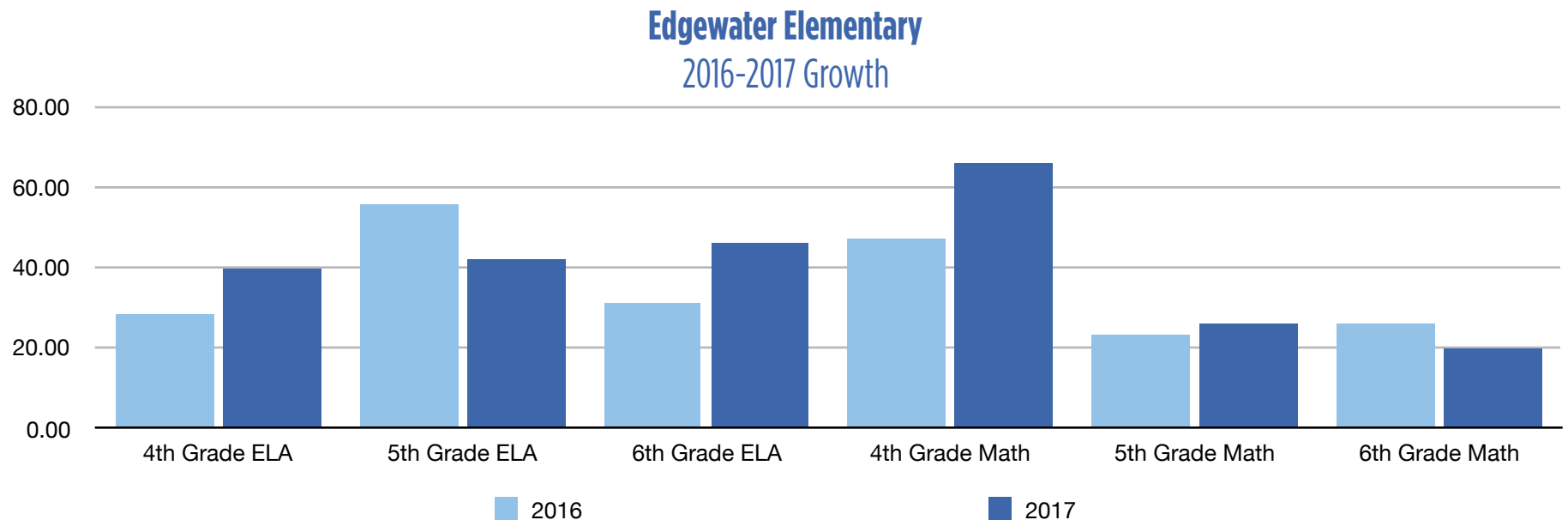
1. Performance Plan
2. Improvement Plan
3. Priority Improvement Plan
4. Turnaround Plan

This year all three Jefferson Area elementary schools improved and moved up to the next plan level. Molholm Elementary School made the largest jump, moving from Priority Improvement Plan to Performance Plan. With the achievement gaps and growth needed in the Jefferson Area schools, it is important that we work collectively to see each of the four schools at the Performance rating.

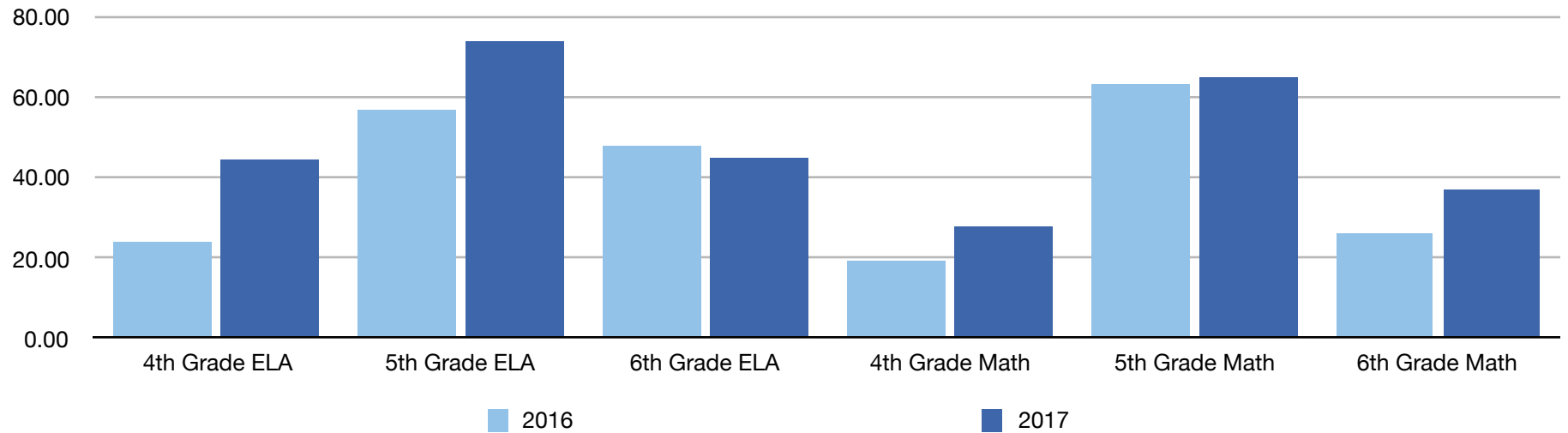
| School Name | 2016 Rating | 2017 Rating |
|-----------------|-------------------------------------|---------------------------|
| Edgewater | Priority Improvement Plan | Improvement Plan |
| Lumberg | Priority Improvement Plan | Improvement Plan |
| Molholm | Priority Improvement Plan | Performance Plan |
| Jefferson Jr/Sr | Improvement Plan: Low Participation | Priority Improvement Plan |

Growth Scores

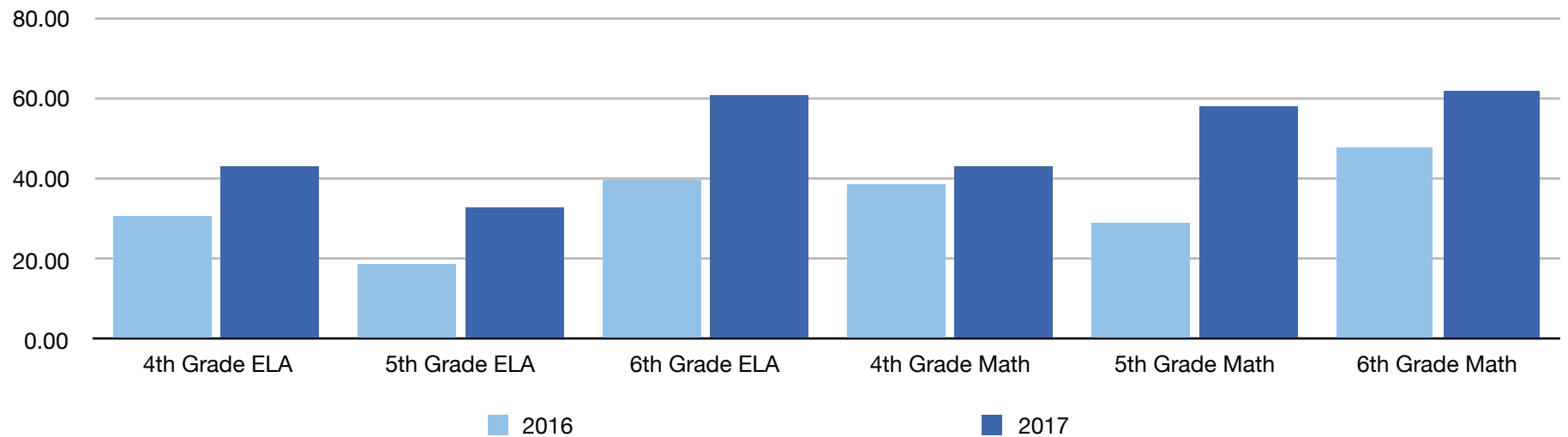
Proficiency scores are important because they show where students are scoring academically compared to their peers. It is also important to look at growth and how much students grow academically from one year to the next. According to the Colorado Department of Education, “The calculations use all available test scores to estimate an individual growth score, or student growth percentile. The student growth percentile tells us how a student's current test score compares with that of other similar students (students across the state whose previous test scores are similar). This process can be understood as a comparison to members of a student's academic peer group.” A growth score of 50 represents typical growth at the state level. Knowing that a majority of students in the Jefferson Area start school behind in learning, it is essential that growth scores are above 50 so students can catch up to their peers.



Lumberg Elementary 2016-2017 Growth



Molholm Elementary 2016-2017 Growth



Jefferson Jr/Sr High School

School Profile (2016-2017)

719 Students

82.1% Hispanic

5.7% Gifted

86.2% Attendance Rate

90.1% Free and Reduced Lunch Rate

52.4% English Language Learners

Major Improvement Strategies for 2016-2017

- Professional Learning Communities: Utilize structures to promote professional collaboration in order to actively progress monitor students' growth toward proficiency through data analysis and data driven instructional practices.
- Teachers will intentionally plan academic vocabulary integration, purposeful talk in all content areas and differentiate instruction for linguistically diverse learners across the instructional day in order to increase student achievement.
- Through culturally responsive actions staff will build positive and respectful relationships in order to motivate and empower students, to support and value families, and to engage and welcome the community, resulting in improved student outcomes.

Bright Spots in the Classroom:

Cassandra Pasion has taught 9th grade English Language Arts at Jefferson for the past 4 years. She consistently exemplifies the expertise, commitment and collaborative qualities that represent the teaching profession to the highest degree. Her dedication to student engagement through Problem Based Learning (PBL's) has increased motivation through demonstrated learning experiences. Her commitment to high expectations linked directly to the Colorado Core Standards have enabled her students to consistently show growth on the MAP and CMAS standardized tests. Ms. Pasion is highly respected by all members of the staff for her integrity and professionalism.

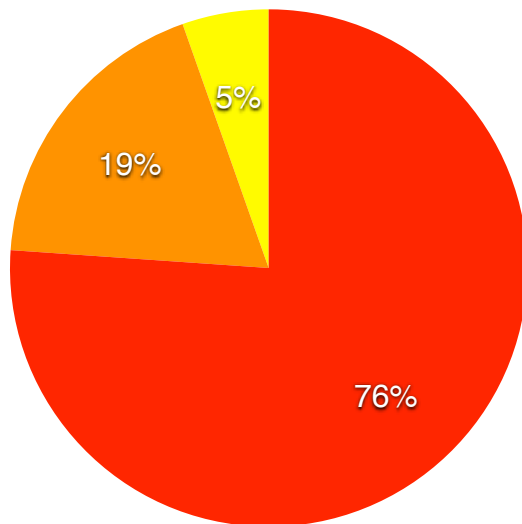
For the last two years math teacher Gina Nance has led the staff in the implementation of a positive behavior system (PBIS) which has created common language and expectations for classroom behavior. Gena has collaborated with her teammate to construct a highly effective 9th grade Algebra PLC which focuses on data analysis and instructional strategies. Gena's commitment to high academic standards and consistent classroom behavior expectations have resulted in significant growth on both MAP and CMAS standardized tests.

Goal 5: 8th Grade Math

Students will demonstrate grade level math skills by the end of 8th grade

8th grade math is an important indicator of which college prep math classes students will take in high school. Some students will take a combined Math 7/8 in 7th grade and then Algebra I in 8th grade. This will put them on track to take classes such as Geometry, Algebra II, Pre-Calc/Trigonometry or replace these with Advanced Placement classes. We are using the CMAS Math Assessment results to measure whether students will be on track for these advanced math classes. Not all of Jefferson's 8th graders are represented in the CMAS data for 8th grade math below. Some students took the Algebra I CMAS in grade 8. We also track CMAS Growth to see how much students grew from year to year.

8th Grade CMAS Results
Spring 2017



- Did Not Meet
- Partially Met
- Approaching-Met-Exceeded

CMAS 8th Grade Math Growth
Jefferson Junior High
2016-2017

30.5

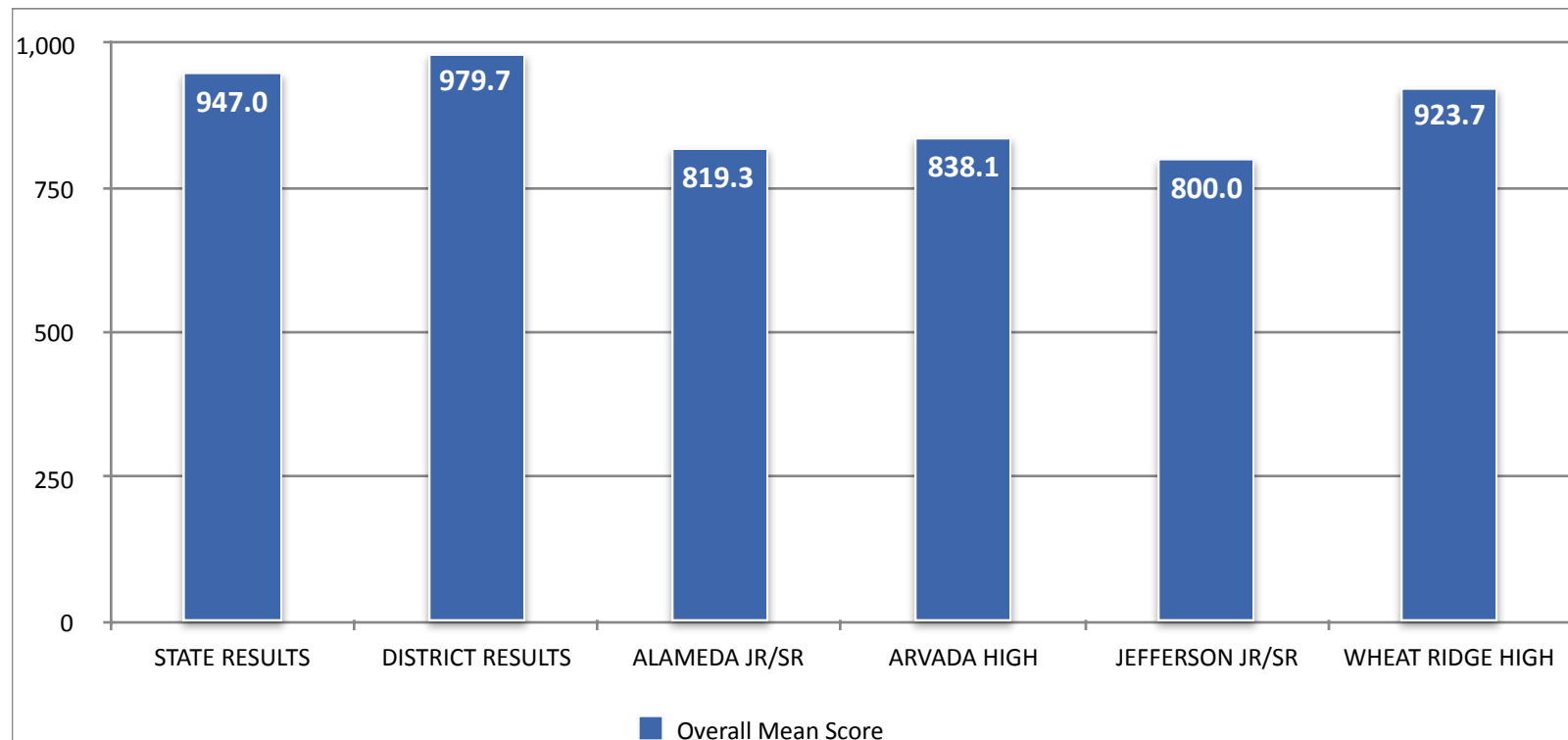
A growth score of 50
represents the state's typical growth

Goal 6: College and Career Readiness

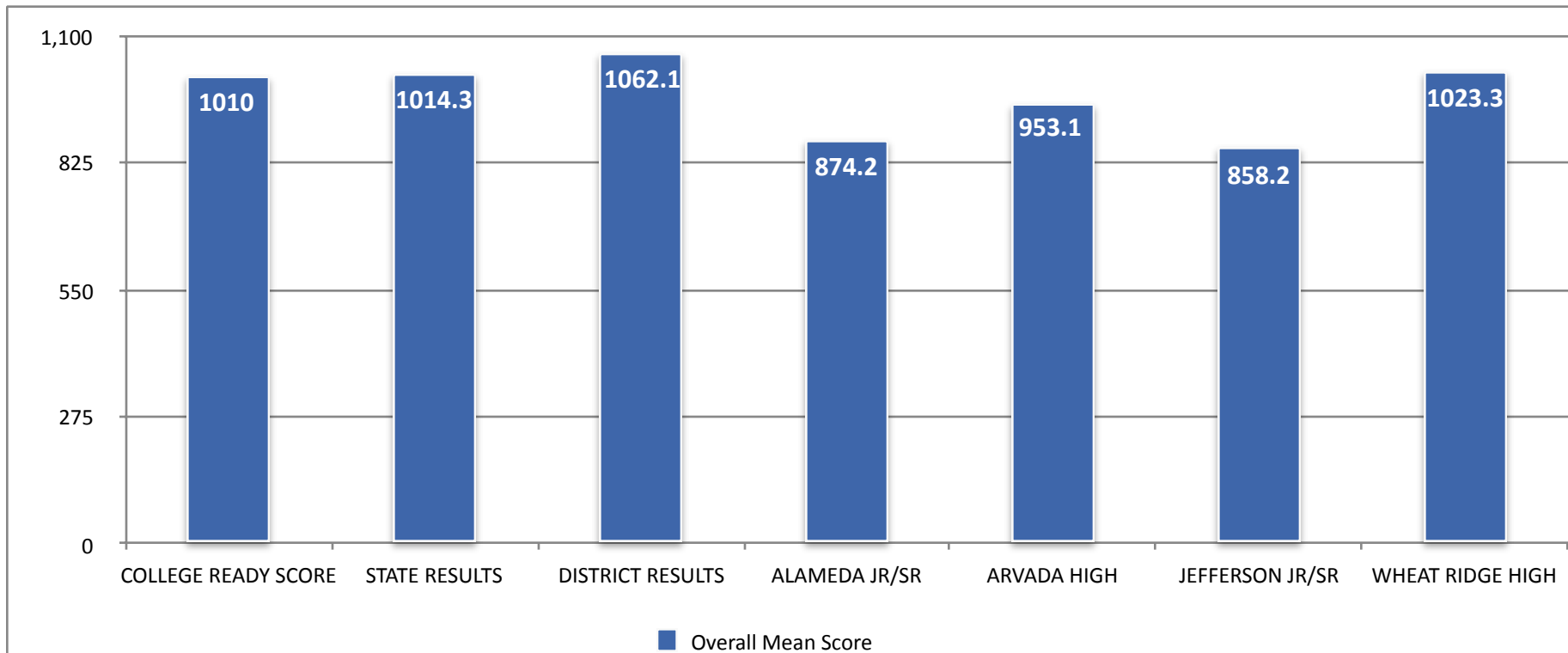
Students will graduate high school confident and competent for college or career

Our desire is that students graduating from Jefferson Junior/Senior High School are confident of their next steps whether it be college or a career and that they are competent and have the right skills for these next steps. We track numerous data indicators during the high school and college years to ensure that students are succeeding through the various transitions. PSAT and SAT are good indicators of a student's readiness for college level classes.

PSAT - Sophomore Year



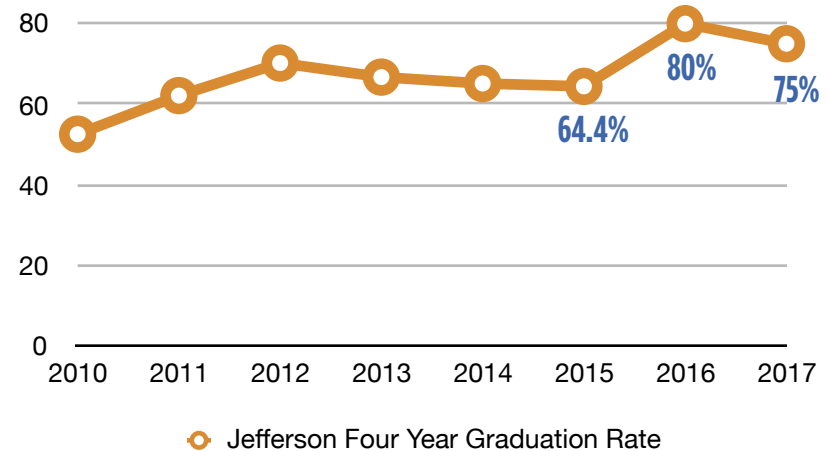
SAT - Junior Year



Average GPA - End of Senior Year
Jefferson High School

2.44

Jefferson Graduation Rate



Pathways to College and Career

Scholarships for the Class of 2017

Thanks to community partners, 80% of the Class of 2017 received scholarships for college. Through the Colorado Opportunity Scholarship Initiative, Jeffco Schools Foundation was able to establish the Beyond Jeffco Scholarship which provided college funds for many of these graduates. Five graduates also received scholarship funds from the Gina Hartley Scholarship which was established in honor of Jefferson graduate Gina Hartley (Class of 1981).

College Jumpstart

The College and Career Collaborative Action Network members worked in the spring and summer of 2017 to create the College Jumpstart program with the goal of helping graduates start college in the fall. Edgewater Collective worked with Red Rocks Community College and Jefferson counselors to organize a week of programming in the summer to teach students skills for college success and visit their college campus. Students also met monthly with mentors from the community for support and encouragement as they prepared for college. As of September 2017, 34 of the 43 students (79%) who attended College Jumpstart were enrolled in college. These students received a laptop computer and printer from PCs for People as a result of successfully completing the program and starting college.



Bright Spots in the Classroom: Early Childhood Pathway

Early Childhood Education is a concurrent enrollment course offered through the Jefferson Family Consumer Science program which provides juniors and seniors with a pathway into Early Childhood occupations. During this year-long program, students become proficient in the history of Early Childhood Education, rules and regulations, child development and theories, developmentally appropriate practices, and so much more. In addition, the students complete 25 hours of internship experiences in preschool classrooms at Edgewater, Lumberg or Molholm. Last year, eight students graduated from the program with their Early Childhood Education certificate from Red Rocks Community College. This year, 19 students are on track to graduate from the program and enter the workforce. This program brings diversity to the early childhood workforce and provides a direct pathway to a career.

Collective Targets



EARLY LITERACY: 3RD GRADE CMAS LANGUAGE ARTS TARGETS

% of students who meet or exceed expectations

| | 2016 | 2017 | 2018 | 2019 |
|------------------|------|-------|-------|-------|
| Edgewater | 26% | 32.4% | 37.4% | 42.4% |
| Lumberg | 20% | 16.7% | 21.7% | 26.7% |
| Molholm | 10% | 9.2% | 14.2% | 19.2% |

ELEMENTARY MATH: 5TH GRADE CMAS MATH TARGETS

% of students who meet or exceed expectations

| | 2016 | 2017 | 2018 | 2019 |
|------------------|------|-------|-------|-------|
| Edgewater | 16% | 15.0% | 20% | 25% |
| Lumberg | 10% | 10.2% | 15.2% | 20.2% |
| Molholm | 4% | 13.0% | 18% | 23% |

COLLEGE AND CAREER READINESS TARGETS

| | 2016 | 2017 | 2018 | 2019 |
|------------------------|------------|------|------|------|
| PSAT | 795 | 800 | 840 | 880 |
| SAT | *ACT Taken | 858 | 906 | 954 |
| Graduation Rate | 80% | 75% | 80% | 85% |



GROWTH TARGETS

| | 2018 | 2019 |
|--|------|------|
| Median Growth Percentage Scores for All Schools | 50 | 55 |



*Targets may be adjusted based on prior year achievement trends



Next Steps for Partner Organizations

Early Childhood

We will continue to work with early childhood partners as part of the LAUNCH Together initiative. Partners will also need to coordinate outreach efforts to local families so that more children can have access to early childhood supports.

Early Elementary Success Collaborative Action Network

We will be working with staff at the three elementary schools to look at data to find teachers who are seeing the most growth in reading and math and scaling those effective practices. The focus will be on preschool to 3rd grade learning and addressing achievement gaps early. We will also invest in additional training opportunities for K-3rd grade teachers.

College and Career Readiness Collaborative Action Network

Partners will continue their work with Jefferson seniors to connect them with resources and guidance for their post-high school pathway. Special focus is on pathways to trade careers and certificate programs at Red Rocks Community College.



Next Steps for Business and Community

Develop Internship and Apprenticeship Pathways for Students and Parents

In this changing economy, it is important to offer local internship and apprenticeship pathways for students who won't be going on to college. We are looking to work with local businesses to create these pathways and build our local workforce. These pathways are not just for students, but for their parents as well. As affordable housing options are few, the best option for helping parents afford housing is working to increase their family income through helping them find better job opportunities.

Funding Innovation and Effective Practices

Edgewater Collective will continue to find partners in the community to invest in innovative and effective practices in our local schools and in the programs of our partner organizations. Partners will also be sought to fund the backbone activities of Edgewater Collective in bringing partners together to use data to scale up what is working and keep the collective impact work moving forward for improved student outcomes.

Want to help? Connect with Joel Newton at Edgewater Collective by calling 303-748-0631 or email joel@edgewatercollective.org



Our Community Partners

Bright by Three

Jeffco Nurse-Family Partnership

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Parent-Child Home Program (PCHP)

TRIAD Early Childhood Council

Child Care Innovations

Lakewood Head Start

Jefferson County Head Start

Jefferson County Public Library

Jeffco Public Schools

Jeffco 4-H

OpenWorld Learning

Jeffco Schools Foundation

Jefferson Unitarian Church

Mile Hi Church

Mountair Christian Church

LAUNCH Together

Red Rocks Community College

Rocky Mountain College of Art and Design (RMCAD)

Rashaan Salaam S.P.I.N. Foundation

Gold Crown Enrichment

City of Lakewood

City of Edgewater

Jeffco Human Services

Jeffco Public Health

Young Life

Whiz Kids Tutoring

Edgewater Collective

21st Century Community Learning Centers

Goodwill Industries

Jefferson Center for Mental Health (JCMH)

Metro Community Provider Network (MCPN)

Colorado Statewide Parent Coalition

Sprout City Farms

Our Leadership Council





Edgewater Collective would like to thank the foundations, businesses and community members who give generously to this project and make a difference for local students





Jefferson
Success Pathway
ALL KIDS SUCCEED CRADLE TO CAREER

For more information
visit jeffersonsuccess.org