April 26, 2017

Dr. Angelika Schroeder
Chairwoman, Colorado State Board of Education
201 E. Colfax Ave.
Denver, CO 80203

Dear Chairwoman Schroeder:

The Adams 14 School District respectfully submits this Pathways Proposal for an External Management Partnership to fulfill requirements of SB 163 regarding accreditation for school districts and schools that exceed five consecutive years with an accreditation rating of Priority Improvement or Turnaround.

The District takes its commitment to students and ensuring their academic growth and achievement seriously. To that end, we've engaged in significant whole-district turnaround work in consultation with leadership staff from the Department of Education. We've also conducted several comprehensive data analyses to address areas of academic deficiencies while exploiting our strengths.

We realize there needs to be a dramatic change in our district and schools in order to meet state and local expectations. We are very enthused to work with an external management partner to make meaningful and powerful changes in our instruction, curriculum, assessments and interventions. We anticipate within two years all Adams 14 schools and the district will be off the accountability clock. By 2020 we expect all schools and the district to be among the highest rated in the state.

We are proposing a management partnership with Beyond Textbooks, a non-profit organization stemming from the work of the Vail (AZ) School District which was a struggling district with schools that were chronically under-performing. The district conducted an intensive study and realized they lacked a consistent framework across the district for curriculum instruction, assessment and intervention. By implementing these frameworks with fidelity they were able to transform from one of the lowest to highest performing districts in the state. Today, they share their improvement system with other partner schools and districts to support their turnaround efforts.

The proposed partnership has the following specific and actionable goals:

- By the end of 2018, all Adams 14 schools will attain Improvement Status
- By the end of 2019, all Adams 14 schools will attain a rating of Performance Status.
- By the end of 2020, the district will attain a rating of Accredited with Distinction.

There will be an increase of students meeting or exceeding expectations on the PARCC test by 20 percent each year. By 2019, 75 percent of the students in Adams 14 will meet or exceed expectations on the PAARC test.

There will be a reduction of students on a READ plan by 20 percent each year with the ultimate goal of no students on a READ Plan in the year 2022.

To accomplish these goals, the district proposes these priority actions:

- Improve and sustain student growth
- Recruit, develop, retain and sustain leaders/teachers
- Community focused on student learning
- Engage all stakeholders
- Customize and Target Supports

A full work plan detailing the actions associated with these priority areas as well as the anticipated outcomes is attached. As a district we realize this is a work-in-progress and look forward to your recommendations to strengthen this plan. The Beyond Textbooks external management partner will provide direction to school and district accountability efforts through a dedicated Beyond Textbooks Liaison who will report to Beyond Textbooks executive leadership and who will work with the superintendent and chief academic officer to impact meaningful and significant change. Beyond Textbooks will be responsible for the evaluation of the implementation of the programming at all levels and will have the authority to make directives, make decisions and enforce implementation by providing direction to the superintendent.

Beyond Textbooks will also provide extensive professional development, customized instructional calendars as well as frameworks for instruction, assessment, curriculum and intervention. In addition, Beyond Textbooks will include existing curriculum materials used in Adams 14 as well as provide access to more than 40,000 educator-vetted lessons.

For the 2017-2018 school year, Beyond Textbooks will be rolled out to the schools that are in most need of structures and frameworks. Other schools will be following similar structures used by Beyond Textbooks, however they will be managed by the district.

The district leadership, board of education and staff are fully committed to this work and to be relentless in our pursuit of achieving our goals as outlined in our Pathways Proposal. We stand shoulder to shoulder with our community, parents and district staff at all levels in our dedication to ensuring this plan results in success for all students.

Thank you for your consideration.

Dr. Javier Abrego, Superintendent

David Rolla, Board of Education President

C: State board of education members, commissioner of education, Adams 14 board of education members

Adams County School District 14

Pathways Proposal

External Management Partnership

Submitted to the Colorado State Board of Education

April 2017

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Adams 14 – Management Proposal

Introduction

Adams 14 has consistently not met local and state expectations in content achievement or in growth. Consequently, Adams 14 has received a rating of Priority Improvement or Turnaround on the Colorado District Performance Framework for five consecutive years and has been identified as one of the lowest performing districts in the State of Colorado. Nine of eleven schools are also on the clock: Adams City Middle (Entering Year 1); Alsup Elementary (Entering Year 2); Central Elementary (Entering Year 4), Dupont Elementary (Entering Year 3); Kemp Elementary (Entering Year 2); Monaco Elementary (Entering Year 1); Rose Hill Elementary (Entering Year 1); and Adams City High School (Entering Year 6) (Appendix A).

Following a thorough analysis of the district's data including the district's Unified Improvement Plan (UIP), academic achievement, academic longitudinal growth and post-secondary college and career readiness, teacher effectiveness, and an examination of past instructional frameworks, the district leadership team identified five priority challenges as barriers to achievement and growth (Appendix B).

The barriers to achievement and growth are:

- High turnover at the building/central leadership and teacher level
- Lack of instructional resources aligned to the Colorado Academic Standards
- Decision making that is not data-driven and/or monitored for effectiveness
- Inconsistent implementation of researched-based best first instruction through the lens of a culturally and linguistically diverse student population
- Inconsistent school calendar

To address the district's leadership gaps, it has hired a new superintendent, chief academic and innovation officer, director of human resources, manager of teacher effectiveness, director of federal programs and a manager of family and community engagement.

In response to the lack of instructional resources aligned to the Colorado Academic Standards and to the inconsistent implementation of researched-based best first instruction through the lens of a culturally and linguistically diverse student population, the district has:

- Purchased a research-based reading program for K-5 aligned to the Common Core State Standards/Colorado Academic Standards
- Implemented a research-based biliteracy program in grade levels K-2 and Spanish language arts in grades 6-8
- Created the opportunity for students to earn the Adams 14 Seal of Biliteracy upon graduation
- Providing cultural competency training to all its employees

District Goals:

- Improve and sustain student growth and achievement across all schools
- Customize and target supports to meet needs

- Recruit, develop, retain and sustain highly qualified school leaders and teachers
- Engage all stakeholders – families, community and partners
- Build a strong community intensely focused on student learning

Expected Outcomes:

- Students meet or exceed performance expectations on achievement and growth as measured on PARCC by 2018-2019 school year
- Students are college and career ready
- Students have the competencies and skills to be successful
- Attendance increases
- Negative behavior decreases
- Students create and monitor educational and personal goals – Individual Career Academic Plan (ICAP) beginning in middle school
- Graduation rate increases

The district also received feedback from the State's Review Panel (SRP) which evaluated Adams 14 and Adams City High School (ACHS) in May, 2015. The SRP identified areas the District would likely need support for meeting expectations.

While over the course of the last two years, the district has explored using the innovation zone pathway as supported by State Review Panel (Appendix C). After deep and thorough analysis, the district feels a more effective and immediate pathway to accelerate student achievement and growth is to partner with an external management organization. The guidance provided by Lisa Medler, CDE, helped district leadership to refocus and examine each pathway option with greater objectivity.

To this end, district leadership is proposing the pathway of an external management partnership with Beyond Textbooks for Adams City High School, Central Elementary and Rose Hill Elementary and district-wide turnaround strategies for Alsup Elementary, Dupont Elementary, Hanson Elementary, Kemp Elementary, Kearney Middle School and Adams City Middle School.

Our plan will strengthen our work by creating a collaborative culture of continuous improvement and high expectations. Our plan maintains a consistent focus on improving instruction by implementing effective and researched based strategies at all schools:

- Implementing researched-based instructional strategies
- On-going assessments
- Data-driven decision making and
- Providing extended opportunities to learn

Our plan provides a sustainable systems framework that will have significant, immediate and positive impact on student growth and achievement. Our plan is unique and specific to the needs of the district and its schools. It provides targeted layers of support to all schools while concurrently supporting and honoring the work being done by building leadership.

About Adams 14

Located just north of downtown Denver lies the community of Commerce City most noted for its rich mix of cultures, heritage, history and traditions. The 33,000-resident community is served by the Adams 14 School District and caters to the historic neighborhoods in the community. The district serves more than 7,500 students who speak over 25 languages. It has a significant bilingual population.

As a community located in the beautiful Rocky Mountain area and just a short 15-minute drive to the heart of downtown Denver, the Adams 14 School District has all the conveniences of a metropolitan school district with the small-town feel. Residents enjoy knowing their neighbors, sharing traditions with family and friends who've grown up together, and having bonds with the people who established the community's history and hospitality.

The Adams 14 School District's portion of Commerce City is home to the Colorado Rapids, the state's professional soccer team that calls Dick's Sporting Goods Stadium its home turf. Commerce City also lets wild animals roam free – at least it does within the Rocky Mountain National Arsenal Wildlife Refuge located adjacent to the Adams City High School grounds. And to add to its great outdoor amenities, Commerce City has plenty of room to enjoy the sunshine with about 300 acres of play areas and parks. The city also offers walkers 14 miles of walking trails. Senior citizens also enjoy the use of a robust senior center, which is housed within the city's 67,000-square-foot recreation center.

Adams County School District 14 is Colorado's 26th largest school district, serving more than 7,500 students annually. Adams 14 is comprised of two high schools, two middle schools, seven elementary schools, and two preschools. The composition of the district's student population consists of 88% students of color, 84% students qualifying for free or reduced lunch (FRL), and 49% students who are English Language Learners.

The district embraces equity to ensure diversity among students, staff and the entire community is celebrated as strengths in the organization. Adams 14's culture is based on high expectations for all students and employees, combined with one that supports both academic and social growth for all students. We're fully committed to inclusive excellence for all students and will inspire, educate and empower all students to succeed.

Adams 14 Mission

Inspire, Educate, Empower

Adams 14 Vision

The work of the vision began with the end in mind – **where do we want to go and what do we want for our students**? Using the input provided by the parents, community members and school leadership during the Superintendent's Parent Forum, a special vision building session was held and the vision was created.

Adams 14 students, families, staff, community members and partners will unite to

ensure that our students will graduate with the Adams 14 Seal of Biliteracy, two years of college or an associate's degree, an apprenticeship certificate or an alternative pathway while demonstrating critical thinking, communication, collaboration, creativity and cultural global competency skills in an ever-changing world.

Board of Education Strategic Imperatives

- To dramatically improve academic performance, and move the District from Priority Improvement to Accredited with Distinction by the year 2020.
- To significantly empower all families and community members to become engaged partners in their child's education, by creating welcoming environments District-wide that reflect and support a culturally diverse population.
- To intentionally increase and improve communication District-wide, both internally and externally, as well as enhance the resources offered to our current clients and community members.

The Board of Education Believes

When the community, students and staff are involved, all students do learn and succeed.

As shown, the school board and district stakeholders are committed to academic excellence. We are working together to realize our mission, vision, strategic imperatives and beliefs about our students. The district has worked diligently to address and correct barriers to the academic achievement and growth of its students as specified in this proposal.

Rationale for Management Organization

After deep and thorough analysis, the district has thoughtfully chosen to move away from the pathway of *Innovation Status* to *Change in District Management* as its pathway for the district and three of its eleven schools (Rose Hill Elementary School, Central Elementary School, and Adams City High School).

The Education Accountability Act outlines a pathway whereby a district may change internal management structures and/or governance of low-performing schools through a partnership with a private or public entity. Under this pathway, a district would bring in an external organization to manage an entire school or district or to manage targeted operations at the district, a particular school, or a cluster of schools. If partnering with an external organization only for targeted operations, the external partner must have contractual authority and accountability. This pathway represents a continuum within which there are many variations to fit the unique context of a given district and its schools.

The district board chose not to pursue innovation status since the district is not in need of waivers of state law or regulations and the district already allows schools the autonomy to make decisions at the school level.

The district opted not to pursue charter school conversion, an option not supported by the State Review Panel (Appendix C).

The State Review Panel does not recommend conversion to a charter school due to the

effectiveness of the district leadership.

Converting the high school, a single school to a charter school also would not address the systemic issues impacting the districts performance, and would be unlikely to remove the district from the accountability clock. It should be noted that this is the only district's comprehensive high school.

Currently, families and students have the option to enroll in a charter school, which is available to students living within the physical boundaries of Adams 14 (Community Leadership Academy and Victory Preparatory Academy authorized by the Colorado Charter School Institute and HOPE Online Learning Academy authorized by Douglas County School District within the World Impact Academy for students in grades K-8).

District leadership developed a strategic plan for rapid school improvement that eradicates the barriers that have consistently contributed to poor student achievement and growth. Charter school conversion would reverse efforts and create uncertainty and undue stress in our school district. Our district has experienced high turnover, an Office for Civil Rights review, distrust and lack of vision for far too long.

School closure is also not a viable pathway. The district does not have the capacity to serve its students in remaining schools if it closed any of its schools. The 2015 State Review Panel's agreed:

> The *State Review Panel does not recommend closure, as across the entire district, the schools are already 6% above capacity. It would not benefit the students if they were redistributed across fewer schools. Closure would potentially divide families and the entire community. The district has seen leadership turnover at the building level, and has taken the appropriate steps to ensure strong leaders are in place at its buildings. Closure would stop the positive momentum and be potentially ineffective for students.*

External Partnership with Beyond Textbooks

Adams County School District 14 has elected to partner with an external organization to manage a cluster of schools for targeted operations with the scope of academic systems. Beyond Textbooks (BT) will fulfill the role of an external management partner by assuming contractual authority and accountability associated with the following components of school turnaround:

- School and District Accountability
- Authority
- Providing comprehensive instructional supports
- Existing as a partner embedded within select Adams 14 schools

Our expected outcome with this partnership is to realize significant increases in student achievement within the first two years of implementation with sustained achievement and growth over subsequent school years. It is our expectation that three selected schools, Rose Hill Elementary School, Central Elementary School, and Adams City High School (ACHS) will earn an accountability rating of Improvement or Performance on their 2019 School Performance Frameworks. At that time, Adams 14 will evaluate the effectiveness of BT as an external management partner in consideration of maintaining

and expanding the partnership. Adams 14 will consider options for scaling up the partnership to potentially include additional Adams 14 schools as well as additional grade levels at ACHS.

The following plan will document the details of Adams 14's partnership with Beyond Textbooks for both the District and Adams City High School and how we seek to achieve identified outcomes as listed herein.

Background

Adams County School District

During the 2014-2015 school year, the Commissioner of Education for the State of Colorado directed the State Review Panel (SRP) to conduct a 2-day site visit in May of 2015. After the site visit, the SRP identified areas where the District would likely need support for meeting turnaround expectations and improving student achievement (Appendix C).

Regarding the leadership team, the SRP stated *"…there is an apparent capacity to engage productively with and benefit from the assistance provided by an external partner, and there is a likelihood of positive returns on state investments of assistance, and support to improve the performance within the current management structure and staffing."* The SRP found that leadership could be strengthened and benefit from engaging with external support for identifying and implementing effective turnaround strategies.

Committed to do all that is necessary to turn performance around, the District has opted to leverage an external partner to focus on managing the academic systems component of the school improvement process. This was determined after a comprehensive strengths, weaknesses, opportunities, threats (SWOT) analysis of schools and departments in Adams 14, consideration for the vision of a new superintendent, and a deep analysis of historical school performance and root causes, the District has elected to support Rose Hill Elementary (entering year 1 of Turnaround), Central Elementary School (entering year 4 of priority improvement), and Adams City High School (entering year 6 of priority improvement). The implementation of an external partner at the school level is critical for achieving significant improvement in academic systems, which will positively impact student performance. Adams 14 recognizes the value an external partner will bring to supporting the district's efforts to provide differentiated supports with a focus on best first instruction to its most underachieving schools.

The selected external management partner is Beyond Textbooks. Beyond Textbooks provides both an instructional leadership framework as well as an instructional framework that focuses on curriculum, assessment instruction, and intervention. The lack of framework structures has been identified as contributing to the underlying challenges for Rose Hill, Central, and ACHS. All lack consistency with expectations for the delivery of best first instruction and in the uses of research-based Multi-Tiered Systems of Support (MTSS). As referenced in the Turnaround Plan, MTSS is a critical element for ensuring all students are supported in every aspect of success not only academics. Beyond Textbooks' frameworks provide strong systems and structures that remain resilient and consistent despite changes in personnel, particularly changes in leadership.

Whereas other district schools are also on the accountability clock, BT has been selected as an external management partner for three identified schools based on their unique needs. The school will receive support with curriculum, instruction, assessment, and enrichment/reteach support in a manner that will be frequent, intense, and targeted. In addition to BT as an external management partner, these schools will also receive district-wide supports as described in the District Turnaround Plan. While Adams 14 plans to focus on three schools with BT, all District schools will benefit from district supports as outlined in the broader District Turnaround Plan:

- professional development in cultural and linguistic diversity
- systematic English Language Development
- constructing meaning
- multi tiers system of supports (MTSS)
- teacher/leadership retention and growth

Adams City High School

In April of 2016, Adams City High School (ACHS) underwent a rigorous State Review Panel (SRP) visit. As ACHS was seeking to request the state pathway of Innovation, the SRP identified areas of strength associated with using data to inform instruction, frequent classroom observations, utilization of the academy structure to support career pathways, and efforts associated with aligned professional learning based on the professional growth needs of the staff. The identified strengths did not transfer as evident in the 2016 performance data (Appendix A). Adams City High School will be entering year six on the Accountability Clock on July 1, 2017.

To eradicate the trend of underperformance and accelerate performance at Adams City High School, the following 'flooding' model of support will be in fully implemented in the 2017-18 school year:

- External Management Partnership with Beyond Textbooks
- New Leadership Team – Principal and four Assistant Principals (AP)
    - ➢ AP- Curriculum, Instruction and Counselors
    - ➢ AP- English Language Development
    - ➢ AP- Attendance, Restorative Justice, Deans
    - ➢ AP – Career Technical Education
- Math, English Language Arts, and English Language Development Coach
- Special Education Coordinator
- English Language Development Coordinator
- One full-time counselor for each grade 9-12

Adams 14's new superintendent advocated bringing on an external management partner to support academic systems during the transition and establishment of a new leadership team. ACHS will pursue a state pathway of external management with Beyond Textbooks that targets providing systematic comprehensive support and accountability for grades 9-10 in the areas of curriculum, instruction, assessment, and enrichment and reteach. These same comprehensive supports and accountability will be provided for grades 11-12 through the district turnaround strategies. The 11-12 grades were not

chosen to participate in the BT rollout since these grades have mostly completed their core credits and will be concentrating their final years with concurrent enrollment in community colleges and career and technology education.

In considering the academic needs of ACHS, the district has taken a no-nonsense, no-excuse approach. It is using the concept of 'wraparound support' or 'flooding model'. With new leadership, clearly defined roles and responsibilities, an external management partner and the on-going continuous support by CDE, the expectation is that ACHS will be transformed into a high performing, high achieving school.

As illustrated above, each assistant principal (AP) will be responsible for a specific area. The AP assigned to curriculum, instruction, and the counselors will be responsible for monitoring BT implementation (grades 9-10), the data driven instructional cycles and progress monitoring as documented in Infinite Campus (grades 9-12). The AP, counselors and MTSS problem solving teams will use the DATA to assign students to specific and targeted daily 30 minute reteach and enrich blocks or before and after school tutoring cycles. Professional development will be driven by state and local data.

The ELD AP will be assigned to work with the ELD Director in order to ensure that teachers are supported and that the needs of the ELLs are being addressed through correct identification, placement, implementation of researched-based instructional strategies (i.e. constructing meaning), and extended opportunities to learn. The ELD AP will work with the ELD coordinator, ELD coach and ELD teachers to monitor student progress in growth and achievement as measured by local and state assessment. The ELD AP will also develop and provide ongoing professional development to all staff on compliance and researched-based instructional practices with regards to the culturally and linguistically diverse student population.

The AP assigned to student attendance will use the district's data dashboard to monitor attendance in grades 9-12. The MTSS problem solving team will use the data and menu of research-evidence based strategies to provide additional support to students and parents identified as at risk (yellow) or highly at risk (red) as a result of poor attendance. The AP assigned to attendance will be charged with creating an attendance task force to revisit, restructure and monitor implementation of the district's attendance policy.

Considerable work has begun to improve career and technical education in Adams 14. As a part of the leadership restructuring, an assistant principal will be dedicated to oversee and lead the district in actualizing its goal of providing a vast array of career and technology options. These options are aligned to the recommendations from the Adams County Workforce council based on the jobs forecast. Students will be able to access concurrent enrollment and many will graduate with an immediate employable skill. A career and technology education task force that includes multiple departments as well as representation from the Adams County Workforce Readiness counsel has been meeting to lay the expectation for this new assistant principal. This will apply to all grade levels regardless of the BT participation.

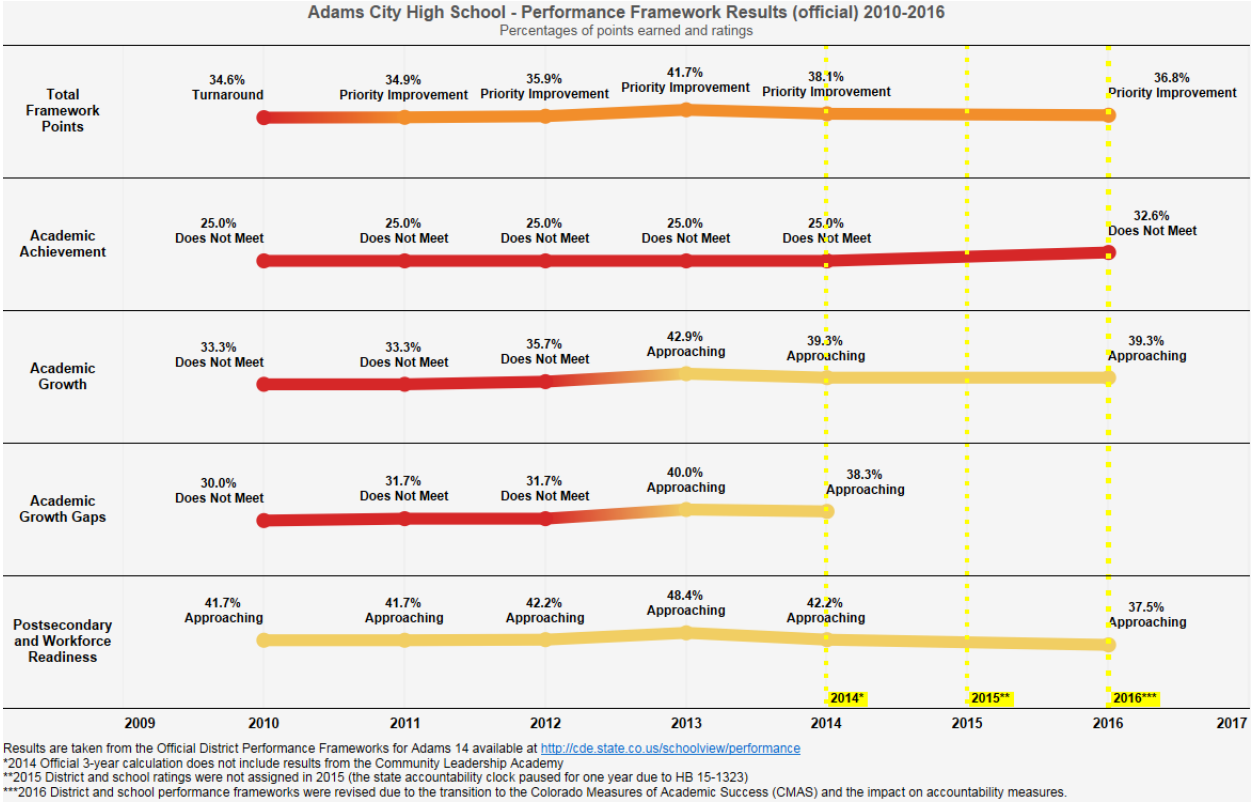
A Secondary Education Director working closely with the superintendent will provide direct supervision of the leadership team at Adams City High School, and work collaboratively with the BT liaison, and the district leadership. This director will closely monitor student progress through the data cycles of both BT and non-BT grade levels.

As of April 26, 2017 five of the six positions have been filled. The district's goal is to have a high school principal and secondary Education Director hired by May 10, 2017.

Adams 14 recognizes that the Beyond Textbook roll out for 9th and 10th grade only, does not address the needs of the entire school. As noted above the restructure of the leadership support all grade levels as well as following the district turnaround strategies will address school wide issues such as attendance, engagement, achievement and career and technology education. BT will have great influence at the high school as similar structures will be in place at all levels.

Why Adams City High School?

Adams City High School has failed to move beyond a rating of priority improvement or turnaround since 2010. In addition to disruptions in leadership, ACHS has failed to implement effective academic systems. As seen in the graph below, ACHS will be entering year 6 of the accountability clock on July 1, 2017.

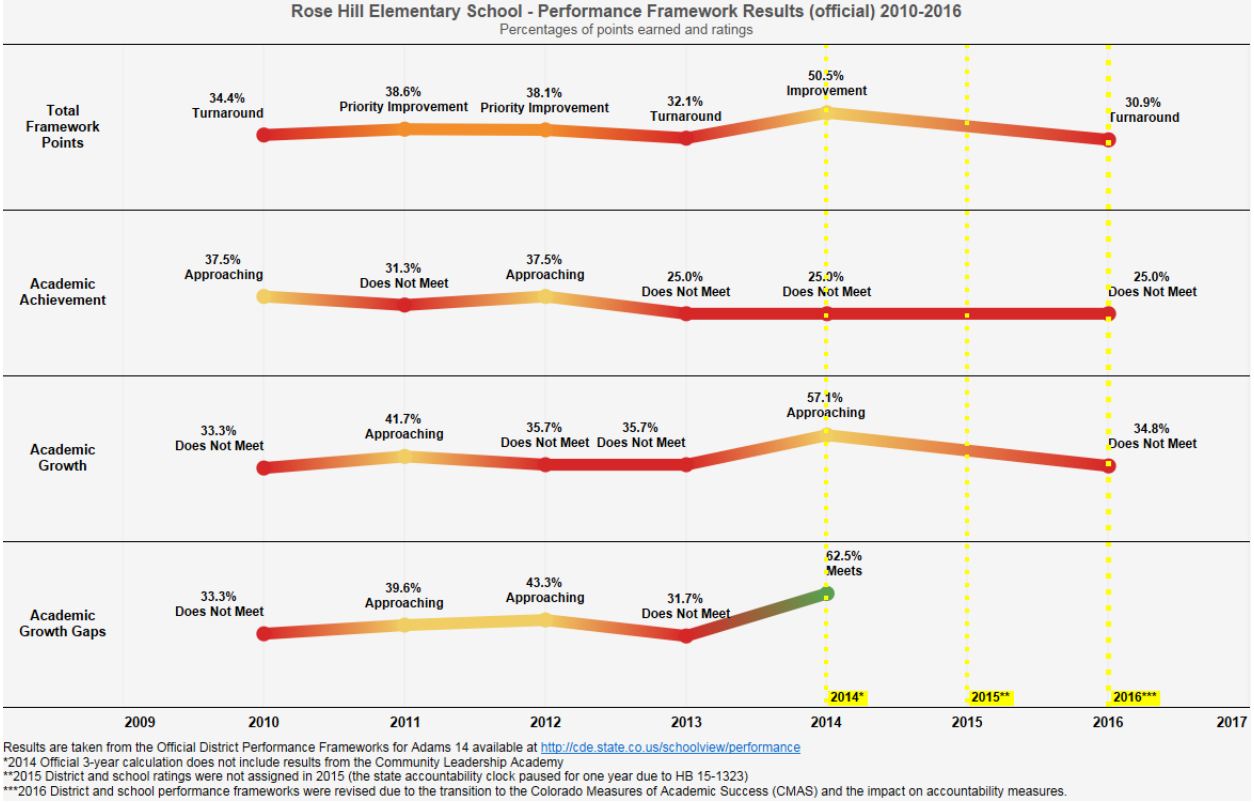


Beyond Textbooks promotes alignment of expectations across teachers, coaches, and administrators relative to standards, instruction, assessment, and interventions. Through daily extended learning

opportunities (reteach and enrichment), students will receive differentiated support. Beyond Textbooks provides an instructional framework that focuses on curriculum, assessment and extended leaning opportunities that build strong academic systems and structures that remain resilient and consistent despite changes in personnel, particularly changes in leadership.

Why Rose Hill Elementary?

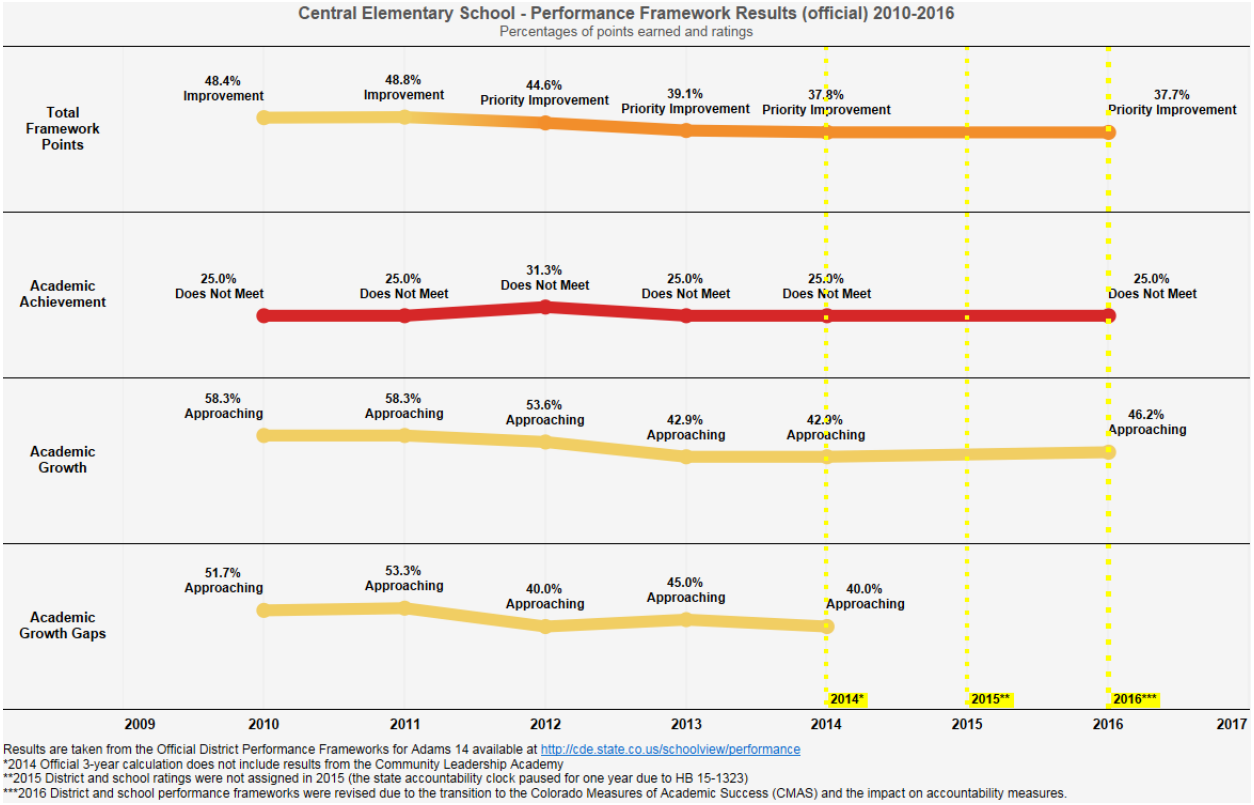
Since 2009, when Colorado began issuing accountability ratings, Rose Hill's performance has fluctuated dramatically, reflecting changes in leadership and inconsistency in expectations with the school being assigned to the turnaround clock for 5 of the 6 rated years (see graph below).



Changes in leadership negatively impacted the flow of learning for students and created a less than ideal culture and climate for parents, community, staff, and students. Beyond Textbooks' frameworks provide strong systems and structures that remain resilient and consistent despite changes in personnel, particularly changes in leadership.

Why Central Elementary?

Central Elementary School has failed to move beyond a rating of priority improvement since 2012. In addition to disruptions in leadership, Central has failed to implement effective academic systems over the course of the last four school years. This has contributed to chronic stagnation in student performance. The graph below depicts the trends in school performance framework ratings.



The lack of improvement has continued across the years with a downward trend in points earned from 2012 through 2016. Beyond Textbooks provides an instructional framework that focuses on curriculum, assessment, and intervention to build strong academic systems and structures that remain resilient and consistent despite changes in personnel, particularly changes in leadership.

What is Beyond Textbooks?

In 2001, Beyond Textbooks (BT) was developed by the Vail School District (VSD), in Vail, Arizona, as a turnaround strategy in support of its struggling schools. BT was designed to prioritize and support high-quality instruction aligned to standards. Given the widespread and impressive success within its own district, VSD began providing consultation and management services to other turnaround districts and schools across the nation. As a Colorado Pathway, BT will fulfill the role of an external management partner by assuming responsibilities associated with the following components of school turnaround:

- School & district accountability
- Authority
- Providing comprehensive instructional supports and
- Existing as a partner embedded within select Adams 14 schools

Alongside consultation and management support, BT provides its partner districts and schools with a web-based instructional framework that targets rigorous instruction, progress monitoring of standards mastery, technology enhanced resources and identifiable and measurable outcomes. The BT instructional framework centers on the idea that "teaching and learning transcends textbooks and state standards to strengthen support for communities of teachers, facilitate teaching and learning, and improve student achievement" (Beyond Textbooks Website, 2017). Simply put, BT provides a partnership with the district that clearly identifies the "what" of teaching - specific standards at identified intervals in the school year, while teachers provide the "how" of teaching – selecting from 40,000+ pre-identified high-quality resources or district-provided resources that meet established rigor thresholds.

As a district of schools, Adams 14 leadership will benefit from the management support provide by BT. The district has created a structure for accountability of implementation that involves facilitating key stakeholder feedback regarding implementation and student progress. The district leadership team has committed to participating in two annual BT events that promote effective district leadership practices through the lens of BT as a partnership in school/district turnaround. First, Adams 14 will participate in an offsite conference held by Vail School District in Tucson, AZ. BT administrators and principals will attend two days of trainings and work sessions designed to support effective implementation and monitoring. Second, Adams 14 will receive direct support from the Vail School District assistant superintendent in a day-long session that facilitates an open conversation around PARCC assessment data, BT action plans, and coordinated school-walk through sessions that culminate in clarity around progress and action. See timeline on page 26.

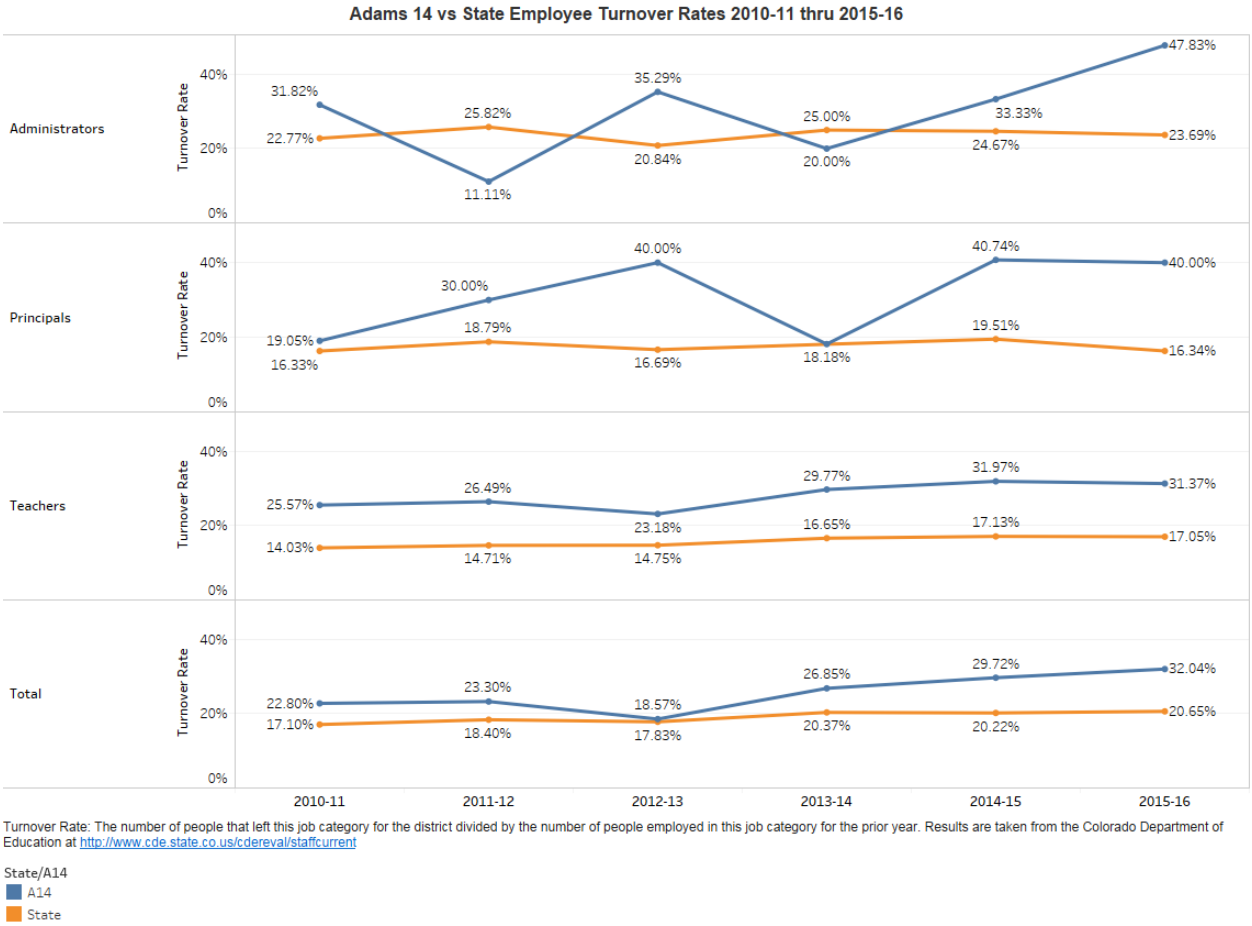
Beyond Textbooks – Program Data

In 2002, the Vail School District was one of the lowest performing districts in the state of Arizona. Within four years of the creation and implementation of BT, the Vail School District climbed from less than 20% of students proficient in math to over 80% of students proficient in math (as measured by the annual Arizona summative assessment). More importantly, the significant increases in student performance were not only sustained, but continued to increase over the years. Vail consistently outperforms the state by 20-30 percentage points and remains in the top 5 highly rated districts for the state.

Why does Adams 14 need Beyond Textbooks?

Like other turnaround schools and districts, Adams 14 has historically struggled with foundational components of successful turnaround efforts that generate significant gains in student achievement within the first two years of introducing turnaround efforts and ensuring sustainability of turnaround efforts beyond the initial implementation (Peurach & Neumerski, 2015).

Across all three schools, changes in leadership and inconsistent implementation of academic systems have negatively impacted instructional programming. These have also disrupted the flow of learning for students and created a less than ideal culture and climate for parents, community, staff, and students. Beyond Textbooks' frameworks provide strong systems and structures that remain resilient and consistent despite changes in personnel, particularly changes in leadership. The district is under its third superintendent in five years. As evidenced in graph below, Adams 14 has had a history of turnover rates greater than the state average.



Beyond Textbooks addresses four (of the five) district barriers as outlined in the District's Turnaround Plan, and as seen below:

Barriers	Solutions
High turnover at the building and teacher level	Once established, BT personnel and the instructional framework can function in the absence/transition of school leadership as well as on-board new staff.
Lack of instructional resources aligned to the	BT provides a partnership with the District that clearly

Colorado Standards	identifies the "what" of teaching – specific standards at identified intervals in the school year, while teachers provide the "how" of teaching – selecting from 40,000+ pre-identified high-quality resources or district-provided resources that meet established rigor thresholds.
Decision making that is not data driven and/or monitored for implementation or effectiveness	BT provides resources in the analysis of student data (results of common assessments) for instructional planning and identifying students that need increased learning opportunities.
Inconsistent implementation of researched based best first instruction.	BT provides its partner districts and schools with a web-based instructional framework that targets rigorous instruction, progress monitoring of standards mastery, technology enhanced resources, and identifiable and measurable outcomes.

For evidence of Beyond Textbook's success in other districts, please refer to Appendix D

How is our partnership different than traditional partnerships?

In its attempts to implement comprehensive turnaround, Adams 14 has had a long history of working with partners such as the University of Colorado's Bueno Center, University of Virginia's School Turnaround Program, Celebrate the Beat, and others that provided a targeted support to a specific group with a specific need. BT serves to provide a holistic approach as an external management partner through a comprehensive Statement of Work and legally binding contract that articulates how BT will manage and authorize the following components of school turnaround at focus schools:

- School and district accountability
- Authority
- Comprehensive instructional support and
- Existing as a partner within select Adams 14 schools

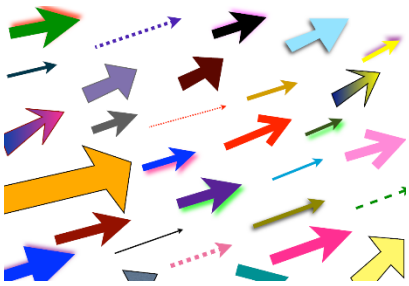
Dr. Abrego, superintendent for Adams 14, a proven experienced and successful turnaround superintendent in other districts, has advocated for the BT partnership as a key lever to turning around failing educational systems. With Dr. Abrego beginning his tenure in Adams 14 in the fall of 2016, little time remained for vetting unknown and unproven vendors considering the rigorous expectations set forth in the CDE published rubric for selection of an external management partner. Therefore, Dr. Abrego opted to invite the Adams 14 Board of Education, district leadership and school leadership and teachers from select schools to determine if BT met the criteria for a partnership. Upon approval by the Board of Education and leaders and teachers, the district moved forward with urgency to secure a partnership with BT (Appendix E:). In addition to moving forward with BT as an external partner, BT itself

maintains rigorous considerations and expectations for potential partnerships. It does not accept every request for services. Instead, it has its own vetting process to ensure a match with a potential client and its ability to provide information, its willingness to make the work a priority and internal support to ensure success. It first completes an internal evaluation for determining if a partnership opportunity by a requesting school or district is given. On two occasions, BT executive staff visited Adams 14 to evaluate and determine readiness for a partnership. BT funded the expenses associated with both "Gaining the Vision" sessions used to determine readiness of key school and district leaders and teachers from selected sites.

Prior to offering the opportunity to partner with them, BT executive staff shared that Adams 14 met or exceeded expectations for a partnership by demonstrating capacity in all levels of instructional leadership, the skill and the will to bring about positive change as well as ensuring technical capacity of district systems and structures**.** As seen below, BT executive staff identified areas where the district and its instructional leadership were prepared to move forward with a partnership in addition to areas where BT executive staff would focus attention prior to launching the partnership.

On January 11, 2017, BT executive staff conducted the first 3.5 hour "Gaining the Vision" session with district leadership and school leadership representatives from Rose Hill and Central elementary schools. On January 25, 2017, BT executive staff conducted a second 3.5 hour "Gaining the Vision" session targeted for secondary school leadership and staff that was hosted by Adams City High School. Having completed these two sessions, BT extended a partnership opportunity to Adams 14 for Rose Hill Elementary, Central Elementary, and ACHS. Should the District determine the need for additional schools to be added to the BT agreement, BT will again come to Adams 14 to evaluate readiness for implementation of BT.

Through the use of a rigorous practice for choosing partners ready to initiative change, BT partners have been set up for success. Partners testifying to their success in utilizing BT for turnaround efforts have reported the greatest impact to be around prioritization. While a district or school may have many different priorities, as illustrated in the arrows to the right, having a common focus and priority established around increasing student achievement has helped BT partners turnaround failing systems.



Another testament from other BT partnerships that demonstrates what BT does to effectively support turnaround efforts is the rich and robust 40,000+ item resource bank that includes lessons, resources, and documents that support instructional delivery. Resources in the bank are vetted carefully by a group of trained educational experts. These educators ensure standards alignment, higher order and critical thinking and questions as defined by Depth of Knowledge (DOK) and Bloom's Taxonomy of Learning Domains and formatting for multiple programs teachers may utilize such as PowerPoint.

Readiness Evaluation Scoring Matrix

5 – Exceeds Partnership Expectations

4 – Meets Partnership Expectations

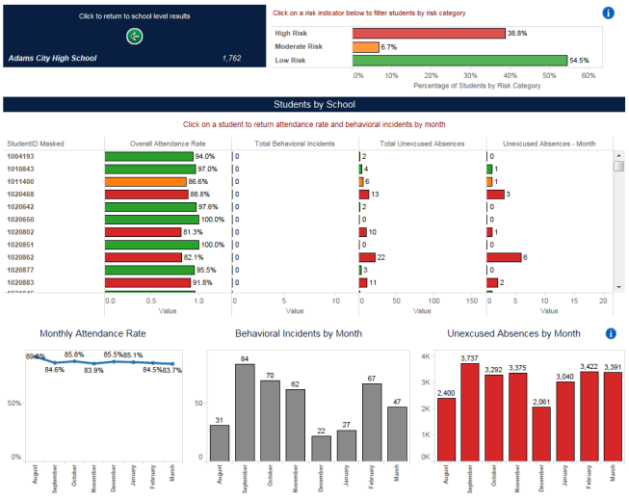
3 – Partially Meets Partnership Expectations

2 – Does Not Meet Partnership Expectations

1 – No evidence available/unobservable

Expected Outcomes and Targets

Based on the consistency for which BT partners demonstrated significant increases in student achievement within the first two years of implementation with sustained achievement and growth over subsequent years, Adams 14 expects that once BT is implemented, the focus schools will begin to show significant increases in student achievement and growth within the 2017-18 school year. It is our expectation that the three selected schools (Rose Hill Elementary School, Central Elementary School, and Adams City High School) will earn school plan types of Improvement or Performance on their 2019 School Performance Frameworks.



Adams 14 also realizes there are other incredibly important indicators that provide the foundation for moving the needle on student achievement other than traditional student achievement indicators. The district will monitor the following indicators: Gifted and talented identification rates, referrals to student services, absenteeism of both teachers and students, and truancy rates.

The district developed a data dashboard to assist with monitoring behavior, academics, attendance, and truancy data. The system was developed to identify students that may need wraparound support. MTSS is a critical component of Adams 14 turnaround efforts. As seen in the images, the locally developed customizable solution provides individual and aggregate reporting at the fingertips of counselors, deans and attendance liaisons.

Adams 14 piloted this new data dashboard system on a small scale during the 2016-2017 school year and will fully implement it at schools in the 2017-2018 school year.

Adams 14 has determined the 2017-18 and 2018-19 targets listed below for academic achievement and growth as measured by Colorado-required summative assessments in the areas of math, literacy, language acquisition and science. Baselines were established using the Colorado School Performance Frameworks for 2015. Targets were identified based on percentile cut scores identified by the Colorado School Performance Framework rubrics.

The district as well as Beyond textbooks will have access to this data dashboard, that will be used by problem solving teams to determine students at risk and provide levels of supports. This will be critical for the Multi-tiered Systems of Support (MTSS) process.

Specific data cycles for academics, attendance, behavior and health will be determine by the district and rolled out to the schools. For the schools who are using Beyond Textbooks these cycles will be jointly determined. The district will also provide protocols, supports and professional development on how to interpret this data. In addition, the district will provide the action steps to implement the additional supports. The focus is on prevention. For example, as students are identified at risk with three absences, there will be immediate follow up utilizing the resources already established in the schools such as the health clerk, attendance liaison and/or the parent liaison.

Beyond Textbooks District/School Initial Readiness Framework

Overarching Domain	*Indicators*	*Readiness Evaluation*
Leadership Capacity		
	To what degree do existing administrative/leadership staff have experience with school turnaround and/or change initiatives	3
	To what degree do existing administrative/leadership staff have content knowledge and skills necessary to initiative rigorous academic change/improvement	3
	To what degree do existing administrative/leadership staff have "the will" to initiative rigorous academic change/improvement	4
Taking Initiative to Bring Positive Change		
	District leaders properly researched Beyond Textbooks	3
	District leaders properly engaged school leaders in partnership opportunity prior to *Gaining the Vision*	4
	District leaders attended *Gaining the Vision* session and devoted full attention to the learning	3
	School leaders attended *Gaining the Vision* session and devoted full attention to the learning	4
	Lead teachers attended *Gaining the Vision* session and devoted full attention to the learning	4
	District/School leaders and lead teachers utilized opportunity to "test drive" Beyond Textbooks with demonstration login access	4
	Appointed lead District staff member to work directly with Beyond Textbooks	4
Technical Capacity		
	Bandwidth meets expectations for ability to utilize web resources	5
	Technical staff expertise meets expectations for providing "tech support" to users	5

State Level Outcomes

CMAS Academic Achievement – All Students (minimum targets)

Content/School	2016 SPF PR	2018 SPF PR	2019 SPF PR
ELA			
Central	4	15 (approaching)	50 (meets)
Rose Hill	4	15 (approaching)	50 (meets)
ACHS	11	15 (approaching)	50 (meets)
Math			
Central	10	15 (approaching)	50 (meets)
Rose Hill	1	15 (approaching)	50 (meets)
ACHS	10	15 (approaching)	50 (meets)
Science			
Central	5	15 (approaching)	50 (meets)
Rose Hill	5	15 (approaching)	50 (meets)
ACHS	22	25 (approaching)	50 (meets)

ACHS Preliminary Scholastic Aptitude Test (PSAT) % Meeting College Ready Benchmark

Subject	2016	2018	2019
Math	14.2%	20%	25%
Evidence-Based Reading and Writing	37.8%	45%	50%

CMAS Academic Growth – All Students (minimum targets)

Content/School	2016 SPF MGP	2018 SPF MGP	2019 SPF MGP
ELA			
Central	38	50 (meets)	65 (exceeds)
Rose Hill	39.5	50 (meets)	65 (exceeds)
ACHS	45	50 (meets)	65 (exceeds)
Math			
Central	37	50 (meets)	65 (exceeds)
Rose Hill	24	50 (meets)	65 (exceeds)
ACHS	33	50 (meets)	65 (exceeds)
ACCESS			
Central	34	50 (meets)	65 (exceeds)
Rose Hill	21	50 (meets)	65 (exceeds)
ACHS	38.5	50 (meets)	65 (exceeds)

Dropout Rates – 9th & 10th Grade Students (minimum targets)

School	2016	2018	2019
ACHS 9th	5.4%	2.0% (meets)	0.5% (exceeds)
ACHS 10th	2.3%	2.0% (meets)	0.5% (exceeds)

Local Level Outcomes

STAR Interim Assessment

STAR Math, Reading, and Early Literacy Average Percentile Rank (minimum targets)

Math	2016	2018	2019
ACHS	44.2	50	60
Central	44.2	50	60
Rose Hill	39.2	50	60
Reading			
ACHS		45	50
Central	33.5	45	50
Rose Hill	32.3	45	50
Early Literacy			
Central	45.1	50	60
Rose Hill	44.6	50	60

STAR Math, Reading, and Early Literacy Median Growth Percentile (minimum targets)

Math	2016	2018	2019
ACHS	49	55	65
Central	46	55	65
Rose Hill	36	55	65
Reading			
ACHS		55	65
Central	50.5	55	65
Rose Hill	51.5	55	65
Early Literacy			
Central	44	55	65
Rose Hill	42	55	65

Gifted and Talented and Special Education Referrals (minimum targets)

Program/School	2016	2018	2019
GT			
Central	7	+10%	+10%
Rose Hill	18	+10%	+10%
ACHS	7	+10%	+10%
SPED			
Central	17	-10%	-10%
Rose Hill	10	-10%	-10%
ACHS	4	-10%	-10%

READ Plans (minimum targets)

School	2016 Ave. SS	2018 Ave. SS	2019 Ave. SS
Central	688.5	725 (PARCC Level 3)	725 (PARCC Level 3)
Rose Hill	703.3	725 (PARCC Level 3)	725 (PARCC Level 3)

Absenteeism - Students

ATTENDANCE RATES (MINIMUM TARGETS)

School	2016	2018	2019
ACHS	87.33%	90%	94%
Central	92.69%	94%	96%
Rose Hill	92.90%	94%	96%

Truancy Rates (minimum targets)

School	2016	2018	2019
ACHS	8.84%	6%	3%
Central	4.64%	3%	1%
Rose Hill	3.41%	3%	1%

How the partnership works

A partner within select Adams 14 schools

By reorganizing the district's senior leadership roles and responsibilities, a BT District Liaison position has been assigned. As described by the 2015 state review panel, the district has historically struggled to identify resources, both people and funds that target the specific needs of focus schools. By reallocating roles and responsibilities, the BT District Liaison will have the following primary duties:

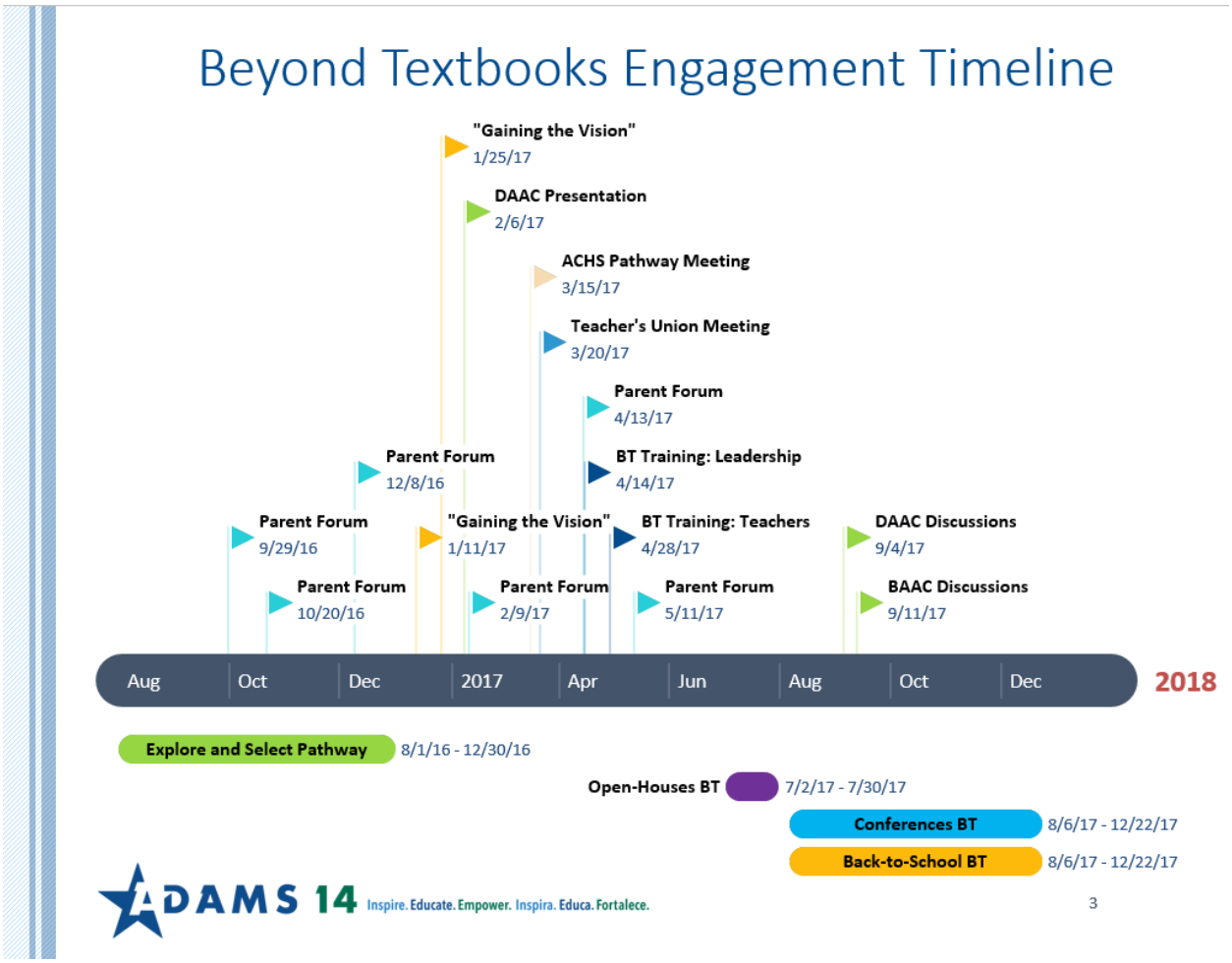
1. Report to the Superintendent and Chief Academic and Innovation Officer.
2. Serve as the district point person between BT executives and Adams 14 regarding scheduled trainings, feedback and general communication.
3. Be responsible for contract negotiation, maintenance and all associated terms of service agreements.
4. Negotiate the relationship between BT schools and all district departments for school leadership to maintain focus on instruction.
5. Complete annual evaluations pertaining to BT implementation.
6. Monitor the implementation of BT through qualitative and quantitative reporting.
7. Manage policy and procedures for BT schools.
8. Support school-based coaches, teacher leaders and individuals responsible for data monitoring to provide guidance and ensure fidelity to implementation.

BT will work directly with the District Liaison as well as each focus schools' principal. All BT related activities will occur in the focus schools to facilitate the partnership being fully engaged in the school's instructional context. This will require a level of autonomy for the focus schools to fully engage with BT and the District Liaison specifically with regards to school BT implementation and accountability, evaluation, professional development and early release days.

As the teaching competencies and skills range from beginner to expert within schools and across Adams 14, the district will use the partnership with BT to ensure support is differentiated based on teachers' needs. BT will conduct six school walk-throughs each year of the partnership. BT has the capacity to send three BT administrative staff to each school for walkthroughs that target areas of identified need on the school action plan (created at the first BT leadership session). Areas of concern will be noted for principal and district leadership to respond to in the form of supplemental professional development outside of baseline BT requirements.

As illustrated in the timeline below, the district used Pathway Grant funds to explicitly seek stakeholder input during the fall of 2016 through Superintendent Forums (Appendix N). On-going community and stakeholder communication regarding pathway implementation and progress monitoring will continue to flow through the semi-monthly Superintendent Forum meetings. Various meetings from January through March of 2017 sought to provide context and further communication about the external management selection of BT. The District Accountability Advisory Committee and the local Board of Education were engaged during this time to communicate intentions and collect feedback. Additional meetings to ensure feedback loops were conducted with staff as well as with the teacher's union

representatives.



As seen above, schools selected to become partners with BT will host parent meetings to explicitly share details about how BT will support their schools. Schools will communicate with their communities regarding BT during events such as school-based registration for new students in July of 2017, Building Accountability Advisory Committee meetings in August, back-to-school events for all students in September, and other events appropriate for discussing BT implications for school improvement.

The Adams 14 implementation of BT will include a focus on Instructional Technology

The BT instructional framework will guide teachers and school leaders, ensuring that rigorous instruction, curriculum and assessment are the cornerstones of the classroom experience and the focus of schools. Adams 14 will capitalize on the instructional resource bank maintained by BT and its partner schools by launching a 1:1 Chromebook Initiative that will utilize pre-designed and implemented lessons that highlight effective use of instructional technology. Every student in grades 3-5 and 9 will have access to a Chromebook which will facilitate growing 21st century skills of critical thinking, communication, collaboration, and creativity simultaneously as children become proficient readers,

writers, mathematicians, and scientists.

Digital literacy and 21st century skills will be facilitated on the G-Suite platform. G-Suite for Education will enable the students at focus schools to concurrently engage and learn with technology. This is another step in preparing children for the global economy they will enter upon graduation. While Adams 14 has been using Google Apps for the past 6 years, it was during the 2016-17 school year, that the District made G-Suit available to all teachers and students.

Adams 14's Board of Education strongly advocates for the use of 1:1 instructional technology in its classrooms. During the 2015-16 school year, the Board allocated nearly $500,000 to special projects for technology in anticipation of launching a 1:1 initiative to begin the following school year. These funds were used to double the bandwidth as well as to add a wireless access point to every classroom in the entire district. With a sound technological infrastructure in place, the board again allocated another $500,000 to beginning the 1:1 initiative during the 2016-17 school year. Over 1200 touch-screen Chromebooks have been purchased and will be deployed to BT schools beginning in the spring of 2017. With the Board of Education's continued funding and support for further implementation of 1:1, Technology Services anticipates adding grade levels of Chromebooks each year according to this preliminary plan:

School Year of Deployment	*Grades*	*Schools*
2017-18	3-5 5 5 9	Rose Hill Central Hanson Kemp ACHS
2018-19	6 10	ACMS KMS ACHS
2019-20	5 7 11	Monaco Alsup Dupont ACMS KMS ACHS
2020-21	3-4 8	Monaco Alsup Dupont Hanson Kemp ACMS KMS
2021-22 – first refresh year	BT Schools	

While the vision for a 1:1 initiative will take time to accomplish, the District will continue using a computer lab and pod model for supporting instructional technology for students whose grades and/or schools have not yet migrated from labs or pods of computers to 1:1. During the 2013-14, 2014-15, and 2015-16 school years, the District invested heavily in creating modern, up-to-date lab areas for schools that meet the expectations for all required online state testing. Students in grades K-2 will have greater access to lab time once students in grades 3-5 have access to 1:1 devices.

School and District Accountability

The selected schools will be required to participate in all BT professional development offerings. BT staff will continually gauge and provide technical reporting to the District Liaison regarding fidelity to the implementation of BT's instructional framework.

Required sessions will include (anticipated dates TBD based on contract negotiations):

- Gaining the Vision, Part 1 – January 2017 (district and school leaders)
- Gaining the Vision, Part 2 – February 2017 (school teachers)
- Beyond Textbooks Leadership Retreat – April 14, 2017
- Beyond Textbooks 101: What is BT? – April 28, 2017
- Beyond Textbooks 102: Understanding the BT Website and Resources – September 2017
- Beyond Textbooks – Building a Cultural of Success through Reteach and Enrich – December 2017
- Beyond Textbooks – Utilizing PLC to build Assessment & Data Literacy among teachers and leaders – Spring 2018
- Classroom walk-throughs – 3 times per semester
    - September 7, 2017
    - October 26, 2017
    - December 14, 2017
    - February 1, 2018
    - March 15, 2018
    - April 26, 2018
- Beyond Textbooks Custom offerings designed to progress monitor implementation:
    - Classroom walk-throughs – 3 times per semester
    - Administrator data analysis supports – 2 times per semester
    - Daily Math Skills Training – as needed
    - Balanced Math, Balanced Literacy, and Classroom Management – as needed

The BT District Liaison is accountable for providing transparency and availability of progress monitoring implementation and reporting of student data relative to school performance. Adams 14 will continue to utilize the Renaissance Learning STAR assessments for progressing monitoring both achievement and growth three times throughout the school year. Baselines will be established during the fall window and targets for improvement will be set for each BT school for increasing the percent of students at benchmark and for the percent of students scoring a percentile rank of 60 or higher. The BT District Liaison will communicate the data, the specific targets, and the delta for each for the winter and spring

administrations of STAR assessments in reading and math.

Additionally, the Liaison is responsible for ensuring accurate accounting and reporting of attendance for required professional development sessions hosted and required by Beyond Textbooks. The BT District Liaison will report absences to the superintendent, CAIO, and building principal as applicable. Steps will be taken according to appropriate board policy relative to employees who fail to complete assigned duties.

Authority

To ensure fidelity of the implementation of the Beyond Textbooks platform, and adhering to the management aspect of the negotiated contract, a schedule of status meetings has been developed and implemented to allow for frequent progress monitoring and to ensure accountability at all levels. These meetings will be held between the following team members at the identified frequencies:

Personnel	Meeting frequency	Mode	Purpose
Superintendent & Colorado Department of Education (CDE) Liaison	Weekly for first 6 months Monthly thereafter	In-person/ conference call	Discussion of external management plan status, review of relevant student data, and support for needed resources
Superintendent, CDE Liaison, and BT CEO/Director	Monthly	In-person/ conference call	Discussion of external management plan status, review of relevant student data, and support for needed resources
Superintendent & Local Board of Education	Monthly	In-person	Status reporting on implementation of BT, progress of student performance
Superintendent & State Board of Education	Annually	In-person	Status reporting on implementation of BT, progress of student performance
Superintendent & District BT Liaison	Weekly	In-person	Provide status update on school-level implementation and identify needs and successes
District BT Liaison & BT School Principals/Coaches	Weekly	In-person	Discuss upcoming weeks of implementation, review CFA and Interim data, develop action plans for challenges
Superintendent, BT Liaison, BT CEO/Director	Every three weeks	Conference call	Provide status update on school-level implementation and identify needs and successes
Superintendent & BT School Principals	Every other week	In-person	Discuss successes and challenges with implementation, identify needed resources
Site Visits: BT CEO/Director	3x/semester	In-person	Provide classroom walk-through observation data, confer with principals and district leadership regarding effectiveness of program and opportunities for continued growth

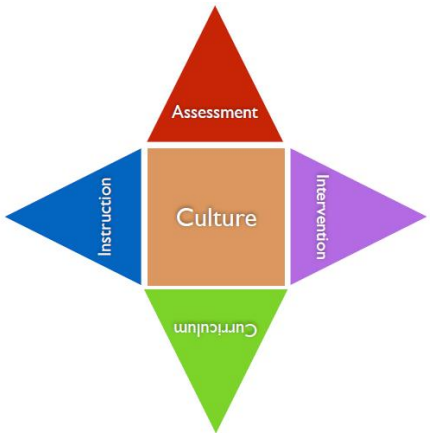
The BT Liaison will be responsible for ensuring student achievement data is collected and reported and

evidence of meetings and artifacts are documented monthly.

As a measure of accountability, Beyond Textbooks maintains the right to exit from the negotiated contract should the district fail to fulfill the agreed upon terms which include the pre-arranged professional development and agreed upon fee payments for services and online website usage. Prior to agreeing to contract terms, Beyond Textbooks staff met with Adams 14 central office staff, school leadership, and school staff with the dual purpose to share the context of Beyond Textbooks and to also determine if the district was prepared to enter into a partnership with BT. Beyond Textbooks notified the district on January 13, 2017 that it had determined the district and its identified schools met readiness criteria and they looked forward to welcoming the district to the BT partnership.

Providing comprehensive instructional supports

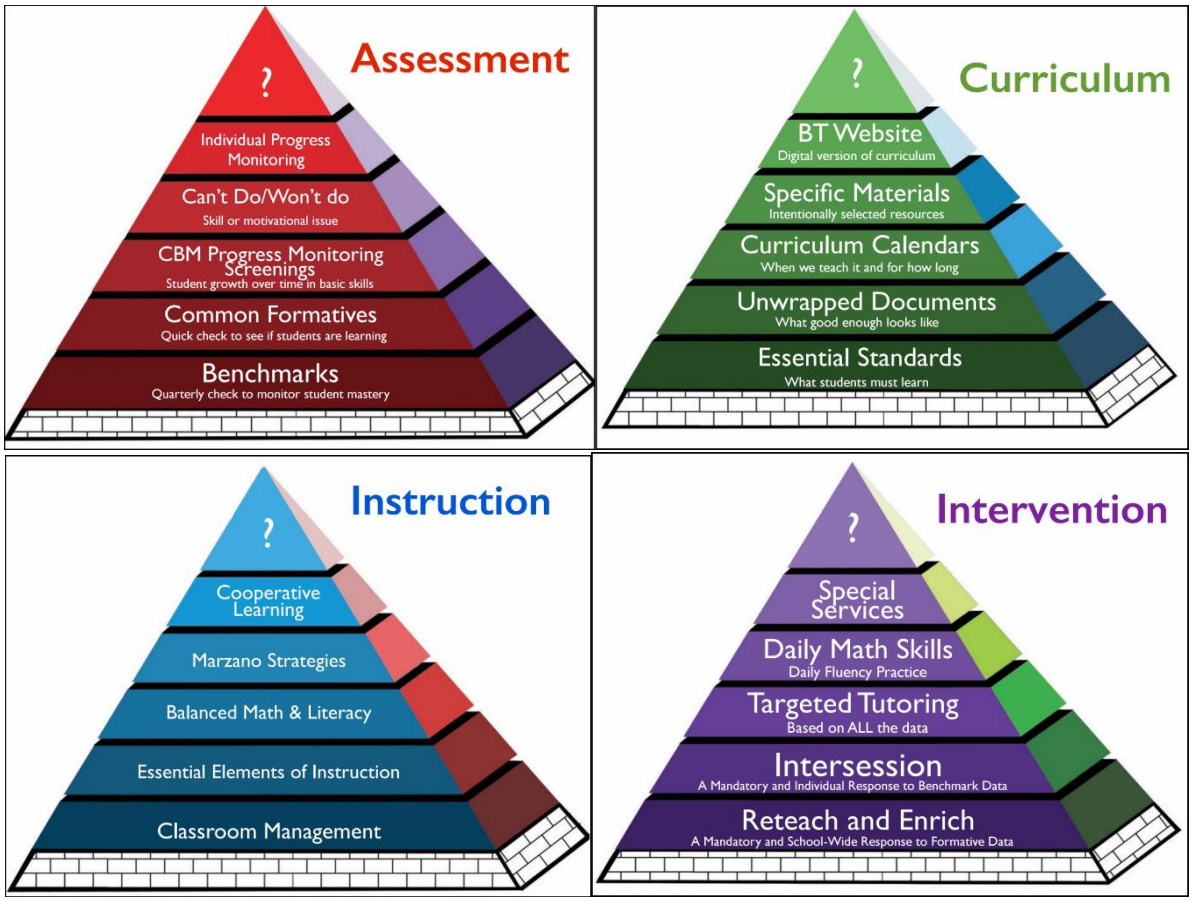
Alongside consultation and management support, BT provides its partner districts and schools with a web-based instructional framework that targets rigorous curriculum and instruction, progress monitoring of standards mastery, technology enhanced resources, and identifiable and measurable outcomes. The BT instructional framework centers on the vision that "teaching and learning transcends textbooks and state standards to strengthen support for communities of teachers, facilitate teaching and learning, and improve student achievement" (Beyond Textbooks Website, 2017). Simply put, BT provides a partnership with the district that clearly identifies the "what" of teaching – specific standards at identified intervals in the school year – while teachers provide the "how" of teaching – selecting from 40,000+ pre-identified high-quality resources or district-provided resources that meet established rigor thresholds.



BT allows for creation and implementation of systems to identify and monitor students who are on/off-track. BT provides an instructional framework focused on four key components of curriculum, instruction, assessment, and intervention. It also capitalizes on the importance of a culture of support for students. Through utilization of the district's awarded MTSS grant, schools engaging with BT as an external management partner will also participate in the district's engagement with MTSS as many of the components already exist within BT, as evidenced by the instructional framework's focus on enrichment and reteach opportunities.

As Adams 14 serves a culturally and linguistically diverse student population, it is critical that the implementation of BT not overshadow the importance of knowing and responding appropriately to the unique needs of our student population. As outlined in the District Turnaround Plan, all teachers will be required to complete training necessary for receiving and holding a Cultural and Linguistic Diverse (CLD) certificate. Teachers at BT schools will also fulfill this requirement. Adams 14 BT teachers will continue to use the Systematic ELD EL Achieve and Constructing Meaning strategies the District has invested in

over the last two school years as the methodologies for teaching language while using Benchmark and BT materials as content vehicles. Both the strategies and the training that leads to the CLD certificate are in place to ensure ELL instruction is supported. Biliteracy classroom teachers at BT schools will continue to utilize the Benchmark curricular resource as well as have access to BT professional learning and resources.



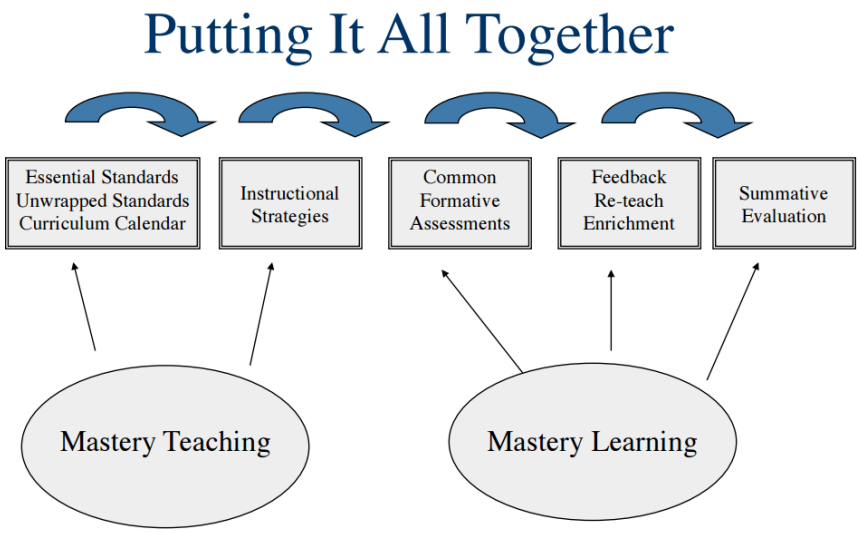
BT supports the refinement of the focus schools' academic systems and structures by outlining the 7 Key BT Starting Points. By seeking to answer DuFour's four questions relative to student outcomes, BT addresses the methods to be used to improve school performance and student achievement:

1. Exactly what is it we want all students to learn?
2. How will we know when each student has acquired the essential knowledge and skills?
3. What happens in our school when a student does not learn?
4. What happens in our school when a student meets proficiency?

Philosophy of "set to mastery"

BT focuses not only on student learning, but also on the quality and rigor of the instruction provided by

teachers. With a focus on mastery teaching and mastery learning alongside managed consultation, the BT system establishes a philosophy of teaching and learning to mastery. The systems and structures built into BT support both enrichment and re-teaching as an explicit tool for providing students with opportunities to learn in a variety of ways and at differing paces but ultimately ending with the ability for students to demonstrate mastery of standards (Appendix F).



The utilization of common formative assessment (CFA) is a critical component of how the BT instructional framework is administered with fidelity for not only delivery of rigorous instruction, but also the progress monitoring of rigorous instruction. Each instructional cycle follows a general pattern for instruction, assessment, and intervention. After approximately 2-3 weeks of instruction, BT classrooms administer a CFA designed to measure the level of mastery for each student for the identified standard. Teachers meet in a PLC-style group to review data from each instructional cycle's CFA. Students scoring at least 80% are assigned to an enrichment section that strives to take standards mastery to a deeper level often involving real world application. Students scoring less than 80% are assigned to a reteach section with a teacher who has had proven success supporting students to reach mastery on a given standard or skill.

The fluidity of the reteach and enrichment sections will be key to ensuring student academic needs are being met and continually challenged. BT schools have reorganized their master scheduled to include a 30-minute block of time for the reteach and enrich instruction to occur. Adams 14 utilizes the "alt 2" section of its student information system (Infinite Campus) for tracking intervention courses and fluidly moving students to sections assigned to the teacher with the best-matched skill set for supporting increased student achievement. Utilizing this option will allow the District to track and report minutes of reteach and enrich time for students at BT schools.

Partnership Structure

As a Colorado Pathway, Beyond Textbooks (BT) assumes the role of external management/partnership. Due to several years of failed attempts for increasing student achievement to levels that meet state expectations, Adams 14 is pursuing a state pathway referred to as External Management. Adams 14 will partner with Beyond Textbooks' management team to assist with the alignment of all priorities and initiatives associated with classroom instruction at select schools.

Using this pathway (C.R.S. § 22-11-209(2) & C.R.S. §22-11-210(5)), a district may contract with a public or private entity (external to the school district itself) to manage an entire school or to manage targeted operations at the district, a school or a cluster of schools. The Colorado Department of Education has expanded the definition of "management" to include and qualify "partnerships" as a component of external management to meet the state's intention of offering this avenue as a pathway for supporting districts with schools that have the lowest performance and the greatest needs over time.

Beyond Textbooks staff will provide the partnership and management aspects for implementing changes to the academic systems at Rose Hill, Central and ACHS. Here are three examples of activities that the management/partnership will support:

- The BT administration team will oversee implementation of the instructional framework as the authority for determining quality of implementation.
- The BT administration team will work with the superintendent and CAIO to address and provide support for areas of concern and to celebrate successes throughout the implementation of the Beyond Textbooks framework
- The BT administrative team will be given access to Adams 14 data in compliance with federal and state privacy laws

Adams 14 will pursue an external management contract with Beyond Textbooks in order to implement an instructional framework that focuses on identifying essential standards, defining mastery of standards, aligning instructional and curricular sequencing to the school calendar, selecting appropriately rigorous curricular resources, conducting appropriate interim assessments (STAR) designed to measure student content knowledge mastery, conducting common formative assessments designed to determine enrichment and intervention needs, and establishing identified time during the school day to deploy intervention and enrichment opportunities for students.

Expanding the use of BT across other struggling schools in Adams 14

As other schools have expressed interest in implementing BT, there will be differentiated support for focus schools as a priority. Current plans are to only implement BT at the identified focus schools until the start of the 2018-19 school year.

During the year of implementation, BT will be closely monitored in quantitative and qualitative means. Students will still participate in the district benchmark assessment of STAR, close attention will be paid to student performance on common and formative assessments, and students grades. Students and teachers will be surveyed regarding their satisfaction with the teaching and learning cycles supported by

BT and frequent debriefing with school leaders will be conducted. Using the targeted data on pages 18-20, the progress monitoring data throughout the year and satisfaction data, the district will make a decision regarding the return on investment.

Inter-Governmental Agreement

Adams 14 has established a Service Agreement Vail Unified School District for Beyond Textbooks

- 2016-2017 Service Agreement (Appendix G)
- Sole Source Letter (Appendix H)
- 2017-18 Annual Fee (Appendix I)
- 2018-19 Annual Fee (Appendix J)

Requests for autonomy

BT schools will require greater autonomy from district policy and procedure to fully engage with BT as an external management partner. The District BT Liaison will manage the following requests:

1. The district's educator evaluation measures and metrics relative to determining weights and measures for the collective and the individual attributes that are more closely aligned with the expected outcomes outlined herein. The district is not seeking a waiver from the board approved evaluation system. BT schools will use the same evaluation system.
2. The district's required curriculum for BT schools to utilize all resources as supplemental
3. The district's required local formative assessments to utilize the assessments required by BT
4. The district's required professional development to accommodate the required BT training and professional development mutually agreed upon in the contract
5. Building staffing flexibility to implement BT effectively.

District Systems

The district is committed to developing, implementing and sustaining policies, systems and structures that build capacity.

The newly hired Chief Academic Innovation Officer (CAIO) is leading district work and implementation of standards-based instructional maps, common interim assessments, data-driven decisions, extended learning opportunities for students (tutoring and summer school), and professional development.

Staff from human resources and teacher effectiveness are studying and developing a plan to recruit, develop, retain and sustain talent. They have restructured the principal / teacher induction program and the mentoring / mentee program. Professional development is targeted at defining expectations and job-embedded learning including coaching, mentoring and observation (including peer observation).

Staff is also developing a systems framework for vetting and analyzing the effectiveness of program implementation aligned to each schools UIP. A new tutoring and summer school program are being designed to meet district goals and expected outcomes.

In response to the need for a common resource aligned to the Colorado Academic Standards and state

assessments, the school board allocated $1.2 million from reserves to purchase Benchmark Reading resources for grades K-5 in 2016-2017. The school board also allocated one-time funding of $1 million tax refund to Curriculum and Instruction to support the external management partnership with Beyond Textbooks.

The district is restructuring staffing and resources to meet the district's goals and expected outcomes. By reallocating roles and responsibilities, a Beyond Textbooks District Liaison position has been assigned. Beyond Textbooks will work directly with the District Liaison to facilitate implementation of the Beyond Textbooks framework at the focus schools. The district will continue restructuring staffing and resources to best serve the needs of the students and schools.

School Design Plan - Aligning to the Needs of Our Schools

The district fully understands the urgency to move the district and its schools from priority improvement and/or turnaround to performance. There is not a simple solution or a one-size-fits all approach. The work must be strategic, sustainable, targeted and it must build capacity within staff to be successful.

IT is important to align district support to the specific needs of each school. District leadership considered the experience of each building principal, current support, improvement strategies (UIP) and progress monitoring. Through this process the district decided to use a tiered model of support that allows for school flexibility while increasing instructional rigor and accountability.

Rose Hill Elementary School, Central Elementary School, and Adams City High School were selected to engage in an external management partnership with Beyond Textbooks for several reasons:

- High leadership turnover over the course of the last three school years
- Building leadership have less than one year of experience as a building principal
- Adams City High School is entering year six on the accountability clock 7-1-2017
- Central Elementary is entering year four on the accountability clock 7-1-2017
- Rose Hill Elementary is entering year one on the accountability clock 7-1-2017

The school principals at Alsup Elementary, Dupont Elementary, Kemp Elementary, Monaco Elementary and Adams City Middle School have greater than three to five years of administrative experience at their respective schools. They will be supported by the district turnaround strategies and CDE Grants:

- Dupont is currently being supported by the Connect to Success Grant
- Monaco is currently being supported by the Turnaround Network Grant
- Adams City Middle school and Kearney Middle School is currently being supported by the Diagnostic Review Grant
- During mid-year reviews with the CAIO, principals shared winter STAR data indicating growth towards school goals as defined in the UIPs

TIERED SUPPORT DEFINED BY SCHOOL NEEDS:

	External Management Partner Beyond Textbooks	Grant Partners	District Turnaround Strategies

SCHOOLS	**Commence 2017-18**
	• **Central Elementary**
	• **Rose Hill Elementary**
	• **Adams City High School grade 9 and 10**
	
	*NOTE
	The Biliteracy classroom strands at Central Elementary and Rose Hill Elementary will continue to follow the Biliteracy framework.
		● **Connect to Success**
		  ● DUPONT Elementary
		● **Turnaround Network**
		  ● MONACO Elementary
		● **Schools Turnaround Leaders Development**
		Elementary:
		  ➢ ALSUP
		  ➢ CENTRAL
		  ➢ DUPONT
		  ➢ KEMP
		● **Diagnostic Review**
		  ➢ Adams City Middle (ACMS)
		  ➢ Kearney Middle
			Elementary:
			➢ **ALSUP**
			➢ **DUPONT**
			➢ **HANSON**
			➢ **KEMP**
			➢ **MONACO**
			Middle:
			➢ **ACMS**
			➢ **Kearney**

DESCRIPTION	**Beyond Textbook brings accountability, frameworks and structure to support teachers in aligning their planning and resources, in addition to providing a cohort of students with 1-1 technology, and incorporating a "re-teach/enrichment" cycle after assessing each standard**	**The Connect to Success supports school and district leadership in strengthening their Title I programs by implementing strategies shown to be effective through the high achieving schools study.** **The School Turnaround Leadership Grant Program, made possible through SB 14-124, establishes and promotes leadership training specifically for the turnaround environment and is an integral part of Colorado's state-wide strategy to improve the performance of students in the lowest performing schools in the state.** **The Turnaround Network will accelerate student achievement for select schools through strategic and targeted support, resources and flexibility. The Network is a highly-collaborative and accountable endeavor between local schools, their districts and the Colorado Department of Education.**	**Targeted, research based best practices for achievement and success.** **These strategies are focused on five elements:** **1) Best first instruction** **2) Embedded professional development and supports** **3) Frequent progress monitoring** **4) Enrichment and intervention** **5) Multi-tiered systems of support**

In addition to the CDE grants, building leadership is supported through bi-weekly principals' meeting with district leadership, district professional development, observation of instructional practices with pre-brief and debrief for next step planning in consultation with Isabel Cordova, Instructional consultant, and district principal PLC time for planning and collaboration.

District-Wide Turnaround Strategies

There is not a simple solution to the challenges before the district. A multi-faceted approach is needed. In addition to an external management partnership with Beyond Textbooks at three schools (Rose Hill Elementary School, Central Elementary School, and Adams City High School), district leadership developed a strategic turnaround plan for rapid school improvement.

It is important to note that BT and the district turnaround strategies are similar. Each provides a systematic framework of instruction, monitoring (assessment, walkthroughs, teacher evaluation/effectiveness, professional development) and extended opportunities for students to learn (enrichment/reteach). BT, however, will add an external layer of laser-focused support and accountability for the district and participating schools. Schools engaging in an external management partnership with BT will not be required to implement the district's standards-based instructional maps and common assessments. In addition, BT schools will not be required to participate in the district's planned professional development.

In addition to the district turnaround strategies, Alsup Elementary, Dupont Elementary, Hanson Elementary, Kemp Elementary, ACMS and Kearney Middle School are being supported by grant partnerships provided by CDE.

The following is required at all schools:

- The biliteracy classrooms at all schools will continue to follow the required programming. All teachers will continue to receive professional development in systematic English language development (ELD), constructing meaning and content language objectives as applicable. biliteracy, systematic ELD and constructing meaning are research based strategies and frameworks on best instructional practices to meet the linguistic and diverse needs of our districts student population

- All students will have extended enrichment and reteach learning opportunities through a daily scheduled 30-minute block and one week after school tutoring sessions every 3-4 weeks based on the instructional cycle

- All new teachers and administrators will participate in the district's induction and mentoring program. Adams 14 teacher/leadership induction and mentoring program has been redesigned. Specific topics relevant to how Adams 14 operates, programs and expectations will be addressed during monthly scheduled induction / mentoring sessions

- Teacher effectiveness evaluations will be used as a tool to identify potential school leaders and provide differentiated professional development learning opportunities based on the areas of strengths and weaknesses identified through this process

- The district is not asking for waivers to differentiate BT and non-BT schools with regards to a professional development calendar, school year calendar or teacher evaluations systems. BT will follow the same calendar with the specific professional development that is related to BT. The same teacher evaluation progress established through board policy will be implemented for all teachers, regardless of the BT status

- The CAIO will work directly with K-5 building leadership at all schools (BT and NON BT Schools) and the Director of Secondary Education will work directly with 6-12 building leadership in order to ensure the implementation of BT and district turnaround strategies and progress towards improved student achievement and growth as measured by local and state assessments

- All school and district leaders will attend a summer retreat to map out the exact targets with BT and non-BT schools, determining actionable goals, benchmarks, assessment tools to determine success, and accountability measures. After this exhaustive review, a detailed plan will be submitted to the CDE.

District data show it has consistently not met local and state expectations in content achievement and growth (Appendix A). A close analysis of the data identifies specific barriers also addressed in the root cause analysis of the district's Unified Improvement Plan:

Barriers		Root Cause Analysis - UIP
High turnover at the building/central leadership level and teacher level		School leadership has not consistently developed a high-level professional staff through professional learning, supervision, evaluation and commitment to continuous improvement
Calendar that lacked uninterrupted instructional time /unstructured school day K-5		
Lack of instructional resources aligned to the Colorado Standards		The district has not consistently implemented curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning
Decision making that is not DATA driven and/or monitored for implementation or effectiveness		
Inconsistent implementation of researched based best first instruction		Instructional staff does not consistently provide researched-based instruction that

through the lens of a culturally and linguistically diverse student population		engages students cognitively and ensures that students learn to mastery

The urgent need for instructional transformation is obvious in the data. Achievement and growth has been stagnate. A clear, consistent, framework on best first instruction is not evident or consistently implemented.

"It takes best first instruction and appropriate, aligned interventions in order to ensure that students catch-up and keep-up." (Colorado Department of Education) "To improve instruction, schools should use data to set instructional improvement goals, make changes to immediately and directly affect instruction, and continually reassess student learning and instructional practices to refocus the goals." (IES Practice Guide) Driven by data provides a central component of the district-wide turnaround strategies.

Therefore, the district-wide turnaround strategies maintain a consistent focus on improving instructional practices through researched-based best first instruction and strategies, talent development, on-going assessment, MTSS, and extended opportunities for students to learn as summarized below:

Turnaround Goals	Turnaround Strategies	Expected Outcomes
Improve and sustain student growth and achievement across all schools	• Frequent Progress Monitoring • Require cultural and linguistic certification for all our teachers • Biliteracy • Embedded Professional Development • Calendar • K-5 Balanced Literacy and Math • Structured K-5 School Day • Extended K-12 learning opportunities • Data-driven decision making	• Students meet or exceed performance expectations on achievement and growth as measured by PARCC • Students are college and career ready • Students have the competencies and skills to be successful • Attendance increases • Negative behavior decreases • Students develop and monitor goals • Graduation rates increase
Customize and target supports to meet needs - MTSS	• Develop a District wide Board Policy for utilizing MTSS • Develop and implement data-based problem-solving and decision • Create a District MTSS model at the central administration level • Sustainable professional development • Development menus of research	• Establish academic and behavior interventions and roll out the trainings • Collaboration with Community Engagement and Family Liaisons regarding tiered supports • Building MTSS Leadership Teams • Health Clerks/Nurses and Attendance Liaisons implement identification procedures

	based intervention practices	
Develop, retain and sustain highly qualified school leaders and teachers	• Develop a train-the-trainer model with new PD for Induction Facilitators • Developing supports and structures for Induction Facilitators • Ensuring every initial teacher, Principal and AP gets the professional induction	• Formative assessments in the classroom that are observable • Classroom management is observable • Student engagement is observable
Engage all stakeholders – families, community and partners	• Superintendent Parent Forum • Parent University • Parent Teacher Home Visits • Parents to Paraprofessional • Regular and reliable communication with all community members and parents. • Regular and reliable communication with staff	• Families, community members and school partners engaged in students' learning progress, interests, and goals
Build a strong community intensely focused on student learning	• Monthly professional learning communities • On-going formative assessments • Common Assessments • Interim Assessments (STAR) • Data-driven decision making - (rooted in what students need to learn based on analysis of assessment results)	• Students meet or exceed performance expectations on achievement and growth as measured by PARCC • Students are college and career ready • Students have the competencies and skills to be successful • Attendance increases • Negative behavior decreases • Students develop and monitor goals • Graduation rates increase

As detailed above, the external partnership with Beyond Textbooks and the district-wide turnaround strategies provide a systems framework that is sustainable, targeted, and builds capacity within staff to be successful and move the district off the accountability clock.

Annual Accreditation Targets:

The leadership team recognizes that significant improvement is needed and has established overall annual accreditation rating goals over a three year period for the district, elementary, middle, and high schools. The expectation is that the external management partnership with BT and the strategies, systems and structures in the district's turnaround plan are realistic enough to ensure student achievement and growth to move the performance category as outlined below:

	2015-2016	2016- 2017	2017-2018	2018-2019	2019-2020
District	Accredited with Turnaround Plan 32.5%	Accredited with Priority Improvement Plan	Accredited with Improvement Plan	Accredited	Accredited with distinction
Aslup	Priority Improvement 37.4%	Improvement	Performance	Performance	Performance
Central	Priority Improvement 37.7%	Improvement	Performance	Performance	Performance
Dupont	Priority Improvement 37.7%	Improvement	Performance	Performance	Performance
Hanson	Priority Improvement 40.4%	Improvement	Performance	Performance	Performance
Kemp	Priority Improvement 35.9%	Improvement	Performance	Performance	Performance
Monaco	Turnaround Plan 27.9%	Priority Improvement	Improvement	Performance	Performance
Rose Hill	Priority Improvement 35.9%	Improvement	Performance	Performance	Performance
ACMS	Priority Improvement 39.5%	Improvement	Improvement	Performance	Performance
Kearney	Improvement 47.6%	Performance	Performance	Performance	Performance

Superintendent Dr. Abrego has made a commitment to the local school board, teachers, parents and community that by the end of the 2019 school year, all schools will be performing schools.

Academic Systems

Currently, the district is pursuing an external partnership with Beyond Textbooks at three focus schools: Rose Hill Elementary School, Central Elementary School, and Adams City High School.

Beyond Textbooks Instructional Framework

- Identifying essential standards
- Defining mastery of standards
- Aligning instructional and curricular sequencing to the school calendar
- Selecting appropriately rigorous curricular resources
- Conducting appropriate interim assessments designed to measure student content knowledge mastery, conducting common formative assessments designed to determine enrichment and intervention needs
- establishing identified time during the school day to deploy intervention and enrichment opportunities for students

District-Wide Turnaround Systems and Structures (Appendix K):

- Teaching schedule is designed to provide quality instructional time

- Three week instructional pacing guide are based on the Colorado Academic Standards
- Common assessments are based on the pacing guides
- Enrichment and reteach opportunities for all students that is data-driven
- Classroom assessments are frequent, rigorous and aligned with standards
- Teachers analyze student work as well as test results to assess student progress and achievement, identify achievement gaps, and make changes to instruction
- Instructional strategies are planned, delivered and monitored to meet the changing needs of a diverse student population
- Through the MTSS framework, wraparound services are provided to students to address individual needs and to close learning gaps

To date, the district has:

- Purchased Benchmark an English and Spanish literacy program that is aligned with the Colorado State Academics standards that came with long-term onsite professional development
- Developed and implemented an English Language Development and Bi-literacy plan
- Expanded bi-literacy programming at the pre-k and elementary levels. Bi-literacy programming uses paired literacy instruction to teach reading and writing, students learn to read and write in two languages simultaneously starting in Pre-K and kindergarten. More on our bi-literacy plans and program can be found in the section Turnaround Strategies.
- Opened the first cohort of students to receive Spanish Literacy Instruction, grades 6-8 at the Middle School Level
- Doubled student enrollment at ACHS in the "Seal of Bi-literacy" pathway and nearly doubled the number of students who will graduated with the Seal of Bi-literacy
- Received a Multi-Tiered Systems of Support Grant
- Organized Instructional Time for the 2016-17 school year for Grades K-5 to allow for extended learning opportunities
- Developed a three-week teaching/assessment cycle
- Developed a five-year strategic plan to address the specific needs of the exceptional student population (Appendix L).

Culture of Performance –Meeting the Needs of the Students

Our plan also embraces the academic achievement and social well-being of ALL students, particularly of our culturally and linguistically diverse population, including English-Only students from culturally diverse backgrounds. Starting in the 2015-2016 school year, Adams 14 has taken small but steady steps to implement research-based biliteracy programs in grade levels K-2, Spanish language arts in 6-8, and graduating high schools students with the Adams 14 Seal of Biliteracy.

Adams 14 is committed to ensuring that every teacher is highly qualified to meet the needs of its culturally and linguistically diverse student population. Adams 14 is requiring that every newly hired teacher meet CDE's minimum CLD Certified requirement. The district is offering all staff members the opportunity to become CDL certified through its partnership with The University of Colorado Boulder Center and will assist teachers with one-third of the tuition cost.

The University of Colorado Boulder BUENO Center for Multicultural Education provides teachers with an opportunity to earn a Culturally and Linguistically Diverse (CLD) Endorsement and a Master of Arts Degree in Education Equity and Cultural Diversity (EECD). Recruitment for this program will begin in spring 2017 and the program will begin summer or fall semester of 2017. The Masters of Arts degree and CLDE endorsement program will consist of 31 hours of graduate coursework. Teachers who complete the program will not only earn the Master's degree in Education, Equity and Cultural Diversity, but will also earn a Culturally and Linguistically Diverse endorsement also known as the "ESL " Endorsement. CU-BUENO Program, Adams 14 and each individual will pay a third of the tuition costs.

The district is committed to creating a positive culture of high expectations for all students by ensuring that Adams 14 employees are trained on effective cultural pedagogy. Cultural Proficiency training began in the fall with district leadership. It will continue the spring and fall of 2017. The training is provided by the Colorado Department of Education and is a dynamic and engaging training that brings reflection and strategies as well as helpful resources.

The district is committed to meeting the needs of the exceptional student. District leadership developed a strategic five year plan. The plan addresses over identification of students with special needs and how to correctly develop an individualized education through process and ongoing training.

The district is committed to improved and increased professional development for K-12 reading instruction. Since 2012, the number of students on reading plans has increased for K-3. This is a trend unique to Adams 14 as most districts see a continued decrease.

The Colorado Department of Education provides a READing Foundations Academy for all K-3 teachers. These eight (21 hours total) classes provide the foundations on the science of how children learn to read. All K-3 teachers are currently participants in the READing Foundations Academy and will have completed all seven classes by August 9, 2017. In collaboration, CDE's Reading Foundation and the English Language Department at Adams 14 planned for an eighth session specifically to address biliteracy reading instruction. This shows the commitment Adams 14 has made to equip every teacher with strategies and practices for best first instruction.

As illustrated, the district is committed to providing teachers with professional development that ensures best first instruction in:

- K-3 Reading Foundations
- K-5 Systematic English Language Development
- 6-12 Constructing Meaning
- K-12 Content Language Objectives
- Culturally Linguistic Diversity

NOTE: By end of the 2017-2018 school year all 6-12 teachers will be certified in Construction Meaning.

The district is committed to on-going assessments and extended opportunities for students to learn in

order to meet the needs of all students. There is a daily reteach/enrich block for grades K-12, and eight before or/after school tutoring sessions scheduled at three to four week intervals for K-12. The district is able to offer extended learning opportunities as part of the restructuring of resources.

The Beyond Textbooks instructional framework and the district-wide turnaround strategies include reteach/enrich opportunities for all students as determined by assessment data.

District calendar and schedule

The district will implement a new 2017-2018 school calendar. The school calendar includes six additional instructional days and three teacher work days. There is a one-week fall break following the end of the first grading quarter, a two-week winter break following the end of the second grading quarter and a one-week spring break following the end of the third grading quarter. The calendar also includes early release days and professional development days (Appendix M)

Family and Community Engagement

Adams 14 is invested in its community and sees its families as partners in education. The district is committed to the work of family and community engagement because it understands that the work of turnaround cannot be done alone and that it takes all its stakeholders to ensure that every child can succeed.

In July 2016, district administration launched Superintendent Parent Forums. The forums are a great way for the Superintendent to communicate and connect with parents across the district. The purpose of the Superintendent Parent Forum is to:

- Provide an opportunity for open dialogue with the parent community
- Share key district initiatives
- Provide information that will help parents better understand how to best support their child's success both at school and at home
- Give parents the tools to disseminate information learned at the forums
- Share with the school leader and the wider parent/school community including, but not limited to, DAAC, BAACs and other parent leadership groups

Superintendent Abrego will host six Superintendent Parent Forums from topics selected by parents. Four parent forums have been held focusing on:

- Improving our schools together for student success
- Defining Family and Community Engagement in Adams 14
- Charting a new path forward through Innovation
- Exploring a path to College and Career at Auraria Campus

The district believes to achieve its vision – college and career ready graduates – we need to educate, engage and empower families and the community. At the Superintendent Parent forums, the district received input from parents regarding what kind of schools they'd like to see in Adams 14 school (Appendix N). Parent feedback is woven into the district's turnaround plan and is rooted in its efforts to engage its stakeholders as partners. Feedback from the forums has enabled the district to introduce its first parent satisfaction survey slated for this spring. Aligned to the National Family and Community

Engagement Standards, the district believes such feedback will help bridge the connection between the school and the home and implement high impact family engagement that is linked to student achievement.

Additionally, parent input and information collected from parent interest surveys has driven what type of programming parents would like to see during the 2016-17 school year. The top three activities selected by parents include:

- Supporting their child's learning
- Parent volunteering
- Positive parenting

This year, the district launched its first parent volunteer to paraprofessional program. Seventeen parents are providing small group reading intervention for more than 70 students in grades K-3. Also new this year is the district-led family literacy and math nights and the first Families Empowered Institute Resource Fair and Parent University.
As one of the many activities, we've also started a pilot at Dupont Elementary with wrap-around high impact family engagement activities. More than 50 staff were trained in the National Parent Teacher Home Visit Project. In support of the National Parent Teacher Home Visit Project, the superintendent, the chief academic and innovation officer, and Dupont Elementary Principal Almeida, participated in home visits. The pilot is funded by a Rose Foundation and Climb Higher Colorado grant.

The district continues to ensure accountability and transparency through its district and school accountability committees. Every school has a Building Advisory Accountability Committee and the District continues to maintain its District Advisory Accountability Committee.

Talent Management

Staff from human resources and teacher effectiveness are studying and developing a plan to recruit, develop, retain and sustain talent. The team has restructured the principal / teacher induction program and the mentoring / mentee program. The two programs are now structured with accountability and recognition of completion for principals and teachers. Professional development for both teachers and principals is targeted at defining expectations and job-embedded learning including coaching, mentoring and observation (including peer observation).

Induction for Teachers and Principals

Ensuring our teachers and leaders begin with the best possible experience will help the district retain talent. A well-designed and implemented induction program will support that effort.

To help us achieve a more effective induction, our model is:

- Develop a train-the-trainer model with new professional development for induction facilitators
- Develop supports and structures for induction facilitators
- Ensure every initial teacher, principal and assistant principal receives the professional induction support

Principals and teachers are receiving professional development on formative assessments, effective and

authentic feedback as well, they are learning and perfecting Content Learning Objectives (CLO). CLO's will be one form of formative assessment and it will support lesson planning and formative assessment. This is important as formative assessment has a direct connection to the instruction at that moment and informs the teacher of next steps for increase in rigor of reteach opportunities.

Coaches, teachers and principals as of Jan. 9, 2017, were trained on Content Language Objectives. This includes the content knowledge students should know as well as the language form, function and success criteria. CLO work supports constructive meaning instruction which supports our students learning English. Our measurement tool for evaluating the effectiveness of our new induction includes:

- CLO Observation tool
- Formative assessments in the classroom that are observable
- Classroom management that is observable
- Student engagement that is observable

Expanding recruiting efforts

The district is expanding its efforts to recruit bilingual and CLDE certified teachers and administrators. These efforts are intended to build capacity to continue and grow the biliteracy program and to assure that the needs of our culturally and linguistically diverse student population are being met by recruiting the most highly-qualified and talented individuals.

Adams 14 school district is now attending job fairs across Colorado and New Mexico. Recruitment is taking place at the following conferences:

- CO-ALAS (Colorado Latino Administrators and Superintendents) conference and job fair,
- La Cosecha (Bilingual and Biliteracy Conference New Mexico),
- CABE (Colorado Association of Bilingual Educators) and various Colorado Universities).

Adams 14 has partnered with CU BUENO in recruiting efforts. CU BUENO graduates dozens of CLDE endorsed graduates every year. The partnership was created in order to create a pipeline for CLDE endorsed teachers and/or Bilingual teachers.

Engage pre-service teachers to build a pipeline of potential talent

Adams 14 has partnered with Metro State University and the University of Colorado/Boulder in hosting pre-service teachers for field experience and student teaching experience. Adams 14 will become a lab district that will educate and support pre-service teachers. Pre-service teachers will observe first-hand the commitment the district has to students and teachers. The partnership benefits the pre-service teachers as well as the district. Our expectation is that we will be able to identify talented pre-service teachers and hire them at Adams 14.

Strategies to support strategic evaluations and retention of highly effective teachers

The Adams 14 leadership team will identify specific actions beyond the ones listed above to provide strategic evaluations and retentions of highly effective teachers. Such strategies that have been considered include tighter feedback loops using short cycle "look fors" addressing aspects of the state

teaching standards, teacher leadership opportunities for career advancement, and stipends for additional district leadership work.

Conclusion

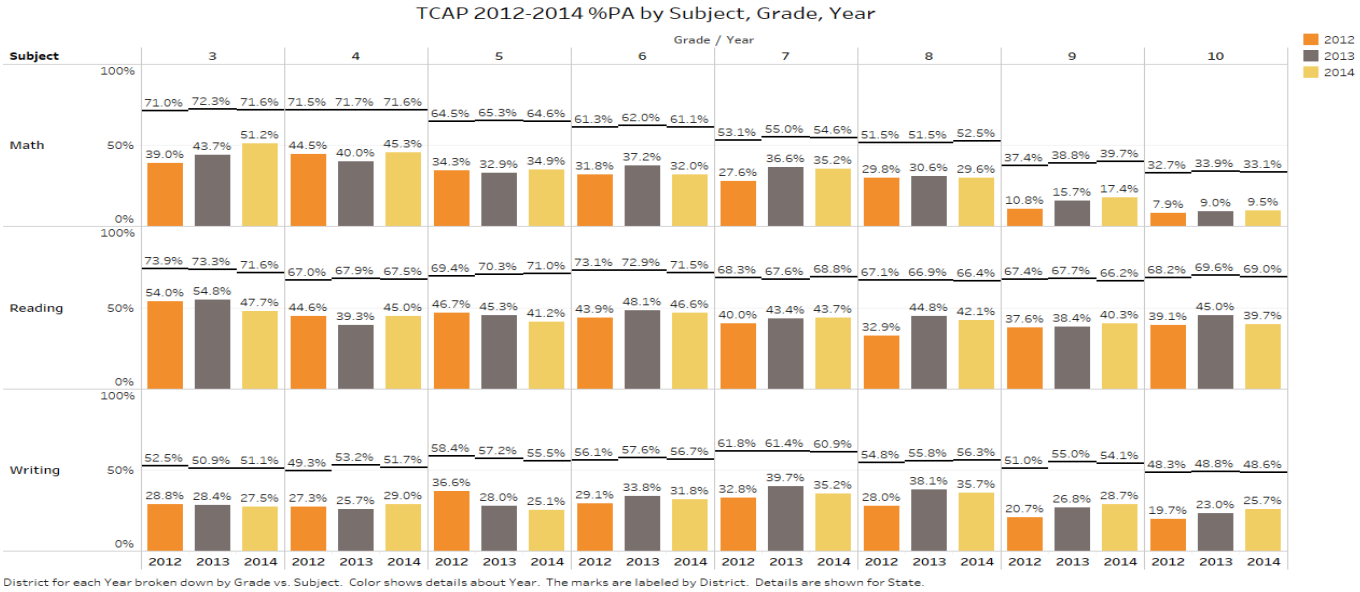
Adams 14 has woven a district and school turnaround plan that incorporates researched-based effective turnaround strategies. It is unique in that it does not propose a simple one-step solution. It proposes a multi-faceted approach for rapid and sustainable improvement. As shown, the turnaround plan details an external management partnership with Beyond Textbooks at Rose Hill Elementary School, Central Elementary School and Adams City High School and district turnaround strategies for all other schools.

Simultaneously, through the different CDE partnership grants, building principals will be strengthening and sharpening their turnaround leadership skills.

We believe our plan is foundational in creating a collaborative sustainable culture of continuous improvement. Our plan is results driven. It includes on-going program progress monitoring, and a culture of high expectations and professional growth for district leadership, building leadership, staff and students.

Equally important, we believe our plan will result in significant improvement that will be reflected on the 2018-2019 Adams 14 district and school performance frameworks.

Appendix A: District Performance Data

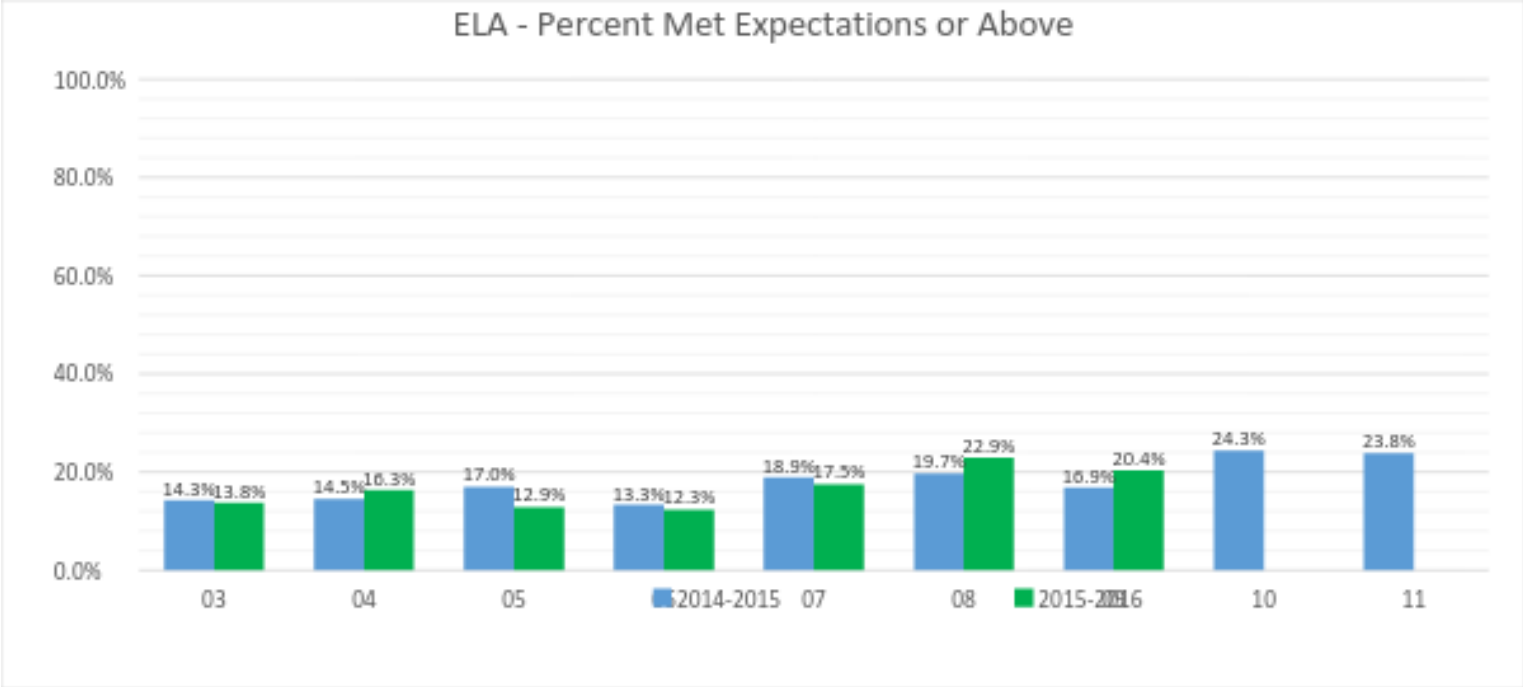


Name	2010 Final Category	2011 Final Category	2012 Final Category	2013 Final Category	2014 Final Category	2016 Final Category	Entering Year 7/1/17
Adams City High	Turnaround	Priority Improvement	Priority Improvement	Priority Improvement	Priority Improvement	Priority Improvement	6
Lester R Arnold High	Priority Improvement	AEC Turnaround	AEC Turnaround	AEC Priority Improvement	AEC Improvement	AEC Improvement	
Adams City Middle	Improvement	Priority Improvement	Priority Improvement	Performance	Improvement	Priority Improvement	1
Kearney Middle	Performance	Performance	Improvement	Performance	Performance	Improvement	
Alsup Elementary	Turnaround	Performance	Improvement	Improvement	Priority Improvement	Priority Improvement	2
Central Elementary	Improvement	Improvement	Priority Improvement	Priority Improvement	Priority Improvement	Priority Improvement	4
Dupont Elementary	Priority Improvement	Priority Improvement	Improvement	Priority Improvement	Priority Improvement	Priority Improvement	3
Hanson Elementary	Priority Improvement	Turnaround	Performance Plan	Priority Improvement	Improvement	Improvement*	
Kemp Elementary	Performance	Improvement	Improvement	Improvement	Priority Improvement	Priority Improvement	2
Monaco Elementary	Improvement	Improvement	Improvement	Priority Improvement Plan	Improvement	Turnaround	1
Rose Hill Elementary	Turnaround	Priority Improvement	Priority Improvement	Turnaround	Improvement	Turnaround	1
Adams 14 - District	Turnaround	Turnaround	Turnaround	Priority Improvement	Priority Improvement	Turnaround	6

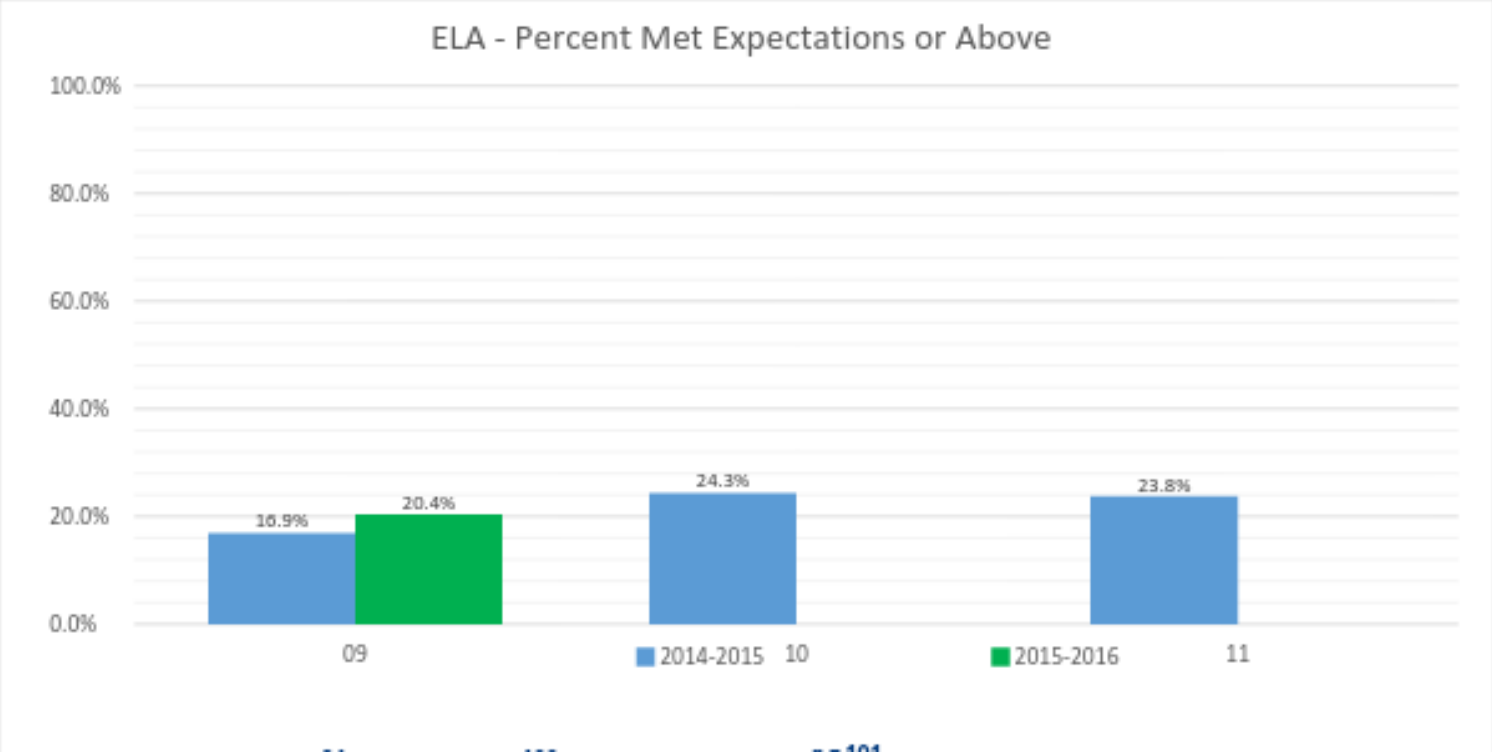
*Recategorized through Request to Reconsider

Note: H.B. 15-1323 created a one-year hold on school plan types and district accreditation ratings for 2015.

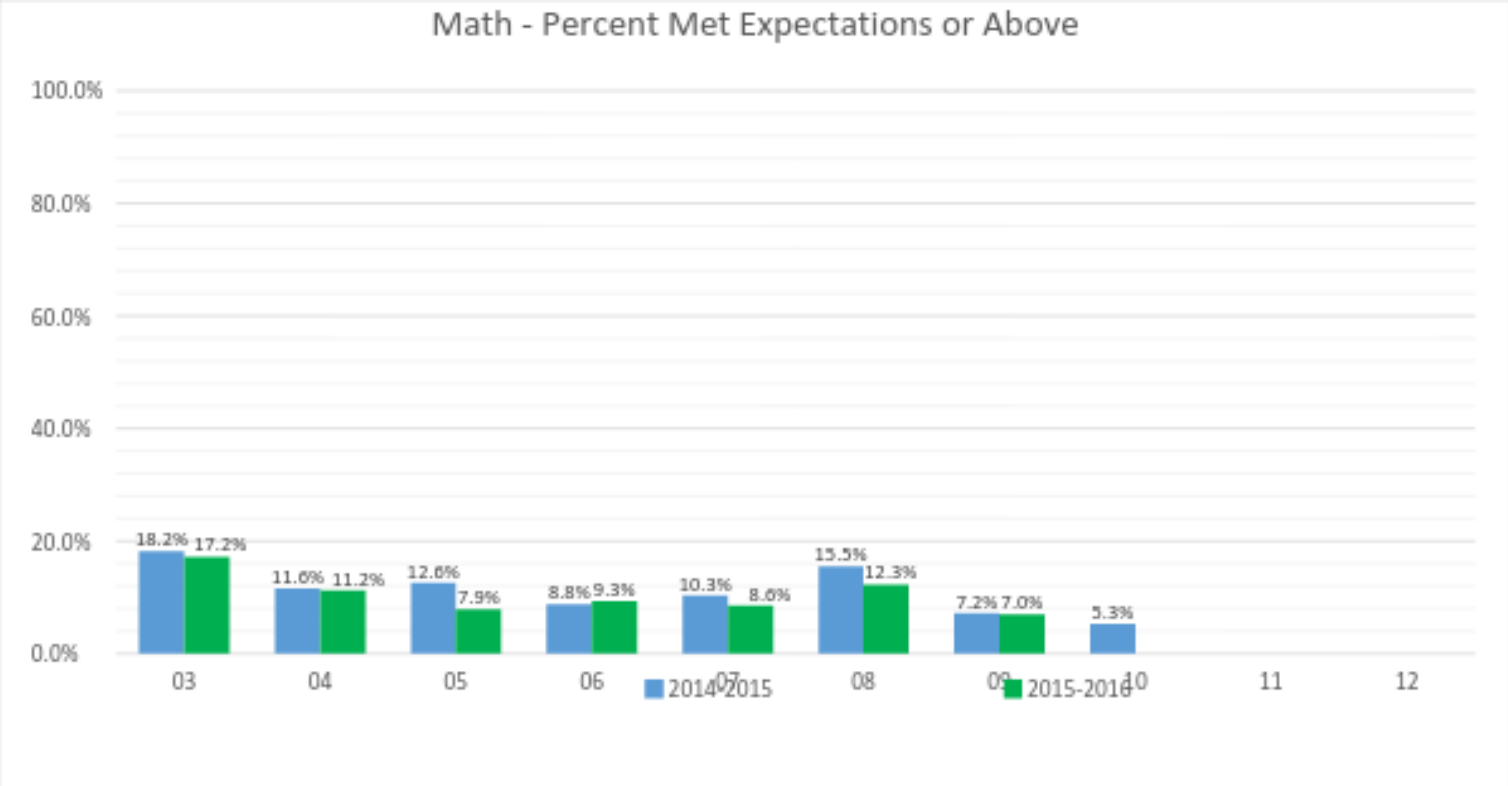
All Grades Data



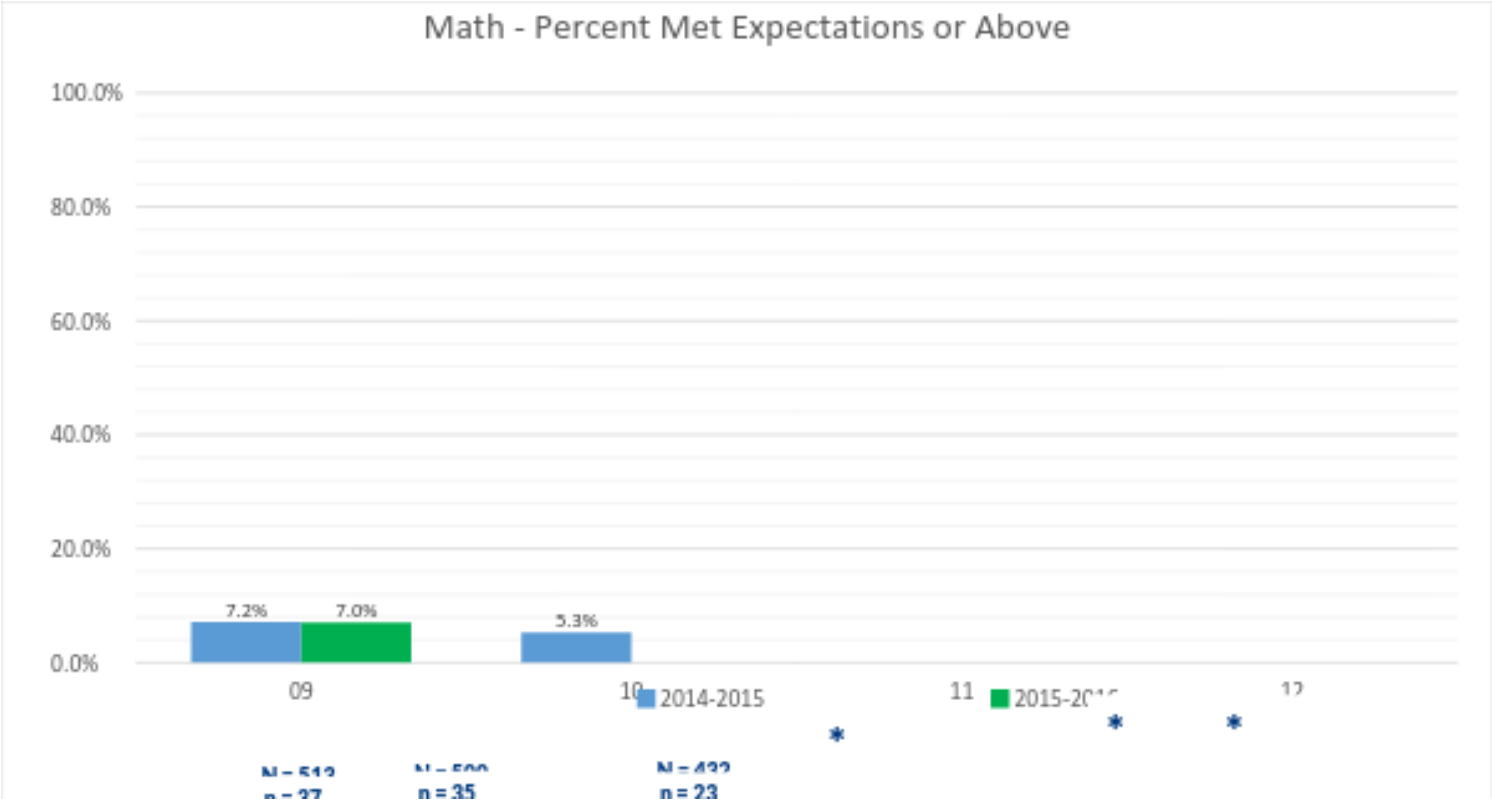
High Grades – ELA


ELA - Percent Met Expectations or Above
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
16.9%
20.4%
24.3%
23.8%
09
10
11
2014-2015
2015-2016

All Grades – Math



High Grades – Math


Math - Percent Met Expectations or Above
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
7.2%
7.0%
5.3%
09
10
11
2014-2015
n = 35
n = 23

Appendix B: Barriers & Solutions

An important step was to identify barriers to the fruition of the vision and solutions to address the barriers. Based upon the analysis of data that includes academic achievement, academic longitudinal growth and post-secondary college and career readiness, teacher effectiveness and an examination of past instructional frameworks, the leadership team identified five priority challenges as barriers to achievement and growth and key strategies to strategically rectify the academic achievement of all students at Adams 14.

	Barriers	Solutions
1	High turnover at the building/central leadership level and teacher level	Establish recruiting, hiring and retention policies that support individual growth and opportunities for professional advancement.
2	Calendar that lacked uninterrupted instructional time	The adopted calendar reflects student needs - 5 additional student days and uninterrupted time to learn
3	Lack of instructional resources aligned to the Colorado Standards ● Math -K -12 ● ELA 6-12	Research based and rigorous academic Prek-12 instructional Math resources will be researched (2017-18); purchase (2018-19); implemented (2019-20) ELA – 6-12 Beyond Text Books
4	Decision making that is not DATA driven and/or monitored for implementation or effectiveness	Analysis of student data (results of common assessments) for instructional planning and identifying students that need increased learning opportunities
5	Inconsistent implementation of researched based best first instruction through the lens of a culturally and linguistically diverse student population ● 88% students of color, ● 84% students qualifying for free or reduced lunch (FRL), ● 49% students who are English Language Learners.	On-going embedded research based professional development supported throughout by district and building leadership. ● Bi-literacy ● Systematic English Language Development ● Constructing Meaning ● Collaborative and Strategic Reading ● Content Language Objectives ● Reading Foundations

The table are structures / systems to be implemented in K-12 for significant, immediate, and positive impact on student learning.

Appendix C: 2015 State Review Panel Recommendations Form

COLORADO
Department of Education

2015 State Review Panel Recommendation Form

School & District	*Adams 14/0030*
State Review Panelists:	*Lisa Escarcega and Mark Payler*
Recommendation Meeting Date:	*June 12, 2015*
Panel's Recommendation:	
The State Review Panel recommends Innovation Zone status for the Adams 14 School District, based on an analysis of compiled data and documentation, as well as a site visit conducted on May 6, 2015.	
Evidence and Rationale:	

The State Review Panel (SRP) recommends Innovation Zone status for the Adams County School District 14 because the district has been rated as Effective in the following areas: leadership is adequate to implement change and improve results, there is a readiness and apparent capacity to engage productively with and benefit from the assistance provided by an external partner, and there is a likelihood of positive returns on state investments of assistance, and support to improve the performance within the current management structure and staffing. The district is rated as Developing in the following areas: the infrastructure is adequate to support school improvement, and there is a readiness and apparent capacity of personnel to plan effectively and the implementation of appropriate action to improve student academic performance. Innovation Zone status would maintain the district's agreement with the Classified Union, maintain the agreement with the Teachers' Union, add flexibility in the student calendar and in staff workday to accommodate sustainable teaching planning time, add flexibility to pursue creative compensation and incentive opportunities, add flexibility in the evaluation system, and add flexibility in the accountability system.

In addition, the Governing Board, as well as the Superintendent and Deputy Superintendent, have indicated a district-wide interest in the Innovation Zone option, as expressed in the submission of CDE SRP District Stakeholder Input Form dated May 13, 2105, to the Colorado Department of Education.

Adams County School District 14 currently has a strong leadership team in place and has acted effectively as a change agent, as evidenced by the establishment of a guaranteed and viable curriculum, the implementation of a data-driven implementation model, and ongoing academic support such as the hiring of additional Instructional Coaches and math educators. The SRP recommends that the district consider creating an Innovation Zone as a pilot program with several district-identified schools prior to

creating an Innovation District, as there may not be adequate resources and capacity to move the entire district to the Innovation District level at the same time. Nonetheless the district has laid a solid Innovation Zone foundation with key stakeholder input and agreements, including the union, which would allow the district leadership to work around current barriers through the use of waivers for some staffing issues, costs will be reduced through synergies and economies of scale, and curriculum and instruction will have consistency in rigor and objectives. Adams 14 is already pursuing a status of District of Innovation in STEAM and Project-based Learning through Driven by Data and Equity programming. All schools would benefit from the Innovation Zone status as they would have more flexibility around hiring, schools could have extended academic time and create an academically focused calendar.

The district realizes, and has articulated, a need for time for planning. The district has stated, "Innovation status as an option may not benefit our students if Adams 14 is not given the time to effectively plan for innovation prior to execution." Likewise, the SRP also believes that the district would benefit from the support of an external partner, such as the CDE Turnaround Network, to support and guide their work toward the creation of an Innovation Zone.

Membership with a partner such as the Turnaround Network would provide enhanced diagnostic review and planning support, working with a cohort of external peer school partners, performance management support, and customized professional learning opportunities to support the leadership of Adams 14.

The current district administration has significant Board and community support and has extended the superintendent's contract an additional five years to ensure the continuity of leadership within the district. The SRP, while acknowledging the strong leadership within the district, would also like to ensure that the entire community of stakeholders within Commerce City has a voice in the creation of the Innovation Zone, and ultimately Innovation District, to ensure its success.

The State Review Panel does not recommend management by a private or public entity other than the district as there is no evidence that district leadership is lacking in effectiveness. The district leadership is forward- thinking and has a data-driven plan to increase student achievement, as evidenced by the existence of an accreditation timeline document and a number of Driven by Data documents that have been put to use across the district. District leadership is currently working with a number of partners such as the National Center on Time & Learning on a number of initiatives designed to maximize student learning time, redesign the school day and increase the impact of teacher professional development days. There is currently a strong and positive academic momentum within the district and management by an outside management organization would potentially create an atmosphere that would hinder or push back the current positive direction within the district's leadership role and potentially be counter-productive.

The State Review Panel does not recommend conversion to a charter school due to the effectiveness of the district leadership, as well as individual school leadership. For example, the high school, which has significant academic challenges and yet is the center of the district, is led by a new principal that acknowledges the school needs to increase proficiency at all levels. While the new principal has great potential, the outcomes have yet to be realized as the leader has only been there a short amount of

time. Likewise the alternative high school is also putting structures together, such as clear policies around attendance and behavioral expectations, which should help support its academic goals. If either of the high schools (traditional or alternative) were to be converted to a charter, there would also be a need of feeders schools at the elementary and middle school levels in order to successful and this may not be possible under the charter model. The district currently has a positive relationship with several outside partners and conversion of a school, at any level, to a charter school could potentially push the district back and lose the positive academic momentum that is currently in place across the district.

The State Review Panel does not recommend closure as across the entire district the schools are already 6% above capacity. It would not benefit the students if they were redistributed across fewer schools. Closure would potentially divide families and the entire community. The district has seen leadership turnover at the building level, and has taken the appropriate steps to ensure strong leaders are in place at its buildings. Closure would stop the positive momentum and be potentially ineffective for students.

The State Review Panel does not recommend district reorganization as an option for Adams County School District 14, as the State Review Panel was able to document the continuation of proven leadership. Additionally, the district has focused on English language development, STEAM and Project-based Learning through Driven by Data and Equity, and best first instruction, which have the potential to raise achievement levels within a district serving a unique student population. Repeatedly the SRP heard that the school district is the heart and centerpiece of the community. The Commerce City community continues to rally around its schools, with the district being a stable factor in a community that is in transition. Past missteps in terms of hiring practices have been reviewed and appropriately corrected. The net effect is that potentially effective personnel are now in place to move the district forward in a positive direction. District leadership is evolving away from being “about people” to becoming a results oriented organization. District leadership has implemented numerous district-wide talent retention and staff development programming including tuition reimbursement for staff completing English Language Development certification or endorsement, professional development training for teachers new to the district with topics which include district expectations such as understanding the staff evaluation tool with embedded professional standards for developing learning targets and utilizing interim assessment data, and on-going Pacific Education Group “Beyond Diversity” professional development for all leadership team members.

In closing, the district has voluntarily selected a bold course of action by articulating movement toward becoming an Innovation District, and the SRP supports this decision. Reorganization of the district would be detrimental to the innovation effort, and therefore is not recommended.

Appendix D: Beyond Textbooks Evidence of Academic Achievement

The spreadsheet with partner data is a separate attachment.

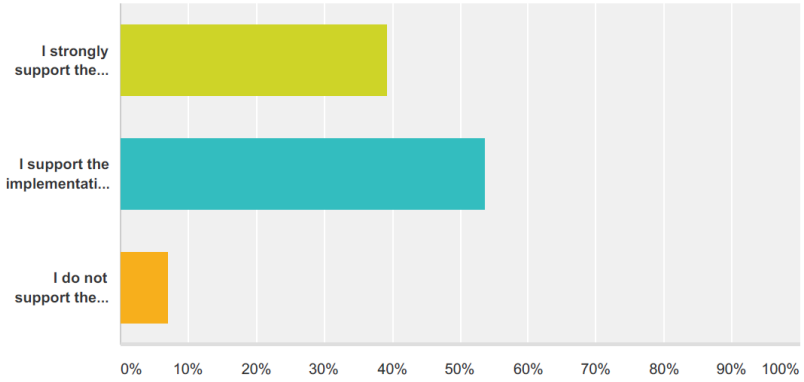
Appendix E: Survey Results

Central

Feedback on Beyond Textbooks

Q6 Please indicate your level of support for Beyond Textbooks.

Answered: 28 Skipped: 3



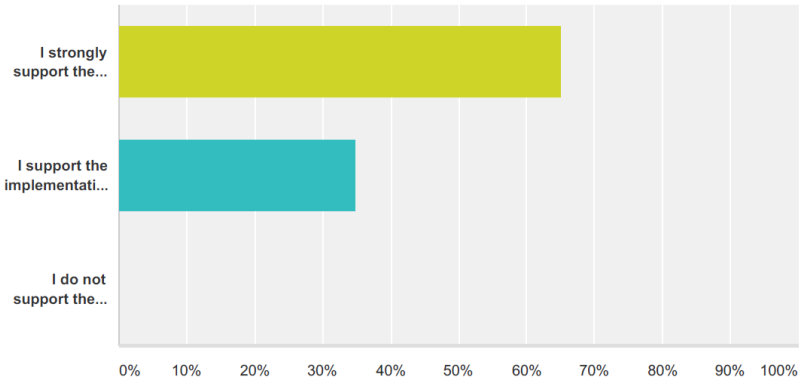
Answer Choices	Responses	
I strongly support the implementation of Beyond Textbooks at my school	39.29%	11
I support the implementation of Beyond Textbooks at my school	53.57%	15
I do not support the implementation of Beyond Textbooks at my school	7.14%	2
Total		28

Rose Hill

Feedback on Beyond Textbooks

Q6 Please indicate your level of support for Beyond Textbooks.

Answered: 43 Skipped: 1

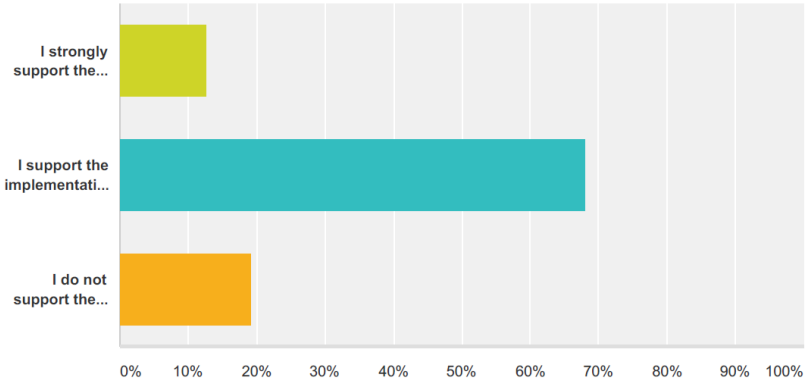


Answer Choices	Responses	
I strongly support the implementation of Beyond Textbooks at my school	65.12%	28
I support the implementation of Beyond Textbooks at my school	34.88%	15
I do not support the implementation of Beyond Textbooks at my school	0.00%	0
Total		43

Feedback on Beyond Textbooks

Q6 Please indicate your level of support for Beyond Textbooks.

Answered: 47 Skipped: 8



Answer Choices	Responses	
I strongly support the implementation of Beyond Textbooks at my school	12.77%	6
I support the implementation of Beyond Textbooks at my school	68.09%	32
I do not support the implementation of Beyond Textbooks at my school	19.15%	9
Total		47

Appendix F: Example Curriculum Calendars

Curriculum Calendars

****Curriculum Calendars provide the WHAT, WHEN and HOW LONG****

CALGEN – Calgen

Please Login
Calendar

Home | Auth | Blackouts | District | Master | Calendar

Jul 16 | Aug 16 >

sun	mon	tue	wed	thu	fri	sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Time Frame
- week
- month
- year

View Type
- Timespan
- Agenda

Grade
1, 2, 3, 4, 5, 6, 7, 8, HSHis, HSMath

Subject
Alg1, Alg2, Alg3, Geo, PreCalc

Subscribe via iCal
Subscribe via Outlook
Subscribe via Google Calendar

Grade HSMath

07/25/16		
	Alg1	
	[Alg1.M.A.SSE.A.01a] I can identify the parts of a mathematical expression. BT Link	5 Days
	[Alg1.M.A.REI.B.03] I can create, solve and graph linear equations and inequalities in one variable. BT Link	5 Days
	[Site Routines/Procedures] BT Link	5 Days
	[Alg1.M.AD.01] Additional Standards BT Link	1 Days
08/01/16		
	Alg1	
	[Alg1.M.F.IF.A.02] I can use function notation and solve a function given a specified value. BT Link	5 Days
	[Alg1.M.AD.02] Additional Standards BT Link	1 Days
08/08/16		
	Alg1	
	[Alg1.M.F.IF.B.06] I can calculate and describe the rate of change of a graph or table given specific intervals. BT Link	5 Days
08/15/16		
	Alg1	
	[Alg1.M.A.CED.A.02] I can create and graph an equation with 2 variables.	10 Days

Appendix G: Service Agreement

SERVICES AGREEMENT
BETWEEN Vail Unified School District
AND Adams County School District
FOR THE BEYOND TEXTBOOKS PROGRAM

THIS AGREEMENT is made by and between Vail Unified School District No. 20 of Pima County (hereinafter called "AGENCY") and Adams County School District No. 14 of Adams County (hereinafter called the "DISTRICT"):

WITNESSETH:

WHEREAS, the AGENCY, through its Governing Board, and the DISTRICT, through its Governing Board, are empowered and authorized to contract, employ faculty and staff, and provide educational courses and/or programs.

WHEREAS, it would further the public interest if this educational and professional development opportunity is provided by the AGENCY to provide curricular materials, assessments, and staff development for the DISTRICT students and teachers, and

WHEREAS, the AGENCY and the DISTRICT desire to enter into an Agreement for the implementation and administration of the educational program described herein;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the AGENCY and the DISTRICT do hereby agree as follows:

ARTICLE I. PURPOSE

The purpose of this Agreement is for the AGENCY to provide specified AGENCY curricular materials, assessments, and staff development to the DISTRICT's students and teachers who participate in the Beyond Textbooks program (hereinafter called the "BT"). This Agreement is based upon the mutual desire of the AGENCY and the DISTRICT to provide high quality curricular resources, assessments, and staff development to students and teachers. The DISTRICT's teachers must complete the required BT trainings to gain access to the curricular materials and assessments.

ARTICLE II. OBLIGATIONS OF THE DISTRICT

THE DISTRICT AGREES:

A. To require staff who will be implementing the BT program to participate in the following prescribed staff development trainings, which shall be held on District property, prior to June 30, 2017: BT Leadership Retreat and BT 101.

B. To abide by the Terms of Use Policy which is found on the BT Electronic Delivery System. Additionally, the District agrees to require its employees to use the collaborative features of the BT Electronic Delivery System appropriately as outlined in the user Appropriate Use Policy which is found on the BT Electronic Delivery System. These are specifically incorporated into this Agreement, and may be amended in writing from time to time by mutual consent of the Agency and the District. (*Terms of Use Policy is attached as Exhibit A & Appropriate Use Policy is attached as Exhibit B)*

C. To provide a building level coordinator for each of the participating schools or sites.

D. To provide administrative support for all educational and staff development activities required to implement the terms of this Agreement, including but not limited to faculty orientations for the BT, supervision, program coordination and direction to all appropriate staff and faculty.

E. To allow employees using the collaborative features of the BT Electronic Delivery System, as outlined in the Terms of Use Policy, to receive recognition from the Agency in the form of nominal

monetary prizes, which will be distributed to recognize outstanding contributions from time to time and in the sole discretion of the Agency.

ARTICLE III. OBLIGATIONS OF THE AGENCY

THE AGENCY AGREES:

A. To provide the DISTRICT with access to AGENCY instructional calendars and the BT Electronic Delivery System containing curriculum documents, assessments, model product rubrics, and instructional resources.

B. To provide a set of curriculum calendars, using the AGENCY Instructional sequence, which fits the DISTRICT's yearly academic calendar.

C. To report any prize money distrubuted to a District employee pursuant to Article II, Section D of this Agreement to the Internal Revenue Service on a form 1099, as applicable.

ARTICLE IV. STANDARD PROVISIONS

A. Each party shall retain complete control and jurisdiction over such programs of its own that are outside of this Agreement, and nothing in the execution of this Agreement or in its performance shall be construed to establish a joint venture of the parties hereto.

B. The parties to this Agreement agree that they will not discriminate against any employee or applicant due to race, color, religion, sex, national origin, or disability and in this regard they will comply with all applicable federal and state employment laws, rules and regulations, including the Americans with Disabilities Act.

C. The term of this Agreement shall commence on the 1st of April, 2017, and shall expire on the 30th of June, 2017.

D. The continuation and renewal of this Agreement shall require a new Agreement and shall be subject to approval by the DISTRICT Governing Board and subject to the appropriation and receipt of sufficient funds by the AGENCY and the DISTRICT to administer and support the program. In the event sufficient funds are not available or appropriated at any time, the DISTRICT may cancel the Agreement by delivering written notice to the AGENCY.

E. Upon termination of this Agreement, equipment furnished or purchased by the DISTRICT for the program shall be retained by the DISTRICT, and equipment furnished or purchased by the AGENCY shall be retained by the AGENCY.

F. The Agreement shall be subject to and interpreted under the laws of the State of Arizona. Any controversy or claim arising out of or relating to this Agreement, its enforcement or interpretation, or because of an alleged breach, default, or misrepresentation in connection with any of its provisions, shall be submitted to arbitration, to be held in Pima County, Arizona, in accordance with the Uniform Arbitration Act, A.R.S. § 12-1501 et seq. The arbitrator shall be selected by mutual agreement of the parties; if none, then by striking from a list provided by an entity such as the American Arbitration Association. In the event either party institutes arbitration under this Agreement, the party prevailing in any such arbitration shall be entitled, in addition to all other relief, to reasonable attorneys' fees relating to such arbitration. The non-prevailing party shall be responsible for all costs of the arbitration, including but not limited to, the arbitration fees and court reporter fees. The decision of the arbitrator shall be final and binding upon the parties.

G. To the extent allowed by law, the AGENCY agrees to indemnify and hold harmless the DISTRICT from all injuries to persons or property caused by acts or omissions of the AGENCY arising out of the AGENCY's activities under this Agreement. This indemnification provision shall survive termination of the Agreement and remain in effect.

H. The students, faculty, and staff of the DISTRICT who participate in this program shall not be considered as employees or students of the AGENCY, and agents or employees of the AGENCY shall not be considered employees of the DISTRICT. Accordingly, employees of one party shall not be entitled to employee benefits normally provided to bona fide employees of the other party. Nothing in this Agreement or its performance shall be construed to result in any person being the officer, agent, employee, or servant of either party when such person, absent this Agreement and the performance thereof, would not in law have such status.

I. The AGENCY shall comply with the requirements of A.R.S. § 15-512(H) regarding the fingerprinting of employees of the AGENCY, its subcontractors of every tier and vendors who are likely to have unsupervised contact with pupils as determined by the DISTRICT, in its sole and absolute discretion. The AGENCY shall be responsible for payment of all costs associated with compliance with A.R.S. § 15-512(H). However, the Superintendent may exempt from this requirement a contractor whom the Superintendent has determined is not likely to have independent access or unsupervised contact with students as part of their normal job duties while performing services to the DISTRICT. The exemption shall be in writing and a copy filed in the DISTRICT's office.

J. FEES. The DISTRICT shall pay the AGENCY fees for the services provided hereunder as follows (please note these fees will be prorated based upon less than a full year of service):

1. Basic Annual Administrative Fee: $0.00
   a. End of year BT implementation. There will be no charge for the 16/17 school year annual fee. Annual Fee will be applied to the 17/18 school year.
2. Student Use Fee: $0.00
   a. End of year BT implementation. There will be no charge for the 16/17 student fee. Student Use Fee will be applied during the 17/18 school year. (*Note: Every year as a BT Partner this total amount shall be based on not less than the original number of students from when the District first became a BT Partner) Initial DISTRICT enrollment is 1500 students.*
3. Training Session Fees: $1,500 each session (up to 30 participants) plus reasonable travel fees subject to district preapproval.

K. Total payments by the DISTRICT are due and payable within 60 days of the executed agreement and shall not exceed amounts set forth in Section K. Each party will be solely responsible for the expenses related to its performance obligations under this Agreement.

L. Assignment and Delegation. No right or interest in this Agreement and no delegation of any obligation owed, or of the performance of any obligation, shall be assigned without written agreement between the parties.

M. Modification. This Agreement may be modified in writing by mutual agreement signed by both of the parties.

N. Breach. Failure by either party to perform at the time and in the manner described in this Agreement shall constitute a breach by that party of this Agreement.

O. Notices. All written communications shall be addressed and mailed or delivered personally to the respective parties, as follows:

DISTRICT
To:
Dr. Javier Abrego, Superintendent
Adams County School District
5291 East 60th Avenue
Commerce City, CO 80022
(303) 853-3204

AGENCY
To:
Kevin Carney
Chief Executive Officer of Beyond Textbooks
Vail Unified School District #20
13801 E. Benson Highway
PO Box 800
Vail, AZ 85641
(520) 879-3961

P. Savings Clause. Should any part of this Agreement be held to be invalid or void, the remainder of the Agreement shall remain in full force and effect with those offending portions omitted.

Q. This document contains the entire Agreement between the parties and may not be modified, amended, altered or extended except through a written amendment by the parties.

IN WITNESS WHEREOF, the parties have executed this Agreement on this _____ day of _____, 20___.

AGENCY:
VAIL UNIFIED SCHOOL DISTRICT NO. 20

By:_____

Its: Chief Executive Officer of Beyond Textbooks

DISTRICT:
ADAMS COUNTY SCHOOL DISTRICT NO. 14

By: Dr Jam Abrego

Its: Superintendent

_____
Attorney for AGENCY

Exhibit A: Beyond Textbooks: TERMS OF USE

PLEASE READ CAREFULLY BEFORE USING THIS ELECTRONIC DELIVERY SYSTEM. BY ACCESSING AND USING THIS ELECTRONIC DELIVERY SYSTEM, THE DISTRICT AGREES TO BE LEGALLY BOUND BY THE TERMS AND CONDITIONS SET FORTH HEREIN. IF THE DISTRICT DOES NOT AGREE, THE DISTRICT MAY NOT USE THIS ELECTRONIC DELIVERY SYSTEM.

I. Grant of Rights.
Pursuant to an agreement (the "Subscriber Agreement") between Beyond Textbooks Program ("BT") and the subscribing entity ("Subscriber"), for a subscription to BT streaming™, BT has granted to Subscriber, and the authorized educators, administrators and students under the Subscriber Agreement (or, as otherwise defined in the Subscriber Agreement, herein referred to as the "Users"), for the term of the applicable Subscriber Agreement, a limited, non-exclusive, terminable, non-transferable license to access the Beyond Textbook Electronic Delivery System (the "Electronic Delivery System") and any and all content included therein (the "Content"), and to download, and edit the Content pursuant to the terms and conditions set forth in the Subscriber Agreement and these Terms of Use, such grant of rights subject to BT's rights thereto.

All rights not expressly granted to Subscriber and its Users pursuant to the Subscriber Agreement are reserved to BT, and all uses of the Content by Subscriber and its Users not expressly permitted hereunder are prohibited.

II. Permitted and Prohibited Uses.

a. **Use for Educational, Non-Commercial Purposes Only.** Subscriber and its Users may use the Electronic Delivery System and the Content for bona fide educational and research purposes only, and may not use them in any commercial or for-profit manner.

   BT reserves the right, in its sole and absolute discretion, to limit Subscriber's and/or any Users' use of the Electronic Delivery System in the event that BT, in its sole and absolute discretion, deems Subscriber's and/or such Users' use thereof to be inconsistent with educational and research purposes, and/or inconsistent with these Terms of Use.

b. **Downloading of Content.** Users may download, for noncommercial instructional use, including for lesson plans, copies of (i) images and (ii) videos and video clips designated on the Electronic Delivery System as downloadable. Copies must be deleted or erased after use or expiration of the Term, whichever occurs first. Such downloading shall be for individual User convenience only, and Users may not (1) systematically download any of the Content, (2) create distribution "libraries", or (3) transfer, sell, or rent any of the Content to any third party unless otherwise required by law.

c. **Editing Content.** Users may edit content solely in connection with classroom or other school-related projects. Such content, as edited by User, as well as any work containing User-edited videos or video clips, may not contain any libelous or unlawful materials or content or any commercial advertising materials, will not infringe upon any party's proprietary rights, including but not limited to statutory or common-law copyright, trademark and right of privacy, and may not violate any law, regulation or right of any kind whatsoever or give rise to any actionable claim or liability.

   User must maintain all copyright, trademark and proprietary notices included with, attached to or embedded all editable videos and video clips without modification, obstruction or deletion.

d. **Dissemination of Content.** In the course of using any Content as permitted hereunder, Subscriber and its Users may not make the Content, or any part thereof, available to any party who is not a Subscriber or a User, except as permitted herein. Subscriber and its Users must ensure that the Content is at all times kept on a secure server, viewable only by Subscribers and/or its Users. If Subscriber wishes to use a third party to host the Content, BT must approve the use of such host in advance and in writing, and BT shall have the right to approve the terms

of agreement between such host and Subscriber. In addition, any Subscriber or User using the Local Host support option must use the Electronic Delivery System, rather than a local directory, to search for and access the Content.

e. **Prohibited Uses.** Except as expressly set forth herein, neither Subscriber nor the Users may (i) copy, reproduce, alter, modify, transmit, perform, create derivative works of, publish, sub-license, distribute, or circulate the Electronic Delivery System, the Content, or any portion thereof; (ii) disassemble, decompile, or reverse engineer the Electronic Delivery System or any portion thereof, or use a robot, spider, or any similar device to copy or catalog the Content or any portion thereof; (iii) take any actions, whether intentional or unintentional, that may circumvent, disable, damage or impair the Electronic Delivery System's or the Content's control or security systems, nor allow or assist a third party to do so; or (iv) use the Content in a manner that disparages the Electronic Delivery System, the Content or BT or its content providers, or in any manner that BT may, in its sole discretion, deem inappropriate.

III. Ownership.
As between Subscriber, the Users, and BT, the Electronic Delivery System and the Content are the property of BT, and are protected by United States and international copyright and trademark law. By using the Electronic Delivery System and the Content, even as permitted hereunder, neither Subscriber nor any of its Users gain any ownership interest in the Electronic Delivery System or the Content.

IV. Security and Use of Passwords.
Each User shall have a valid username, password, and passcode for the purpose of accessing the Electronic Delivery System and the Content (the "Log-In Information"). Subscriber and its Users must keep all Log-In Information strictly confidential, and all Log-In Information may be used only by the assigned User. Subscriber and its Users are responsible for maintaining the security and confidentiality of all Log-In Information, and for preventing access to the Electronic Delivery System and/or the Content by unauthorized persons using a User's Log-In Information.

V. Citations.
User must include citation information, including BT or the applicable content provider (if identified) as the source, for all portions of the Content used in any end product.

VI. User-Generated Contributions
BT allows users to post their own materials, which may be viewed by other Users. Users may only submit materials where the User has the right to do so shall not submit any materials that belong to other people unless they have granted the right to do so.

In submitting user-generated materials to BT, the user agrees to the following terms and conditions:

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Subscriber grants BT and its successors a non-exclusive, perpetual, royalty-free, fully paid up license to use and distribute, perform, display, and reproduce Subscriber-generated materials submitted hereunder, which shall include without limitation all materials submitted by Subscriber (the "User Submission"), as further described below. Subscriber acknowledges and agrees that the Subscriber shall not be entitled to share in any revenue that the BT may or may not earn or generate through its use of the User Submission.

BT's Right to Use The User Submission. Subscriber grants BT the non-exclusive right to use and distribute and license others to use and distribute, perform, display, reproduce and create derivative works from, the User Submission, or any portions, reproductions or versions thereof, on BT to the users of BT.

Clearance of User Submission for the BT's Use. Subscriber represents and warrants that User Submission is original work and that Subscriber has secured any and all rights, releases and permissions necessary for the BT use and distribution of your User Submission hereunder, including without limitation those related to any people, places, music, performances of dance or music, video, photographs and/or

graphics in User Submission (collectively, the "Elements"). Subscriber represents and warrants that, to the best of Subscribers knowledge, no further permissions or fees are due for BT's use and distribution of the User Submission or any Elements therein. Subscriber further represents and warrants that any statements made by Subscriber or others in the User Submission are true to the best of Subscriber knowledge and that neither they, nor any Element of User Submission, will violate any law or regulation or violate or infringe upon the rights of any third party.

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SERVICE LEVEL AGREEMENTS FROM MINDTOUCH AND ONELOGIN, OUTLINING UPTIMES, CAN BE FOUND IN EXHIBIT C.

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Exhibit B: Beyond Textbooks: Appropriate Use Policy

CONTENT CRITERIA

The resource or idea:

• Must be congruent to the stated performance objective of the Electronic Delivery System page.

• Must have been successfully used within the classroom by the teacher prior to populating the resource/idea on an Electronic Delivery System page.

TECHNICAL CRITERIA

The resource or idea:

• Can be populated on an Electronic Delivery System page by any Vail or BT partner certified staff.

• Has file attachments that are printed to PDF file (only used for iWorks documents) or archived to a ZIP file (used for all other documents) to ensure accessibility across District computer systems.

• Is properly formatted to match the existing Electronic Delivery System page formatting.

• Has file attachments, hyperlinks, media attachments, and comments that are properly linked to ensure long-term accessibility. (Please be sure to type a brief description of the resource, and include your first and last name as well as your school's name.)

• Is made up of, or links to, quality primary source materials.

• Is free of excessive or inappropriate advertisement, unrequested pop-ups, and/or unrelated distracting content.

COPYRIGHT/FAIR-USE CRITERIA

• The resource being posted is being used and distributed within the rules of educational fair-use.

• If the resource is copyrighted, it will only include a link to the material, not the actual downloaded materials.

COMMENT POPULATION CRITERIA

• If commenting on another person's populated resource or idea, staff should work to insure that populated comments are positive in nature.

Appendix H: Sole Source Letter

January 16, 2017

Teresa Hernandez, Director of Assessment and Technology
Adams School District #14
5291 E. 60th Ave.
Commerce City, Colorado 80022
Dear Ms. Hernandez:

This letter is to provide notification that *Beyond Textbooks* is a sole source product, manufactured, sold and distributed exclusively by the Vail School District located in Vail, Arizona. No division of *Beyond Textbooks*, nor any other company, makes a similar or competing product.

There is no other like item(s) or product(s) available for purchase that would serve the same purpose or function and there is only one price for the above names item(s) or product(s) because of exclusive distribution or marketing rights.

If you desire additional information, don't hesitate to contact me at (520) 260-0421 at any time or visit our website at beyondtextbooks.org.

Thank you for your interest in *Beyond Textbooks.*

Sincerely,

Justin Chesebrough

Director, Beyond Textbooks
Vail School District
520-260-0421

Appendix I: 2017-2018 Annual Fee

Beyond Textbooks - Vail Unified School District #20
13801 E. Benson Highway
P.O. Box 800
Vail, AZ 85641
(520) 879-3965
alvaradov@vailschooldistrict.org
http://beyondtextbooks.org

Invoice 1569

BILL TO
Javier Abrego
Adams County School District
5291 East 60th Avenue
Commerce City, CO 80022

DATE	PLEASE PAY	DUE DATE
02/03/2017	$12,500.00	04/04/2017

DESCIPTION	QTY	RATE	AMOUNT
Training Fees:Leadership Retreat	1	3,000.00	3,000.00
Travel Leadership Retreat Travel Including Hotel, Mileage and Meals	2	1,000.00	2,000.00
Training Fees:BT 101	3	1,500.00	4,500.00
Travel BT 101 Travel Including Hotel, Mileage and Meals	3	1,000.00	3,000.00

16/17 School Year

TOTAL DUE $12,500.00

THANK YOU.

Please direct questions to:
Valerie Alvarado
Executive Assistant - Beyond Textbooks
(520) 879-3965

Make checks payable to:
Vail Unified School District
PO Box 800
Vail, AZ 85641

Coming Together to Improve Education
Thank you for being part of the future of education!

Appendix J: 2018-2019 Annual Fee

beyondtextbooks

VAIL SCHOOL DISTRICT

Beyond Textbooks - Vail Unified School District #20
13801 E. Benson Highway
P.O. Box 800
Vail, AZ 85641
(520) 879-3965
alvaradov@vailschooldistrict.org
http://beyondtextbooks.org

Invoice 1571

BILL TO
Javier Abrego
Adams County School District
5291 East 60th Avenue
Commerce City, CO 80022

DATE	PLEASE PAY	DUE DATE
07/01/2017	$39,000.00	08/30/2017

DESCIPTION	QTY	RATE	AMOUNT
17/18 Annual Fees Annual BT Administrative Fees	1	3,000.00	3,000.00
Annual Student Fee	1,500	9.00	13,500.00
Training Fees:BT 102	3	1,500.00	4,500.00
Travel BT 102 travel including Hotel, Mileage and Meals	3	1,000.00	3,000.00
Training Fees:Reteach/Enrich	3	1,500.00	4,500.00
Travel Reteach/ Enrich travel including Hotel, Mileage and Meals	3	1,000.00	3,000.00
Training Fees:PLC	3	1,500.00	4,500.00
Travel PLC travel including Hotel, Mileage and Meals	3	1,000.00	3,000.00

17/18 School Year

TOTAL DUE $39,000.00

THANK YOU.

Please direct questions to:
Valerie Alvarado
Executive Assistant - Beyond Textbooks
(520) 879-3965

Make checks payable to:
Vail Unified School District
PO Box 800
Vail, AZ 85641

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Appendix K: District wide Turnaround System and Structures

Subject	Minutes	Description
Breakfast/Character Education	30	PBIS, Morning Meeting, MTSS
Balanced Literacy	180	– listening, speaking, reading and writing
Math	60	20 minutes of whole group 20 minutes of guided practice 20 minutes of independent and/or small group practice
Science	30	Integrated
Social Studies	30	integrated
Extended Learning	30	Data Driven
Art, Music, Physical Education, other	45	Specials
Lunch	30	

2017-18 School Year Instructional MAP Teaching and Assessment Cycles - DRAFT

Assessment	Description	Purpose	Expected Outcomes
Daily/Weekly Formative Assessments	***Formative assessment****, including diagnostic testing, is a range of formal and informal* ***assessment*** *procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.*	Daily formative assessment will be used to inform daily instruction and to post student progress on the Infinite Campus/Parent Portal	Students will show growth and achievement as evidenced by formative assessments, end of unit assessments, common assessments and/or interim assessments. Students will show growth and achievement as measured by CDE School Performance Framework and Individual student reports.
Common Assessments	*A* ***common assessment*** *is any means of measuring student performance that meets these criteria for: Content of the test, Timing of the test, Use of the results*	3-week cycle Common assessment and/or interim assessments will be used to monitor student mastery of content standards as identified in the standards maps and will be used for identifying students qualifying for extended learning opportunities – intervention/enrichment.	
Interim Assessments	*An* ***interim assessment*** *is a form of* ***assessment*** *that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future* ***assessments****, such as standardized tests or end-of-course exams*	Interim benchmark assessments will be used to measure target goals in order to make revisions when necessary to ensure the trajectory toward improvement is on course. Interim benchmark assessment will align to PARCC.	

K-5 Schools-DRAFT

Cycle 1	August 21-September 11
Common Assessment	September 12
DATA Disaggregate / Student Grouping	September 12
Tutoring Notices go Home	September 14 Return September 15
Cycle 1 TUTORING	September 18-22
Cycle 2	September 18-October 6
Common Assessment	October 9
DATA Disaggregate / Student Grouping	October 9
Tutoring Notices go Home	October 10 Return October 11
Cycle 2 TUTORING	October 23-27
Spiral Cycle 1-2	October 23-27
Cycle 3	October 30-Nov. 17
Common Assessment	Nov. 20
DATA Disaggregate / Student Grouping	Nov. 20
Tutoring Notices go Home	Nov. 21 Return Nov. 22
Cycle 3 TUTORING	Nov. 27-Dec 1
Cycle 4	Nov. 27-Dec.112
Common Assessment	Dec. 13
DATA Disaggregate / Student Grouping	Dec. 13
Tutoring Notices go Home	Dec. 14 Return Dec. 15
CYCLE 4 TUTORING	Dec. 18-21
Spiral Cycle 1-4	Jan. 10-12
Cycle 5	Jan. 16-Feb. 5
Common Assessment	Feb. 7
Data Disaggregate / Student Grouping	Feb. 7
Tutoring Notices go Home	Feb. 8 Return Feb. 9
Cycle 5 Tutoring	Feb. 12-16
Cycle 6	Feb. 12-Mar. 6
Common Assessment	Mar. 7
Data Disaggregate / Student Grouping	Mar. 7
Tutoring Notices go Home	Mar. 8 Return Mar. 9
Cycle 6 Tutoring	Mar. 12-16
Spiral Cycle 1-6	Mar.12-April 4
Cycle 7	April 5-April 24
Common Assessment	April 25
Data Disaggregate / Student Grouping	April 25
Tutoring Notices go Home	April 26 Return April 27
Cycle 7 Tutoring	April 30-May 4
Cycle 8	April 30-May 18
Spiral Cycle 1-8	May 21-25
Common Assessment	May 29
Data Disaggregate / Student Grouping	May 29
Summer School Notices go Home	May 30 Return May 31
SUMMER SCHOOL	June 4-June 22

Appendix L: Student Services Special Education Strategic Five Year Plan 2016-2020

DRAFT
TURNAROUND
PLAN

Introduction

The Student Services department in Adams County School District 14, serves all students with a focus on students who qualify for special education under the Individuals with a Disability Act (IDEA) and the Exceptional Children's Education Act (ECEA) of Colorado. Nearly 1 in 5 individuals have a disability (U.S. Census Bureau 2012) and approximately 10-13% will qualify for an educational disability (NCES 2015). In 1975 the Education for All Handicapped Children's Act, now called IDEA, was enacted to provide children with disabilities the same opportunity for education as those students who do not have a disability. This act was a response to Congressional concern that more than 1 million children with disabilities were denied access to an educational system and appropriate education (USDE 2000).

In 2002, the update of the Elementary and Secondary Education Act, or No Child Left behind, placed emphasis on subgroups and achievement. One such subgroup are students in special education (Klein 2016). The purpose of breaking out the subgroups was to focus on overlooked populations. It was discovered that students with disabilities are underperforming at alarming rates. The most recent achievement targets in the area of reading is greater than 29% and for math greater than 26% of students with a disability scoring proficient on state testing. Currently students with a disability when including elementary, middle and high school in Adam's 14 are proficient at 9% in reading and 8% in math (CDE Indicator Profile, 2014 Appendix A).

In addition, the Colorado Department of Education (CDE) adopted the rigorous Common Core State Standards (CCSS). According to the white paper, CCSS Application to Students with Disabilities, a culture of high expectation must be implemented for students with a disability by providing instructional supports, accommodations and assistive technology taught by a special education teachers and/or related service provider (CCSS 2010).

The purpose of this strategic plan is to address long term goals with the primary purpose of increasing achievement for students with a disability, thus increasing graduation rates and post-secondary achievement.

EXECUTIVE SUMMARY

Student Services has an opportunity to contribute to the districts innovative turnaround efforts by increasing the academic achievement of students with a disability. After completing a SWOT analysis, data indicates that the special education staff has been lacking in support and feedback with instructional practices from the identifying process, developing an individual education plan and supporting access to the general education core. As a result students with a disability are greatly underperforming with over identification of second language learners. By restructuring the current ESS supports for school special education programs, student services can provide daily support in classroom from a highly qualified special education peer-administrator, thus holding special education accountable for high expectations and academic achievement. In addition, building based staff do not currently have special education procedures to properly implement IDEA and ECEA. This puts the district at risk for potential legal issues. Student services must develop these guidelines and provide training at the

building level from a peer-administrator. Finally building based special education staff are not equipped with the necessary skills to evaluate and communicate to a major portion of students who speak Spanish as their primary language. Specific strategies will be implemented to develop and recruit bilingual special education staff.

ORGANISATIONAL TENETS

Background**:** Student Services currently provides a broad spectrum of educational services from age 3 to 21 years old, that include academic, social, emotional, communicative, vocational, health and physical supports for all students, especially students with a disability. Student Services currently employs the following positions to provide these supports.

- 34 special education generalist teachers serving mild to moderate needs students
- 14 early childhood special education teachers working in inclusion preschools serving both general and special education populations
- 9 special education specialist teachers working with students with severe to profound needs that includes students with hearing, vision, intellectual disabilities, autism and serious emotional disabilities
- 11.5 speech language pathologists who focus on communication development for students with speech and language disabilities
- 29 mental health providers that include school psychologists/social workers who are providing related services to students with a disability and community based therapists providing wrap around services (connections to community mental health supports) for all student
- 5.5 school nurses, 1 audiologist, and 12 health clerks who provide school wide health related supports as well as related services for students with a disability
- 3 occupational therapist and 1 physical therapist
- 52 paraprofessionals who provide additional adult supports for students with a disability that include health, emotional, and social needs of students
- Support and technical staff that include 1 interpreter that coordinates interpreting/translation services for all families who speak/read a language other than English and 4 administrative assistants that support preschool child find, federal programs, purchasing, and Medicaid billing
- 4 special education coordinators, who are teachers on special assignment that focus on special education compliance and instructional supports and 1 school to work alliance coordinator who supports high school students in school to work transitions
- 2 student service administrators who are the required lead educational authorities and liaison to the Colorado Department of Education

Organizational Vision

The student services vision is to increase student achievement for students with a disability through the development of sustainable systems, specially designed instruction and well written individual education plans (IEP).

Mission Statement

It is the mission of student's services that all students with a disability will receive standards based specialized instruction and access to rigorous general education content with deliberate attention to cultural diversity and linguistic differences.

Values

Strength's based – by focusing on the strengths of students with a disability, we can leverage skills and knowledge to address needs

Equity- historically students with a disability, have been marginalized in the public school system; by bringing increased awareness of this population we can work towards educational equity for all students

Community- it takes more than the school to supports students with a disability; this requires strong partnerships with parents and community resources

STRENGTHS, WEAKNESS, OPPORTUNTIES, THREATS (SWOT) ANALYSIS

Organizational Strengths

1. Adequate staffing to address the unique needs of students in Adams 14 (2015-16 SY Staffing)
    a. School Aged Special Education Teacher Ratios of 1:20 students (excludes preschool)
    b. Speech Language Pathologist Ratios of 1:33 students
    c. Mental Health Ratios of 1:250 students
    d. Physical Health Ratios of 1:280 students
    e. Paraprofessional Ratios of 1:120 students
2. Model programming
    a. Model inclusive early childhood programming that blends general and special education under the direction of an early childhood special educator; one of the first fully inclusive preschool programming in the Colorado
    b. Model programming for autism that meets the CDE performance indicators and is often a host for others wishing to see a model program
    c. Near model programming in 2/6 significant needs classrooms that typically serve students with intellectual disabilities
    d. Top assistive technology department that supports accessibility in general education
    e. Health clinics in schools
    f. Access to community based therapists in schools
    g. Stable preschool curriculum resources materials in use for more than 6 years
3. Meets or exceeds the CDE state performance targets in the following indicators (CDE Indicator Profile, 2014 Appendix A).
    a. High participation of students with a disability on state testing (exceeds state targets)
    b. High number of students with a disability included in general education or receives services in general education (exceeds state targets)

c. 100% of preschoolers with disabilities are attending general education preschools (exceed state targets)
d. Preschoolers with disabilities are exceeding state growth in social emotional skills, language skills and behavior development

4. Adequate educational resources for students with a disability
    a. Ample resources provided to teachers and related services for students with a disability that cover the majority of needs of students
5. Established parent work group that advices special education through the special education advisory committee (SEAC)
6. Very low turnover rate of preschool paraprofessional staff and over 90% of preschool paraprofessionals are bilingual

Organizational Weakness

1. Lack of accountability for student success and achievement of special education teachers and related services
    a. Achievement levels are not adequate for students with a disability for the 13-14 school year (CDE Resource Report Performance 2015). Based on a survey of special education staff in Adams 14, 72% desire additional supports on specially designed instruction for students with a disability. A predominance of research indicate that students with a disability who have access to the core general education curriculum have higher levels of achievement (Danial 1997, Hanushek 2002, Baker 2004, Soukup 2007, Lee 2010, Deshler 2010). Over 81% special education staff are requesting more training on co-teaching, a method to increase access to general education, and over 65% of special education staff are not fully familiar with the core instruction or the Colorado State Academic Standards (CSAS).

	Reading (State Expectations 71.52%)			Writing (State Expectations 54.72%)			Math (State Expectations 50%)		
Elementary (% proficient)	11-12 sy 5.1%	12-13 sy 11.7%	13-14 sy 8.8%	11-12 sy 4%	12-13 sy 4.1%	13-14 sy 3.9%	11-12 sy 8.5%	12-13 sy 8.2%	13-14 sy 15.2 %
Middle (% proficient)	11-12 sy 6.9%	12-13 sy 13.9%	13-14 sy 13.1%	11-12 sy 3.8%	12-13 sy 6.6%	13-14 sy 4%	11-12 sy 3.1%	12-13 sy 5.4%	13-14 sy 5.1%
High (% proficient)	11-12 sy 2.7%	12-13 sy 2.8%	13-14 sy 7.8%	11-12 sy 0%	12-13 sy 1.9%	13-14 sy 2.9%	11-12 sy 0%	12-13 sy 0%	13-14 sy 0%

b. Interviews with principals and assistant principals all requested support in special education instruction, law, and evaluative feedback for both special education teachers

and related services. Only two school leader had a background in special education. The most common comments was, “I don’t know if what they are doing is effective.” School leaders receive minimal training in special education. 70% of special education staff surveyed requested specific training for school leaders in special education processes and law. Providing peer administration supports for school leaders will provide in school supports and elevate pressure for daily special education related issues and concerns.

c. In the 15-16 school year only 1% of students with a disability have an active behavior intervention plan. Each student with an identified behavior related disability such as autism, AD/HD, and serious emotional disability should have a functional behavior plan which is around 9% of students. After completing an Internal audit of a sample Functional Behavior Assessments and Behavior Intervention Plans using the Diana Wright FBA Audit Rubric indicated considerable concerns with the creation and implementation of the behavior plan. It is clear that special education teachers and related services do not know how to develop and implement an effective behavior intervention plan. 60% of the special education staff indicated that coaching on improving behavior supports in schools will have a positive impact.

Indicators of an Effective FBA/BIP (Wright-Browning 2016)	Adams 14 Outcome
Identified behavior concern in measurable terms	20% Effective 80% Partially Proficient
Data analysis	60% Ineffective 40% Partially Proficient
Analysis Methodology	20% Effective 80% Partially Proficient
Determination if behavior is impeding learning of other students	100% Ineffective
Indications of Multi-tiered systems of support in place prior to the FBA	100% Ineffective
Description of the antecedents (causes of the behavior)	60% Partially Proficient 40% Ineffective
Environmental adjustment to reduce behavior	100%Partially Proficient
A hypothesis as to the function of the behavior	60% Partially Proficient 40% Ineffective
Functionally equivalent replacement behaviors identified	60% Partially Proficient 40% Ineffective
Clarity of the plan with clear next steps	60% Partially Proficient 40% Ineffective

d. Adam's 14 has weak central oversight of special education. Historically there has only been one individual with an administration license overseeing over 191 employees working for Student Services. Recently a second administrator was added. Accountability of a large number of employees is not possible with such as high ratio, as administrators are the only employees who can evaluate certified staff and provide feedback for improvement. A survey of special education staff indicate that having a peer-administrator will provide better mentoring for new staff (61%), provide instructional coaching (59%), and support building leadership with staff evaluations (38%) and IEP development (39%). By converting the current TOSA coordinators into peer-administrators, special education teams will have access to a highly qualified special education coach, evaluator and appropriate legal support. There is no extra cost to the district and all positions are grant funded. This chart on administration to special education student ratios was collected individually with each district by either face to face communication, data on their website or data from the CDE School View site.

School Districts (similar size to Adams 14 where data was accessible in 13-14 sy)	Licensed Administration to Sped Student Ratios (13-14 sy)	Students with a Disability Achievement Rates in Reading
Adams 14 (1)	1:850 students	9%
RJ 27 (4)	1:415 students	15.28%
Westminster 50 (4)	1:264 students	13.30%
Mapleton (3)	1:273 students	23.45%
Englewood (2)	1:159 students	16.67%
Littleton (3)	1:270 students	34.97%
Sheridan (1)	1:165 students	8.6%

e. Through interviews, observations and review of job descriptions from human resources and the Integrated Services handbook, Child Advocates who are school psychologists and school social workers have acted as a Director designee on IEP meetings and are responsible to writing student IEPs and Prior Written Notices. This is not the role of school psychologists and school social workers. This must be done by case managers who can only be a speech language pathologist or special education teacher. Freeing up the school psychologists and school social workers will allow for more time to work directly with students, developing behavior intervention plans, and supporting the positive behavior supports in buildings. According to Visible Learning by Hatti, focusing on classroom behavior has a .80 effect on student achievement and by focusing on disruptive behavior has a .34 effect on student achievement (Hattie, 2009).

f. Through interviews, observations, review of the Kids First contract and review of IEPs, school nurses have not been serving as a related service on the IEP as outlined by IDEA

and ECEA. By including the school nurse as a related service, we will increase our identification of other health impaired and support students who need direct instruction to manage their health needs. In addition, Adams 14 doesn't have a comprehensive health agenda, although a committee is working on suggested board policy regarding health supports. Students who are healthy will achieve better in schools (CDC 2014).

g. Through interviews, observations and review of IEP's special education teams have not been following the least restrictive environment standard for transportation and the transportation department has never attended IEP meeting of students who qualify. Transportation is a related service and should attend IEP meetings when appropriate.

2. Over identification of second language learners with a disability and stagnate growth of students with a disability who are second language learners
    a. External audit conducted by Dr. Henrietta Pazos with New Horizons/Nuevos Horizontes indicated a lack of dominant language testing for cognitive and academics skills. Only 18% of the students who were second language learners complete the appropriate pre-referral process. (Pazos, 2015, Appendix B). Adams 14 must conduct cognitive and academic evaluations in both languages as required by IDEA title I/B/612/a/6/B statue.
    b. According to the Adams 14 ELD Plan 2015-2016 23.99% of identified special education students are non-English proficient and an additional 9.26% are limited English Proficient (ELD Plan 2015-16). The standard of identification in any subgroup should be around 10%.
    c. WIDA Access Achievement and Growth Results of students with a disability for the past three years have been stagnate (median growth percentile 2013 is 26%iles, 2014 is 29%ile and 2015 is 27%iles- well below the stage average around the 50%ile) (CDE Resource Report Performance 2015)
    d. Survey of the special education staff, 14% indicated that they can speak Spanish fluently. The number of special education teachers and related services are significantly lower at less than 1%.
3. Poorly written individual education plan (IEP)
    a. According to the 2014 Colorado Department of Education Results Driven Accountability audit 8% of the IEP evaluated did not meet the standard for present levels of academic achievement, annual goals and objectives and 11% did not meet the standard for the prior written notice. By not meetings these standards at 100%, we run the risk of a potential due process complaint from a parent or outside agency. 62% of special education teams surveyed are unsatisfied with the guidance they have received from ESS on writing an effective IEP. With a ratio of special education administration and students with a disability is 1:850, providing assistance with effective IEP's is strained.
    b. While the Results Driven Accountability only looks at compliance, it doesn't look at quality of educational programming. An internal audit of a sampling of IEP indicated a profound lack of quality of the educational plan. This is another example of a lack of accountability of the school based special education teams. Only one educational plan

came close to meeting the quality standard for an IEP. This student happens to be performing close to grade level in district standard assessments.

Quality Indicator of effective education plans for students with a disability	Results
Educational strengths indicated in the present level report	15% Superior 15% Somewhat Effective 68%Inefficient or Ineffective
Educational needs clearly indicated in the present level report	39% Effective 30% Somewhat Effective 31% Inefficient or Ineffective
Body of evidence is adequate to determine the needs	23% Effective 31% Somewhat Effective 30% Inefficient or Ineffective
Quality of the body of evidence	46% Somewhat Effective 54% Inefficient or Ineffective
Measurable educational goals aligned with needs that are standards based with a strong learning trajectory	8% Effective 31% Somewhat Effective 61 % Inefficient or Ineffective
Supplementary supports and aids identified with plans for implementation	8% Effective 30% Somewhat Effective 62% Inefficient or Ineffective
Reasonable service times that are aligned to the needs and goals of the students	8% Effective 46% Somewhat Effective 46% Inefficient or Ineffective
Bilingual needs identified if applicable	35% Inefficient or Ineffective

4. Over identification of speech language impairment and under identification of other heath impaired
    a. There is an over identification of students with a speech language delay (district 25.26% vs nation/state 19%) with almost half of these students are second language learners.
    b. There is an under identification of students with other health impaired -ADD, depression, diabetes, etc. (district 7.33% vs nation 11%).
    c. 33% of our student with a transition plan for post-secondary outcomes are out of compliance with Indicator 13 through the CDE results driven accountability

Organizational Opportunities

1. Adams 14 and Commerce City has a rich pool of individuals who are bilingual, some of whom work for the school district in classified position. In addition, some high school students are working on certifications to show they are bilingual. This pool should be tapped as a resource to support students with a disability in bilingual programming
    a. Adams 14 Students Services can explore "grow your own grants" that can cover a portion of tuition costs for current staff and community members to obtain their associates, bachelors and possible master's degrees in educational field related to education, especially to work with students with a disability.
    b. Adams 14 Student Services can partner with a local university to develop a teacher residency program. Using current classified staff who have a bachelor's degree, a teacher residence program can use the CDE alternative licensure pathway to infuse bilingual teachers in the district. Adams 14 master teachers and administrators can work as adjunct facility for a teacher residency program.
    c. Work study and scholarship possibilities for high school students who wish to pursue a career in education either as a paraprofessional or professional.
2. Adams 14 has the opportunity to develop model biliteracy supports for students with a disability that speak two languages. When a student is identified with a disability, it occurs in both languages. If any of these students are in biliteracy programs, most of them are getting their special education services only in English. By providing supports in both languages, we are better preparing students for post-secondary employment opportunities.
    a. This will require recruitment and training of bilingual special education teachers, paraprofessionals and related services.
    b. Student Services, along with the English Language Department need to identify appropriate resource materials in Spanish to use with students with a disability.
3. Adams 14 has an opportunity to provide model programming for students with significant needs and students with serious emotional needs, through partnerships with the community and the Colorado Department of Education.
    a. Model nursing services with the support of Kids First that includes the school nurse as a related service provider supporting students with health needs.
    b. Model affective needs programming by partnering with Community Reach Center in the development of mental health programs for students who might otherwise attend an out of district placement.
    c. Model programming for students with intellectual disabilities that sees them learning the exact same content as their general education peers but is taught in vastly different ways.
    d. Bring back deaf and hard of hearing services to Adams 14 that focuses on language and listening skill development in their neighborhood schools instead of sending students to neighborhood schools.

e. Develop a model transportation program of students with a disability that looks at transportation the same as we look at access to general education that includes having transportation attend problem solving meetings and participate in positive behavior supports training.

4. Adams 14 has an opportunity to increase the achievement of students with a disability that can pull the district out of turn around status.
    a. Majority of students with a disability fall into the mild needs range (26% with a speech language disability and 43% with a specific learning disability). This chart indicates the number of students who were partially proficient on state testing. If the district can convert these students to proficient in increments over the next three years, special education will be able to contribute to the turnaround efforts of the district.

	Math			Reading			Writing		
% of students who scored partially proficient on state testing in the 13-14 school year	Elem 29.4%	Middle 22.9%	High 24%	Elem 31.8 %	Middle 30.5%	High 37.7 %	Elem 44.9 %	Middle 72%	High 52%

5. Adams 14 has an opportunity to develop a model for a continuum of services for students with a disability at the high school level to reduce dropout rates and increase graduation rates.
    a. With a strong course catalogue for students with options for graduation, it would be a good opportunity to revamp the course options for students with a disability that supports their needs. Moderate needs students as well as students with autism, affective needs and higher performing students with intellectual needs can take the case course work offered to general education students but in an alternative setting taught by a highly qualified special education content teacher.
    b. Offering transition skills electives for students with intellectual disabilities can be organized around competencies and expanded into the transition program.
    c. Foundation classes can be revamped to maximize growth in reading, writing and math skills for moderate needs students following a competency based model with acceleration.
    d. As a part of a long term plan, there is the possibility of restructuring how schools are providing services to students by re-allocating position, increase the number of paraprofessionals becoming teachers, and decreasing the needs for central supports with stronger guidance for procedures in place, then schools can increase the number of special education teachers to allow for co-teaching, resource rooms and cross category

center programming in each building. This will reduce transportation costs, a need for out of district services, and a need to specific center based programs.

e. By investing in assistive technology, all 850 students will have access to technologies that will increase their access to the general education curriculum which has been indicated above to improve academic achievement.

f. According to the 13-14 Results Driven Accountability review of graduation rates of students with a disability, Adams 14 is well below state targets. By revamping the high school options, these graduation rates will improve.

Graduation Rates	Adams 14 Rate	State Target	State Performance
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 4 years of entering 9th grade	43.28%	Greater than or equal to 80%	53.80%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 5 years of entering 9th grade	55.93%		63.10%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9th grade	50.91%		67.03%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 7 years of entering 9th grade	50.00%		68.83%

Organizational Threats

1. One threat to the district are due process and civil rights complaints from parents of students with a disability. The Individuals with a Disability Act ensures that all parents have special due process rights. One of these is a right to dispute resolutions. When a procedural process has been violated, parents can request mediators and courts to support dispute resolutions. Each time a district has to enter a dispute resolution hearing, it has to pay a considerably amount of money. Most of the time when parents are not happy it is because of a lack of communication with the school or their child is making a lack of progress in their education. When they obtain an advocate or legal representation, they are looking for violations to the special education process. If found in violation, then the district must fix the problem that may end up costing

extra money or the state/federal government may fine the district. This is why there must be close accountability over the 850+ IEP's developed each year. Common violations include the following that have been addressed this year in Adams 14.

   a. Failing to secure a general education teacher who must attend the entire IEP meeting.
   b. Failing to enroll a student with a disability until a special education team reviews the IEP.
   c. Failing to adhere to the times lines of 60 days to evaluate and 30 days to develop an IEP.
   d. Making a predetermination of a disability before the evaluation is complete and shared.
   e. Failing to receive input from parents regarding their child's needs.
   f. Failing to make recommendations with sufficient clarity
   g. Failing to develop and implement a behavior intervention plan

2. Another threat to the organization are corrective actions from the Colorado Department of Education or the Federal Office of Special Education. Regular audits of IEP's are conducted. If there is a large number of parent complaints then investigations are initiated. In addition, the district must make maintenance of effort in finically supporting special education and when accepting Title IV funds, specific requirements must be met. Adams 14 has already received one parent complaint that has been resolved and one visit from a principle consultant regarding transition services since January 2016.
3. When there is turn around in district leadership, especially in the field of special education, it can create major disruptions. It is critical for sustainability for Adams 14 to develop procedures that can be carried out regardless of leadership. Leadership must stick around long enough to develop and implement these procedures until they become habit. This would take a minimum of five years.
4. Recruitment, hiring and retaining qualified special education teachers and related services is a struggle across the country. In Adams 14 it is going to be critical that a majority, it not all staff, must be bilingual in both Spanish and English.

MAJOR GOALS

Root Cause and Hypothesis

Using the SWOT Analysis, the following root causes of the lack of student achievement have been identified.

1. Special Education teams have not been held accountable to following disability identification standards thus the over identification of second language learners with a disability.
2. Special Education teams have not been held accountable to developing a quality education program for students with a disability from identifying strengths, needs, goals, supports and services across the continuum of from mild to profound needs students, thus the poor quality IEP plans and poor achievement.
3. Special Education teams and Related Services have not been held accountable for day to day duties as school based leadership doesn't have the capacity, knowledge or skills in supporting special education.

4. Specialized service providers that support all students in a building, school nurses and mental health, have not been held accountable to the specific duties that require their expertise such as the development of a functional behavior analysis, behavior intervention plans and direct instruction on health needs.
5. High schools have not develop a continuum of services for students with a disability, thus low graduation rates for students with a disability.
6. Student Services has not been able to recruit and train qualified bilingual staff to support the needs of students with a disability, thus weak academic achievement for students who are second language learners.
7. Adams 14 is at risk for a federal or state complaint due to the lack of accountability of the procedural process that must be in place for all IEP's.

Major Goal 1

By providing oversite and accountability from a qualified administrator who has or is working towards their special education directors license and trained under a qualified director of special education, school teams will receive weekly support around identification of students with a disability, supporting in the determination of the least restrictive environment, following proper procedure, supporting school leadership in evaluation and feedback, modeling effective instruction, and provide direct oversite of special education and related services across the continuum of services, then there will be an increase in student achievement.

- Restructure the ESS staff supporting special education to increase peer-administration supports to buildings to increase IEP quality, provide academic coaching, and provide relief to school administration by supporting staff evaluations and to have a director designee in house.
- Develop a strategic plan to reduce reliance on out of district placement of students, which cost the district over 500,000 each year. Special Education will explore options to provide these services in district at a significantly lower cost.
- Restructure the ESS staff to provide direct oversight of related services
- Revise Kids First contracts and Community Reach contracts to better align with IDEA requirements
- Create guidelines for center placements
- Develop school leader training
- Develop a continuum of services for students with a disability at the secondary level with a three year plan
- Develop special education procedures aligned with board policy and the IDEA and ECEA

2015-16

- Assigned peer-administrator to each school to work with school leaders on improvement plans for the school special education services
    - Peer-administrators provides academic coaching and direct feedback on instruction to special education staff

    - Monthly evaluation of the peer-administrator role with adjustments
- Monthly meetings and professional learning for related services to support special education goals
- Provide strong oversight and accountability of Kids First and Community Reach services
- Evaluate center programs
- Increase the number of parents who attend SEAC and attend special education trainings in their neighborhood schools
- Present special education training to school leaders each month
- Implement year one of the plan for continuum of services in the secondary schools
- Restructure the role of the child advocate to school psychologist and/or school social worker; reduce team lead responsibilities and shift the role to a related service with MTSS and prosocial skill coordination responsibilities

2016-17

- Begin to make adjustments of services in buildings to increase teaching in support across the continuum of services.
- Begin to make adjustments of related services by increasing efficiency and making adjustments to increase teaching supports in each building
- Review the Kids First and Community Reach services to ensure that Adams 14 is fiscally responsible and best aligned to supports for students
- Begin to reduce center placements and increase the number of cross-category center programs in half of the schools.
- Continue to increase the number of parents who attend SEAC and attend special education trainings in their neighborhood schools
- Develop a special education induction program for new school leaders; continue monthly school leader training
- Implement year two of the plan for continuum of services in the secondary schools

2017-18

- Close all unnecessary center programs and open a cross-category center classroom in every elementary school. Prove a continuum of services in every high school.
- Continue to increase the number of parents who attend SEAC and attend special education trainings in their neighborhood schools
- Implement special education induction program for new school leaders; continue monthly school leader training
- Implement year three of the plan for continuum of services in the secondary schools

2018-19

- Continue to increase the number of parents who attend SEAC and attend special education trainings in their neighborhood schools
- Implement special education induction program for new school leaders; continue monthly

school leader training

Major Goal 2

By providing district procedures for foundational special education processes that include disability identification, functional behavior plans, determination of supplementary supports and aids that include paraprofessional allocation, discipline for students with a disability, we will reduce the number of second language learners qualifying for special education, decrease student dropout rates, increase independence skills and increase student achievement.

- Develop district procedural guidance to qualify students for special education in all of the 13 disabling conditions
- Develop district procedural guidance on all aspects of IDEA and ECEA
- Develop district procedural guidance to develop a functional behavior analysis and intervention plan
- Develop district procedural guidance in determining qualification for students with a disability who are second language learners
- Develop district instructional guidance for students with a disability based on needs
- Develop district instructional guidance for students with a disability who are second language learners
- Develop district instructional guidance for students who are twice exceptional (Gifted and have a disability)

Major Goal 3

By providing increasing the number of student services staff who are bilingual including special education teachers, related services and paraprofessionals, we will decrease the over identification of students who are second language learners, see an increase in student achievement of second language learners and provide services that seamlessly merge with the bi-literacy implementation.

- Determine current staffing who are bi-lingual or could become certified bi-lingual
- Explore options for a “grow your own” alternative license program developing certified bi-lingual staff
- Explore options for scholarship funding for H.S. seniors who are bilingual to become student services providers
- Increase recruitment options for finding qualified bi-lingual staff
- Develop a retention plan for current staff who are qualified bi-lingual

EVALUATION

The following data based measures will be used to evaluate each goal with year by year benchmarks

Major Goal 1 – restructure and accountability to increase achievement

Measure	2016 Baselines	2017 Benchmarks	2018 Benchmarks	2019 Benchmarks

Reduction in out-of-district (ODD) placements of students with disabilities	28 students	24 students	20 students	15 students
Reduction of students with a speech language impairment	26% of students with a disability	23% of students with a disability	19% of students with a disability	Maintain 2018 benchmark
Increase in Other Health Impairment	7.33% of students with a disability	9% of students with a Disability	11% of students with a disability	Maintain 2018 benchmark
Reduction of students with Non-English or limited English proficiency qualifying for special education	33.26% of students with a disability	23% of students with a disability	15% of students with a disability	10% of students with a disability
Increase WIDA Access scores	27%ile (median growth percentile) 13-14 sy 15-16 Baselines are not available	TBD when the current scores are released	TBD when the current scores are released	39%ile (median growth percentile) based on the genera education MGP
Reduce students placed in a center program (LRE Code 303)	6.91% Students in the most restrictive environment provided in Adams 14	No benchmark-two year goal	5.95% Students in the most restrictive environment	Maintain state average of 5.95%
Increase student achievement	15.2% Baselines are based on 13-14 school year	TBD when the current scores are released	TBD when the current scores are released	30%
Increase parent participation and training offerings	15 parents attending SEAC 4 Parent Trainings by Center Teachers	20 parents attending SEAC 8 Parent Trainings by Center Teachers	25 parents attending SEAC 12 Parent Trainings by Center Teachers	30 parents attending SEAC 16 Parent Trainings by Center Teachers

Major Goal 2- foundational procedures for instruction and compliance

Measure	2016 Baselines	2017 Benchmark	2018 Benchmark	2019 Benchmark
Results Driven Accountability	8% of the IEP evaluated not meeting the standard for present levels of academic achievement, annual goals and objectives and 11% not meeting the standard for the prior written notice	5% of the IEP evaluated not meeting the standard for present levels of academic achievement, annual goals and objectives and 6% not meeting the standard for the prior written notice	2% of the IEP evaluated not meeting the standard for present levels of academic achievement, annual goals and objectives and 4% not meeting the standard for the prior written notice	0% of the IEP evaluated not meeting the standard for present levels of academic achievement, annual goals and objectives and 0% not meeting the standard for the prior written notice
Internal Audits of IEP Quality	68% of special education staff unsatisfied with central supports on IEP writing 8% of Adams 14 IEPs meet the quality standards	48% of special education staff unsatisfied with central supports on IEP writing 30% of Adams 14 IEPs meet the quality standards	25% of special education staff unsatisfied with central supports on IEP writing 70% of Adams 14 IEPs meet the quality standards	Less than 10% of special education staff unsatisfied with central supports on IEP writing 90% of Adams 14 IEPs meet the quality standards
Internal Audits of IEP Eligibility of Bilingual students	0% of bilingual students have a complete assessment in both languages	30% of bilingual students have a complete assessment in both languages	60% of bilingual students have a complete assessment in both languages	80% of bilingual students have a complete assessment in both languages
Internal Audits of FBA/BIP	0% of the FBA/BIP will meet quality standards	30% of the FBA/BIP will meet quality standards	60% of the FBA/BIP will meet quality standards	90% of the FBA/BIP will meet quality standards

Major Goal 3- increase bi-lingual staff

Measure	2016 Baselines	2017 Benchmark	2018 Benchmark	2019 Benchmark
Number of bilingual staff serving students with a disability	8% can communication in Spanish 1% can provide services in Spanish	15% can communicate in Spanish 5% can provide services in Spanish	20% can communicate in Spanish 15% can provide services in Spanish	25% can communicate in Spanish 25% can provided services in Spanish

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State Performance Plan Indicator Profile - FFY 2013

AU Name:	AU Code:
Adams 14 (Commerce City)	01030

Indicator 1: Graduation Rates [1, 4]			
Graduation Rates	**AU Rate**	**State SPP Target [2]**	**State Performance [3]**
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 4 years of entering 9th grade	**43.28%**	**≥ 80.00%**	**53.80%**
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 5 years of entering 9th grade	**55.93%**		**63.10%**
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9th grade	**50.91%**		**67.03%**
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 7 years of entering 9th grade	**50.00%**		**68.83%**

[1] Definition is aligned with ESEA

[2] Target set by Office of Federal Programs Administration, CDE for ESEA

[3] Does not include students in Eligible Facilities or State Operated Programs

[4] For more specific school or district information, please go to Schoolview.org

Indicator 2: Drop-Out Rates [5]			
Drop-Out Rates	**AU Rate**	**State SPP Target**	**State Performance**
Percent of students with disabilities aged 14 – 21 who dropped out	**40.82%**	**≤ 26.2%**	**25.31%**

[5] Definition is aligned with IDEA

Indicator 3B & 3C: Assessment			
Participation and Performance Rates	**AU Rate**	**State SPP Target**	**State Performance**
Participation rate of students with disabilities for Reading assessments	**98.54%**	**> 95.00%**	**97.79%**
Participation rate of students with disabilities for Math assessments	**97.82%**	**≥ 95.00%**	**97.44%**
Proficiency rate for Reading assessments CSAP & CSAPA	**9.28%**	**≥ 28.86%**	**22.56%**
Proficiency rate for Math assessments CSAP & CSAPA	**7.76%**	**≥ 25.95%**	**19.50%**

Indicator 4B: Suspension/Expulsion	
Overall state rate of students with disabilities with long-term suspensions/expulsions	0.437994 per 100 students with disabilities
Cut-off for Significant Discrepancy from State Median	2.627964 per 100 students with disabilities
AU Rate	0.76
AU Rate Exceed Benchmark?	No
Does the AU have policies and procedures that DO contribute to inappropriate identification?	No

Indicator 5A & 5B & 5C: School Age Least Restrictive Environment (LRE)			
Program/Placement	AU Rate	State SPP Target	State Performance
Percent of students with disabilities in regular class at least 80% of the time	70.45%	≥71.30%	72.11%
Percent of students with disabilities in regular class less than 40% of the time	4.71%	< 7.30%	7.19%
Percent of students with disabilities in separate schools/facilities, homebound or hospital	2.04%	< 3.50%	2.63%

Indicator 6A & 6B: Preschool LRE			
Program/Placement	AU Rate	State SPP Target	State Performance
Percent of children aged 3 – 5 with disabilities attending a regular early childhood program and receiving services in a regular early childhood program	100.00%	≥ 85.50%	85.26%
Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility	0.00%	≤ 6.30%	6.63.%

Indicator 7A & 7B & 7C: Preschool Outcomes			
Summary Statements	AU Rate	State SPP Target	State Performance
Outcome A: Positive social-emotional skills (including social relationships)			
1) Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	95.50%	≥ 81.09%	81.19%
2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	78.90%	≥ 67.76%	67.76%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)			
1) Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	95.50%	≥ 82.11%	82.11%
2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	81.60%	≥ 69.34%	69.34%
Outcome C: Use of appropriate behaviors to meet their needs			
1) Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	87.00%	≥ 82.08%	82.08%
2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	73.70%	≥ 72.12%	72.12%

Indicator 8: Parent Involvement			
Survey Responses	AU Rate	State SPP Target	State Performance
Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results	Not in survey	≥ 52.00%	57.32%

Indicator 9: Disproportionality – Child With a Disability			
Disproportionality	AU Results	State SPP Target	State Performance
Does the district have disproportionate representation of racial and ethnic groups in special education and related services, **which is the result of inappropriate identification?**	0.00%	0.00%	0.00%

Indicator 10: Disproportionality – Eligibility Category			
Disproportionality	AU Results	State SPP Target	State Performance
Does the district have disproportionate representation of racial and ethnic groups in, specific disability categories, **which is the result of inappropriate identification?**	0.00%	0.00%	0.00%

Indicator 11: Child Find			
Evaluation/Eligibility Timelines	AU Rate	State SPP Target	State Performance
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days	99.39%	100.00%	97.83%

Indicator 12: Early Childhood Transition			
Transition from Part C to Part B	AU Rate	State Target	State Performance
Percent of children referred by Part C prior to age 3, whose eligibility was determined with an IEP implemented by their third birthday (includes students found not eligible)	100.00%	100.00%	98.23%

Indicator 13: Secondary Transition			
Transition	AU Rate	State SPP Target	State Performance
Percent of youth aged 16 and above with an IEP which includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.00%	100.00%	92.41%

Indicator 14: Post-School Outcomes			
Transition	AU Rate	State SPP Target	State Performance
Percent of youth who, *within one year of leaving high school*, had IEPs, are no longer in secondary school, and have been:			
a) Enrolled in higher education	Not in survey	≥ 32.50%	26.57%
b) Enrolled in higher education or competitively employed	Not in survey	≥ 61.00%	74.43%
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	Not in survey	≥ 69.00%	83.86%

APPENDIX B Adams 14 NEP Report for Special Education

To: Kim Jiron

Date: 11/30/2015

RE: NEP Report

An analysis of 44 out of 125 Elementary NEP student IEP's were reviewed to identify areas of strength and need in the evaluation and report writing process for NEP students. The number of students (n=44) was chosen at the recommendation from the Adams 14 Assessment and Research Department so the results could be statistically significant. Below are the analysis results and recommendations for your review. I have also attached the data sheet for your review. Let me know if you have any questions. I look forward to continued work and collaboration in such an important project.

Analysis Results:

- RtI at Initial: (Areas of Weakness) 18%: only 18% of students went through a Response to Intervention (RtI) process prior to their initial staffing. This was partly due to students whose initials were Part C to B (27%) in which an RtI process would not be appropriate. However, the majority of students were staffed at either Preschool/Kindergarten (45%) age or after Kindergarten in which RtI might have been appropriate. It must be noted that some of the Preschool/Kindergarten students did not receive RtI due to reasons such as referral made by parents/outside agency or due to prior health DX.
- Dominant Language Testing at Initial: 66%. (Area of Strength): The majority of testing conducted in the student's dominant language was in Speech and Language testing. This is a strength found in the NEP IEP's reviewed. A majority of Speech and Language testing was conduced in Spanish or Spanish and English. This is best practice to help reduce misidentification of disability of ELL students.
- Dominant Language Testing for other areas other than Speech and Language (Weakness): Although this was an area of strength for Speech and Language testing; there was significantly less testing in the dominant language in Cognitive and very few in Academic testing. Academic Testing: Although the students' language of instruction could be assumed to have been in English; there were a large number of students who were tested during their first school experience (30%); which could make the academic testing in English not valid and an underestimate of the student's ability. It has to be noted that some of these students were tested during their first school experience because of significant health dx or due to parent and/or agency referral however academic testing results could still potentially have been an underestimate.

  Cognitive Testing: In addition, there were a number of students that were tested with a Bilingual

Version of the KABC-II. However, further review of the KABC-II indicates that the Knowledge/ Crystalized ability section can only be administered in English although responses in Spanish do receive credit. (http://www.culturalfairness.com/why-kabc.asp). Lastly, KABC-II standardization norms specifically for ELL's were not discussed within the reports. Although there is research that supports the use of KABC-II with culturally diverse students; it is unknown if it is appropriate to use with ELL's, especially NEP Ell students.

- Initial at Preschool/Kindergarten: 47%: (Area of Potential Weakness) Almost half of the students were tested during Preschool or Kindergarten. When reviewing the data further, 27% were in Preschool and 20% in Kindergarten. Although this may be partly due to true disabilities identified appropriately due to under-identification during Part C; especially in the area of Speech and Language; there were a number of students who were identified with PSD although the only concern and/or testing conducted in Spanish was in Speech Language. Further analysis is needed (see recommendation section).
- CELA/ACCESS scores reported at Initial or Tri: 32%. (Weakness) The low number of CELA/ACCESS scores reported is in large part due to the age of the Initial assessment, since there was a total of 54% of students who were identified during Part C to B or Preschool; where formal proficiency test scores were not available. In addition, depending on when the student was assessed, proficiency scores would not be available for some Kindergarten students. However, there were a number of students who were identified between 1-5th grade whose CELA/ACCESS scores were not reported. Lastly, there was significant improvement of CELA/ACCESS score reported at students' Triennials; especially when using the new CDE ENRICH forms.
- Number of Transfer within and out of State: 18%: (Weakness) This number is important since the majority of the Transfer IEP's either did not include any ELL considerations and/or there was no report attached to the ENRICH system to identify if there were ELL factors considered at the student's Initial. All the Transfers were accepted; with no evidence to support that ELL factors were considered by the other school district.
- TPBA used at Initial: 30%: (Needs further study) This data was included since most of the Part C to B and Preschool Testing was conducted utilizing TPBA with no mention of language used with a few exceptions. It appears that in these cases, the only Spanish testing utilized in most cases was in the Speech and Language area. More information is needed on TPBA best practices for ELL testing and identification.

RECOMMENDATIONS:

The following recommendations are divided into three categories: I) Pre-Referral Considerations II) Pre-Assessment Considerations III) Further Data Analysis. The recommendations for I-II are guided by the Colorado of Department of Education Facts Sheet "Critical Questions Regarding the Special Education Process for Culturally and Linguistically Diverse Students (August, 2015) and by Brown and Sanford's (2011) Document Titled : RtI for English Language Learners: Appropriate Using Screening and Progress

Monitoring Tools to Improve Instructional Outcomes (National Center of Response to Intervention, 2011).

I. Pre-Referral Considerations: According to CDE (2011) there are three important questions to consider at the referral process: 1) has the student had appropriate support, structure, instruction for sufficient time, with enough intensity, to acquire necessary language, academic, and behavioral skills? 2) Have we used appropriate accommodations in the classroom? 3) Have we considered the child's academic history and personal experiences?

Recommendation 1: Based on the NEP review, one major area to develop is the use and/or documentation of appropriate Response to Interventions with ELL's prior to referral and documentation of prior academic and language of instruction history. This is a major endeavor that will require multiple steps and collaboration between special education, general education, English Language Development Departments and other stakeholders. Below are some suggested steps:

1) Train school based teams on RtI best practices for English Language Learners. Teams ideally should have representation from special education, general education and English Language Development staff.
2) Develop and use a checklist to guide RtI referral process that is aligned with ELL screening, progress monitoring, and intervention best practices.
3) Collect data, at the pre-referral stage, that includes, but not limited to, student's language proficiency through informal and formal measures, level of acculturation, history of academic/language of instruction, parent interview, ELD support, and classroom accommodations to guide the RtI process.

II. Pre-Assessment Considerations: According to CDE (2011) there are three important questions to consider at the Pre-Assessment process are: 1) What are the English language skills of this student? How do we know? 2) Which informal tools will be useful? Who will use them? 3) Are there appropriate tests in this child's native language? Are the norms appropriate? Does the child require the tests in his/her first language? 4) If we will use an interpreter, who will he/she be? Does he/she have the appropriate level of technical language to be able to correctly interpret the assessment? Has he/she been trained in the special education assessment process and interpreting procedures?

Recommendation 2: Identify and use a number of informal and formal language proficiency measures for ELL's infancy-Kindergarten age to use at the Part C to B at the Preschool and Kindergarten screening and evaluation processes.

Recommendation 3: Utilize both ACCESS and informal/formal measures of language proficiency for grades K-5th to guide language of assessment decisions and document in the Assessment report.

Recommendation 4: Research and Identify TPBA best practices for English Language Learners. Obtain baseline for current use of best practices and develop plan to implement best practices for continued monitoring. Training of interpreters for the TPBA process is important due to the complex nature of the assessment. If an interpreter is used, document this in the Assessment report.

Recommendation 5: Upon receiving a transfer student, review IEP for ELL considerations and determine and document reasons for accepting or not accepting transfer based on ELL and other IEP relevant factors. .

Recommendation 6: Research and identify academic and cognitive testing best practices for ELL's and train staff.

III. Further Data Analysis through ENRICH:

Recommendation 7: Analysis of Disability Category and # of students exited from Special education might be helpful to determine if students who receive early interventions through Part C to B and Preschool/Kindergarten exit out of special education successfully and if so which disability category receives the highest rate of exit. This might help in determining if the high initial staffing rate at the Preschool level is effective and needed as an early intervention.

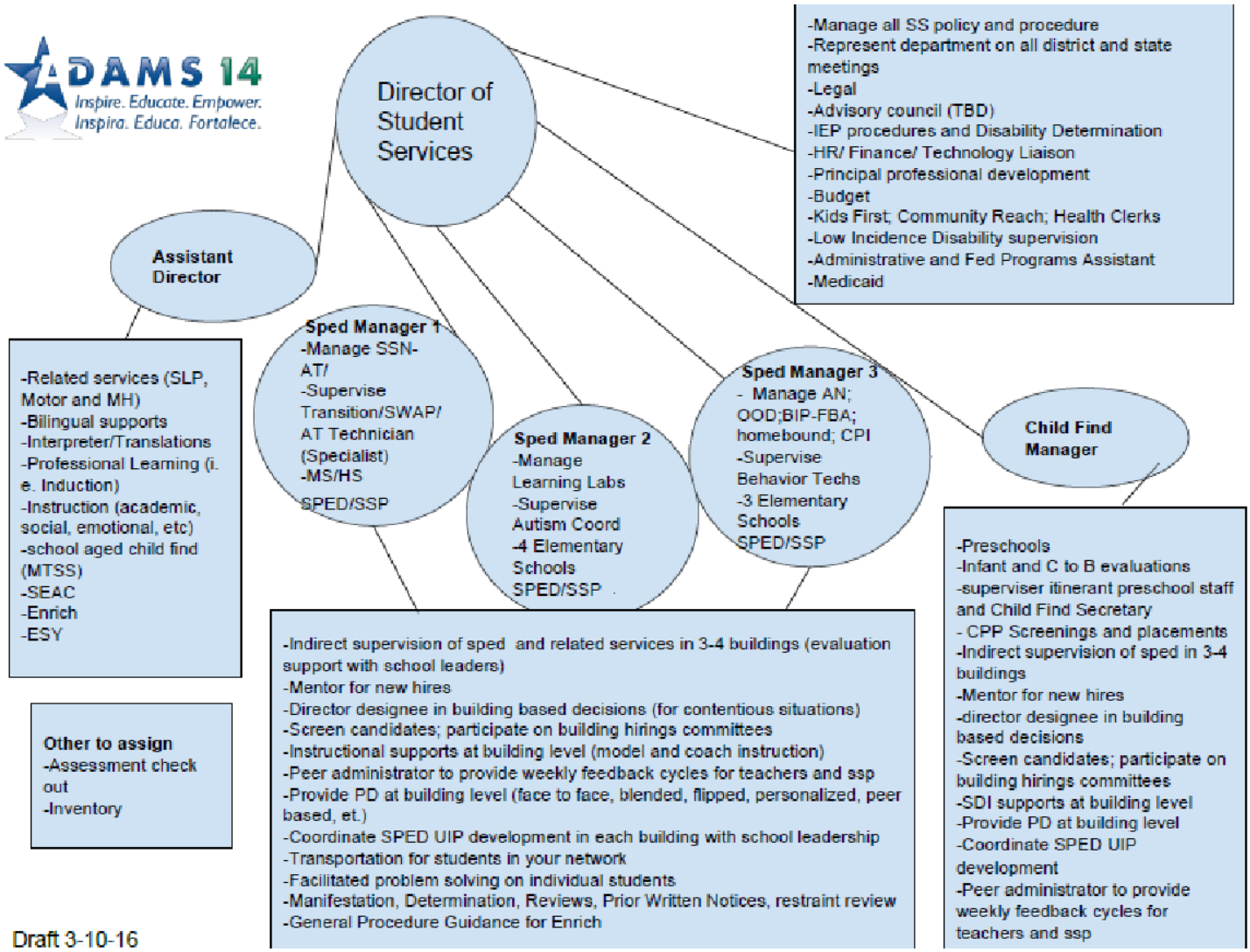
Prepared by: Dr. Henrietta Pazos, New Horizons/Nuevos Horizontes

APPENDIX C Restructure of Adams 14 ESS Staff

Retain the assistant director of special education to ensure the district has a CDE Lead Educational Authority (LEA) on site at all times.

Convert 3 current TOSA postions to Special Education Manager postions (Preschool/Child Find, Autism and 3-4 schools, Significant Needs and 3-4 schools)

Using a 5% increase in Title 6 Special Educaiton Funds to create a behavior focused manager (Affective Needs and 3-4 schools)



Appendix M: 2017-2018 District Calendar

ADAMS 14

Inspire. Educate. Empower. Inspira. Educa. Fortalece.

DISTRITO ESCOLAR ADAMS 14

Calendario Escolar de Estudiantes 2017-2018

- DÍAS FESTIVOS | NO HAY CLASES
- PRIMER DÍA K-12 | ÚLTIMO DÍA TODOS LOS ESTUDIANTES
- TRABAJO INTERNO DE MAESTROS - NO HAY CLASES
- SALIDA TEMPRANO
- DESAROLLO PROFESIONAL - NO HAY CLASES
- PARTICIPACIÓN DIRECTA DE PADRES - NO HAY CLASES
- ESCUELA DE VERANO

Fechas Importantes

- Entrenamiento de Nuevos Maestros | Julio 31 - Agosto 4
- Bienvenida - Inicio de Empleados | 8 de Agosto
- articipación Directa de Padres en las Escuelas | Agosto 11, Enero
- Primer Día de Escuela para Estudiantes | 14 de Agosto
- Vacaciones de Otoño | 16-20 de Octubre
- Vacaciones de Invierno | 25 de Diciembre 25 - 5 de Enero
- Vacaciones de Primavera | 26 - 30 de Marzo
- Último Día de Clases para Estudiantes | 31 de Mayo
- Último Día para el Personal | 1 de Junio
- Escuela de Verano | 11 - 29 de Junio

Días de Salida Temprano

Primaria 1:55 | Secundaria 1:15 | Preparatoria 12:34

Septiembre 13, Noviembre 22, Febrero 14, Mayo 2

Días de Desarrollo Profesional

Agosto 8-10 | Octubre 12 | Enero 8 | Marzo 22

Días de Trabajo Interno de Maestros

Agosto 7 | Octubre 13 | Diciembre 22 | Marzo 23 | Junio 1

Graduación

- Continuación de 8o Grado de KMS | 22 de Mayo
- Continuación de 8o Grado de ACMS | 23 de Mayo
- Adams City High School | Sábado, 19 de Mayo, 2018
- Lester Arnold High School | Sábado, 19 de Mayo, 2018

Trimestres

- 1er Trimestre | 14 de Agosto - 11 de Octubre (42 días)
- 2do Trimestre | 23 de Octubre - 21 de Diciembre (41 días)
- 3er Trimestre | 10 de Enero - 21 de Marzo (49 días)
- 4to Trimestre | 2 de Abril - 31 de Mayo (43 días)

ADAMS 14

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ADAMS 14 SCHOOL DISTRICT

2017-2018 Student Calendar

- HOLIDAY | NO SCHOOL
- FIRST DAY K-12 | LAST DAY ALL STUDENTS
- TEACHER WORKDAY - NO STUDENTS
- EARLY RELEASE
- PROFESSIONAL DEVELOPMENT - NO STUDENTS
- SCHOOL DIRECTED PARENT ENGAGEMENT - NO STUDENTS
- SUMMER SCHOOL

Important Dates

- New Teacher Induction | July 31 - August 4
- Welcome Back Employee Kick Off | August 8
- School Directed Parent Engagement | August 11, January 9
- First Day Back for Students | August 14
- Fall Break | October 16-20
- Winter Break | December 25-January 5
- Spring Break | March 26-30
- Last Day for Students | May 31
- Last Day for Staff | June 1
- Summer School | June 11 - 29

Early Release

Elementary 1:55 | Middle School 1:15 | High School 12:34

September 13, November 22, February 14, May 2

Professional Development

August 8-10 | October 12 | January 8 | March 22

Teacher Work Days

August 7 | October 13 | December 22 | March 23 | June 1

Graduation

- KMS 8th Grade Promotion | May 22
- ACMS 8th Grade Promotion | May 23
- Adams City High School | Saturday, May 19 , 2018
- Lester Arnold High School | Saturday, May 19, 2018

End of Quarter

- 1st Quarter | August 14-October 11 (42 days)
- 2nd Quarter | October 23 - December 21 (41 days)
- 3rd Quarter | January 10 - March 21 (49 days)
- 4th Quarter | April 2 - May 31 (43 days)

Appendix N: Superintendent | Parent Forums

Superintendent Parent Forum
Parent Feedback & Evaluation Report

October 20, 2016

OVERVIEW

The Superintendent Parent Forum was held on Thursday, October 20, 2016 at Our Saviour Lutheran Church, 6670 Monaco Street, Commerce City, CO 80022. The topic was on: Defining Family and Community Engagemer Adams 14.

We offered two identical sessions to accommodate our working parents:
AM Session: 9:30-11:30am | PM Session: 6:15-8:15pm

NUMBER OF PARTICIPANTS

We had approximately 71 total participants who attend the Superintendent Parent Forum.
A total of 45 Parents & Community Members attended
A total of 26 District & School Leaders/Staff attended

EVALUATION RESULTS

1. The information I received from today's presentation helped me better understand the district commitment to family and community engagement in Adams 14 and the power parents and community members have in shaping our schools.

(12)	(16)	(1)	(0)	(1)
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Comments:

- I like that we covered district policy and I can empower myself.

2. The information I received was useful to me as a parent in understanding the importance of family and community engagement in our schools and the district.

(8)	(20)	(0)	(0)	(1)
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Comments:

- It was important for me to know my voice counts for district and schools.
- I've been involved with my child's school.

3. The table activity on defining family and community engagement in Adams 14 was engaging and allowed me to understand how we can define family engagement at home, the school and the district in order to measure family engagement in our schools.

(15)	(11)	(2)	(0)	(1)
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Comments:

- It was helpful to see that others have the same thoughts.
- Make the questions or how to do the questions more simple so that the parent participate more and understand.

4. I will take the information I learned today back to my school and share it with my principal, the BAAC and other parent groups.

(16)	(11)	(0)	(0)	(2)
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Comments:

- She (my principal) was here!

5. The forum was easy to access (for example: parking was easy to find, translation services were available, childcare...)

(13)	(13)	(0)	(0)	(2)
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Comments:

- Hold the next forum at this same venue next time.
- I liked the forum at the Catholic Church better...more room!
- Need Childcare.
- No childcare made it difficult to hear and think about the questions and information.

6. Overall, how would you rate this Parent Forum?

(1)	(2)	(6)	(8)	(19)
1-Poor	2-Fair	3-Good	4-Very Good	5-Excellent

Comments:

- I would like to see more parent attendance.
- Thank you. These conferences are really good and thank you for keeping us in mind. Together, we will have the best students!
- Need childcare for meeting.
- Where is the childcare? Children making too much noise, hard for me to concentrate. Too crowded. No food or drinks for diabetics.
- Maybe less time so the parents don't leave before the meeting ends.
- Thank you. Please keep these meetings going. They are very helpful to us parents.

EVALUATION SUMMARY

30 participants responded.

(Positive response includes ratings of agree and strongly agree & good through excellent)

- 93% of parents **positively responded** that the information received from the presentation helped them better understand the district commitment to family and community engagement and the power parents and community members have in shaping our schools.

- 96% of parents **positively responded** received was useful to them in understanding the importance of family and community engagement in our schools and the district.

- 89% of parents **positively responded** that the table activity on defining family and community engagement in Adams 14 was engaging and allowed them to understand how we can define family engagement at home, the school and the district in order to measure family engagement in our schools.

- 93% of parents **positively responded** that they will take the information they learned from the forum back to their school and share it with their principal, the BAAC and other parent groups.

- 92% of the parents **positively responded** that the forum was easy to access (for example: parking was easy to find, translation services were available, childcare...).

- 91% of the parents **positively** rated the forum.

PARENT FEEDBACK

Defining Family and Community Engagement in Adams 14

How do you define family & community engagement at Home?

- I feel happy when they come home content talking about their friends in class.
- Talking about your child's day.
- Helping with homework.
- Checking take home folders.
- Administration/Staff attending community events:
  -Baseball, Football, Soccer games and Choir performances etc.
- Defined time for homework.
- Be involved with child's education.
- Read to and with your children.
- Question your child as to what did they did at school today.
- Help our students to do homework.
- Helping with reading.
- Tell them why education is important.
- Homework help.
- Communication.
- Attend PTO/PIE Events.
- Donate/Support + Time.
- Discipline, Consequences, and Rewards.
- Summer Practice.
- Clean Work area.
- Quiet Work area.
- Comfortable Work area.
- Reading and repetition.
- Family Involvement.
- Consistency of Homework.
- Communication with Child.
- At my home, we go swimming, picnic, and movies.
- We eat dinner together.
- Adults help children with homework.
- Adults help teach children word of mouth wisdom and happiness.
- To have good communication in the family and with people at the school to foster relationships with family and children.
- Being at home to support your children.
- Study Schedule.
- A place where kids can study.
- Family time with children.
- Children helping cook, measuring etc.
- Encourage to help motivate.
- Sending our kids to school every day.

How do you define family & community engagement at the School?

- Regularly supporting the school with my family.
- Parent/Teacher Conferences.
- Volunteering—Classroom and Field Trips.
- BAAC/PTO.
- More communication between the teachers and parents.
- PTO meetings.
- Volunteer in the Classroom.
- Open door for principals.
- Helping volunteer at the school, with a teacher, or office staff.
- When there are activities at school parents should attend.
- Parents need to motivate their students.
- Attend events, celebrations, and conferences.
- Volunteer help.
- Communication.
- Fundraise.
- Parent/Teacher Partnership.
- Bilingual Staff.
- Academic Preview for Parent from Teachers.
- Academic Recognition in partnership with PTO.
- Family Academic Night (more).
- Better Attendance for Community/School Meetings.
- Resources/Information for IEP, 504, NEP, etc.
- Volunteering.
- Welcoming Environment.
- Help with the involvement of parent volunteers in the school.
- The doors of information and collaboration are open in the community.
- At school, I want teacher to listen to me. I know my child and I can help.
- Parents come to meetings to get involved.
- Community member involvement.
- Donation support.
- Parents working in the classroom.
- Actively participate in parent committees to support your schools and the community.
- There are a lot of activities that you can participate based on your schedule.
- Engage in PTO.
- BAAC.

How do you define family & community engagement at the District?

- DAAC.
- Parent Forum.
- District-wide events.
- Encourage parents to become involved:
  -Go to Board Meetings
  -Consider Senior mentors from RSVP/Hub
  (Tom Rappe—Senior Hub, Federal Heights W. 90th Ave)
- Maybe have a parent class for math so parents can help their students...we need classes.
- Budget for laptops/computers so parents can borrow them.
- Communication.
- DAAC Support.
- Superintendent Meeting and attend.
- Report concerns.
- Attendance at Community meetings (better/more).
- Keep Parent Forums going, they are very helpful to us parents.
- Understanding scores and data.
- Support for schools.
- Increase Budgets for family engagement.
- I really believe there are changes happening from what is being presented in the forums.
- To listen to parents and students.
- Collaborative.
- I would like more forums list this and I would like the district to follow with our recommendations.
- More involvement from Administration in the school—At prep rallies so kids know who is supporting them.
- Working together.
- Unity.
- Accountability.
- Transparency.
- Communication in multiple forms.
- Listen to parents and students.
- Administrators being visible.
- Community Events.
- Strengthen relationship with city.
- Its important for families to be engaged to support their children and their future.
- The district collaborates with other community organizations.
- Be more engaged with businesses.

Defining Family and Community Engagement in Adams 14

How do you define family & community engagement at Home?	How do you define family & community engagement at the School?	How do you define family & community engagement at the District?
• Above all the desire to learn and become outstanding students something perhaps we didn't have as parents is access to higher education or university. • Encouragement. • Doing things together as a family (trips, eating dinner, working together). • Sitting and discussing. • Showing interest in each other and school. • Listening to each other and believing. • Encouragement. • Respecting one another. • I feel happy and content. • I learn a lot. • We have to be involved as parents. • Sadness when a lot of students don't have parents attending their meetings. • Parents asking their children about school and homework. • Family is a team—Work/Life balance. • Engage neighbors and grandparents. • Talk about high expectations for their kids in school. • Community needs to pull together to meet unique needs. • Neighborhood collaboratives to orchestrate cooperatives. • Encourage structure. • Consistency. • Discipline with consequences. • Families talking with students about school and what they are doing. • Making sure they go to school and are on time daily. • Make sure students are feed and dressed for weather. • Making sure homework is done and turned in on time. • Parent information sheets so parents are aware of what is going on in and after school. • Have afterschool support for homework. • Help for parents to help students with homework.	• Parents and kids feeling welcome. • Being involved at school events (Conferences/Back to School). • Encourage parents to be on committees. • Teacher/Staff listening to parents and students. • Problem solving. • Education teachers about family cultures. • Teachers as mentors. • Teachers and parents as partners. • Defining it really good and with a lot of support. • Security in different situations. • Parents are at school to help. • Schools make it a warm and welcoming environment. • Parents look out for all kids. • Staff are customer-friendly. • There are strong relationships between parents and school adults. • Schools are welcoming. • More communication with parents than just conferences. • Teacher visits to children homes. • Be involved with all activities at the schools. • Talk with Principal and develop relationship.	• Leadership actively creates relationships with groups like City, police, water and fire. • When city or other officials come to our meetings—introduce them! • Honor as a partner with the district. • Communication. • Computers for every student in Middle/HS possibly donated by major corporation.