



# Moving Forward

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Pathway Proposal

Wednesday, November 14, 2018



# Agenda

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- Introduction
- Response to Three Questions from the State Board of Education
- Highlights of District and ACHS Successes in Year One
- Next Steps: Systemic Reforms
- Projected Timeline

# Adams 14 Ratings 2010 - 2018

	2010 Plan Type	2010 Frameworks Points	2011 Plan Type	2011 Frameworks Points	2012 Plan Type	2012 Frameworks Points	2013 Plan Type	2013 Frameworks Points	2014 Plan Type	2014 Frameworks Points
District	Turnaround	37.8	Turnaround	37.8	Turnaround	39.5	Priority Improvement	44	Priority Improvement	41.9
ACHS	Turnaround	34.4	Priority Improvement	34.9	Priority Improvement	33.6	Priority Improvement	41.7	Priority Improvement	38.9
LAMS	Turnaround	25.1*			Turnaround		Priority Improvement	34.8		
ACMS	Improvement	51.1	Priority Improvement	43.7	Priority Improvement	46.3	Performance	64.6	Improvement	43.8
ECMS	Performance	66	Performance	53.3	Improvement	41.8	Performance	71.7	Performance	60.1
Aloup	Turnaround	36.6	Performance	59	Improvement	48.7	Improvement	50.3	Priority Improvement	33.5
Central	Priority Improvement	43.8	Improvement	43.3	Priority Improvement	40.3	Priority Improvement	32.3	Priority Improvement	27.4
Dugout	Priority Improvement	43.2	Priority Improvement	40.7	Improvement	48.2	Priority Improvement	32.3	Priority Improvement	41.8
Hansen	Turnaround	32.9	Turnaround	34.7	Performance	73.4	Priority Improvement	42.8	Improvement	35.7
Kemp	Performance	64.7	Improvement	55.3	Improvement	37.2	Improvement	52	Priority Improvement	38.8
Monroe	Priority Improvement	41.3	Improvement	41.5	Improvement	41	Priority Improvement	25.4	Improvement	56
Rice Hill	Turnaround	28.7	Priority Improvement	31.6	Priority Improvement	38.1	Turnaround	23.1	Improvement	30.5

In 2015, the State Frameworks were not released as this was the first year of Assessments with the newly adopted State Standards aligned to Common Core (PARCC)

	2015 Plan Type	2015 Plan Type	2015 Frameworks Points	2016 Plan Type	2016 Frameworks Points	2017 Plan Type	2017 Frameworks Points
District	No Ratings Assigned in 2015  ELA and Math grade data was not available as this was the first year of the new PARCC assessments	Turnaround	32.5	Priority Improvement	37.8	Priority Improvement	38.8
ACHS		Priority Improvement	36.8	Turnaround	30.9	Priority Improvement	38.5
LAMS		Improvement	51.34	Improvement	50.7	not available yet	
ACMS		Priority Improvement	38.5	Improvement	48.4	Improvement	42.2
ECMS		Improvement	47.8	Performance	58.1	Performance	33.1
Aloup		Priority Improvement	37.4	Improvement	46.3	Performance	46.3
Central		Priority Improvement	37.7	Priority Improvement	39.3	Priority Improvement	40.0
Dugout		Priority Improvement	36.6	Priority Improvement	46	Improvement	42
Hansen		Improvement*	48.4	Priority Improvement	56.1	Priority Improvement	41.7
Kemp		Priority Improvement	53.9	Priority Improvement	46	Performance	44
Monroe		Turnaround	27.9	Priority Improvement	37.6	Improvement	46.3
Rice Hill		Turnaround	30.9	Performance	32.5	Priority Improvement	34.8

## Turnaround Urgency

Governing BOE contributions to District's success

Dedicated \$1,000,000 to technology

Dedicated \$1,000,000 to curriculum and instruction

Dedicated \$1,000,000 to professional development

These are just a few examples of how the School Board supports the District and schools. They will designate additional funds to contract with External Management Organizations.

Thanks a Million Video

- ✓ Common formative assessments written and added to *Illuminate*
- ✓ Implementation of 30-40 minute Reteach and Enrich block
- ✓ Purchase of PK-5 literacy core curriculum
- ✓ Creation of framework for instruction
- ✓ Implementation of *Beyond Textbooks (BT)* in grades 9-10 in English and math
- ✓ Implementation of *BT* in grades 6-8 v 6 & 8
- ✓ Implementation of *BT* in grades K-5 v 3-5
- ✓ Visitation of Adams 14 leaders to Vail Unified School District (USD)

## Beyond Textbooks Directives to Adams 14

# State Board of Education Questions

## Question #1

How did the District and ACHS implement the previous directed action?



## Question #2

To what degree did the action result in improvement?



## Questions #3

Why did the action not result in higher ratings?

# Question #1 How did the **District** implement the plan?

- ✓ The District implemented the *BT* Curricular Framework (scope and sequence, assessment and enrichment/re-teach) in Adams City High School, Rose Hill Elementary, and Central Elementary.
- ✓ Professional development (PD) was embedded into the District calendar.
- ✓ The District adopted *Illuminate*, a dashboard platform to support writing of common formative assessments, data analysis, and data-driven instruction.
- ✓ Reorganized District office personnel roles and responsibilities.
- ✓ The District implemented *Schools Cubed*, *STRIVE*, and *Kagan Cooperative Structures*.





# Question #1 How did ACHS implement the plan?



- ✓ Implemented the *BT* Curricular Framework
  - ✓ Consistent scope and sequence
  - ✓ Common formative assessments aligned to common core standards
  - ✓ Professional Learning Communities (PLCs) for data analysis and lesson planning to mastery
- ✓ Implemented *Illuminate*
- ✓ Increased the number of opportunities in concurrent enrollment for students to earn the *Seal of Biliteracy*
- ✓ Implemented programming responsive to culturally and linguistically diverse populations
- ✓ Expanded community partnerships for post-secondary options
- ✓ Adopted a Distributive Leadership Model
- ✓ Implemented *Restorative Justice* practices



# Question #2 To what degree did the action result in improvement at the District?

	2016 Plan Type	2016 Framework Points	2017 Plan Type	2017 Framework Points	2018 Plan Type	2018 Framework Points
District	Turnaround	32.5	Priority Improvement	37.6	Priority Improvement	36.8
ACHS	Priority Improvement	36.8	Turnaround Decrease due to participation	40.9	Priority Improvement	39.5
LAHS	Improvement	51.34	Improvement	50.7	Priority Improvement	41.09
ACMS	Priority Improvement	39.5	Improvement	49.4	Improvement	42.2
KMS	Improvement	47.6	Performance	56.1	Performance	53.1
Alsup	Priority Improvement	37.4	Improvement	46.3	Performance	54.9
Central	Priority Improvement	37.7	Priority Improvement	39.3	Priority Improvement	40.0
Dupont	Priority Improvement	36.6	Priority Improvement	40	Improvement	42.2
Hanson	Improvement	40.4	Priority Improvement	36.1	Priority Improvement	41.2
Kemp	Priority Improvement	35.9	Priority Improvement	40	Performance	62.5
Monaco	Turnaround	27.9	Priority Improvement	37.1	Improvement	46.3
Rose Hill	Turnaround	30.9	Turnaround	32.5	Priority Improvement	34.8

## Question #2 To what degree did the action result in improvement at ACHS?

- ✓ Moved from *Turnaround* status to *Priority Improvement* status on the School Performance Framework (SPF)
- ✓ Submitted Request to Reconsider application on October 14, 2018 (decision will be made in December)
- ✓ 95% participation on all state assessments
- ✓ 38% increase in English proficiency on WIDA ACCESS Assessment
- ✓ Only comprehensive high school with more than 100 ELD students that met the Exceeding rating for ELD growth
- ✓ 14% increase in math PSAT scores from 5% to 19% (9<sup>th</sup> grade proficiency)
- ✓ 14% increase in English PSAT scores from 17% to 30% (9<sup>th</sup> grade proficiency)
- ✓ 43% increase in AP scores 3+ from 60 to 100
- ✓ 9% increase in seniors meeting college-readiness benchmarks (math and English) through concurrent enrollment
- ✓ 13% increase of graduates who participated in concurrent enrollment courses successfully earned college credit from 23% to 36%
- ✓ Increased the number of graduates who earned the *Seal of Biliteracy* from 42 to 68
- ✓ Increased the number of students in concurrent enrollment from 172 to 228

## Question #2 To what degree did the action result in improvement at ACHS?

- ✓ 44% decrease of behavior incidents
- ✓ 57% decrease of in-school suspensions
- ✓ 40% decrease of out-of-school suspensions
- ✓ Increased appointments with School-Based Therapists
- ✓ Increased appointments with external *Community Reach Center* therapists
- ✓ Increased mediation and social/emotional group supports

# ACHS Academic Progress Monitoring of Students on Track to Graduate

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Grade Level	2016-2017 (Beginning of Year)	2017-18 (End of Year)
Seniors	54%	68%
Juniors	57%	71%
Sophomores	61%	71%

# ACHS Academic Progress

Fig. 14. 2018 High Schools with Highest On-Track Growth in English Language Proficiency for Emerging Multilingual Students (ACCESS)

2018 HIGH SCHOOLS WITH HIGHEST ON-TRACK GROWTH IN ENGLISH LANGUAGE PROFICIENCY FOR EMERGING MULTILINGUAL STUDENTS (ACCESS)				
DISTRICT NAME	N INCLUDED IN MGP CALCULATION	MGP	N INCLUDED IN ON-TRACK GROWTH	% ON TRACK
ACADEMY 20	90	80.5	74	85%
ELLICOTT 22	22	85	20	75%
ADAMS COUNTY 14	389	64	371	67%
MONTROSE COUNTY RE-1J	139	65	116	66%
ROARING FORK RE-1	209	65	209	66%
DOUGLAS COUNTY RE 1	289	64	271	63%
HARRISON 2	264	67	264	63%
PUEBLO COUNTY 70	77	70	63	62%
BOULDER VALLEY RE 2	262	59	244	60%
CHERRY CREEK 5	578	59	574	60%

Source: A+ Colorado Report 2018

## Question #3 Why did the action not result in higher ratings for the District?

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- ✓ Creation of new systems to facilitate implementation of *BT* directives
- ✓ Need more robust PD to build capacity and implement the *BT* turnaround plan during the 2017-2018 school year
- ✓ Learning curve for teachers to implement rigorous lessons to students' instructional level
- ✓ Limitations of implementing *BT* with fidelity within current instructional day

## Question #3 Why did the action not result in higher rating for ACHS?

- ✓ Creation of new systems to facilitate implementation of BT directives
- ✓ Additional PD needed to build teacher capacity in working with culturally and linguistically diverse learners
- ✓ Differentiated PD needed to provide teacher support and structures to meet the variety of instructional and program needs
- ✓ A cohesive school-wide organizational process needed to build staff capacity
- ✓ Staff reorganization to address urgent instructional need and directives



# How do we accelerate school improvement?

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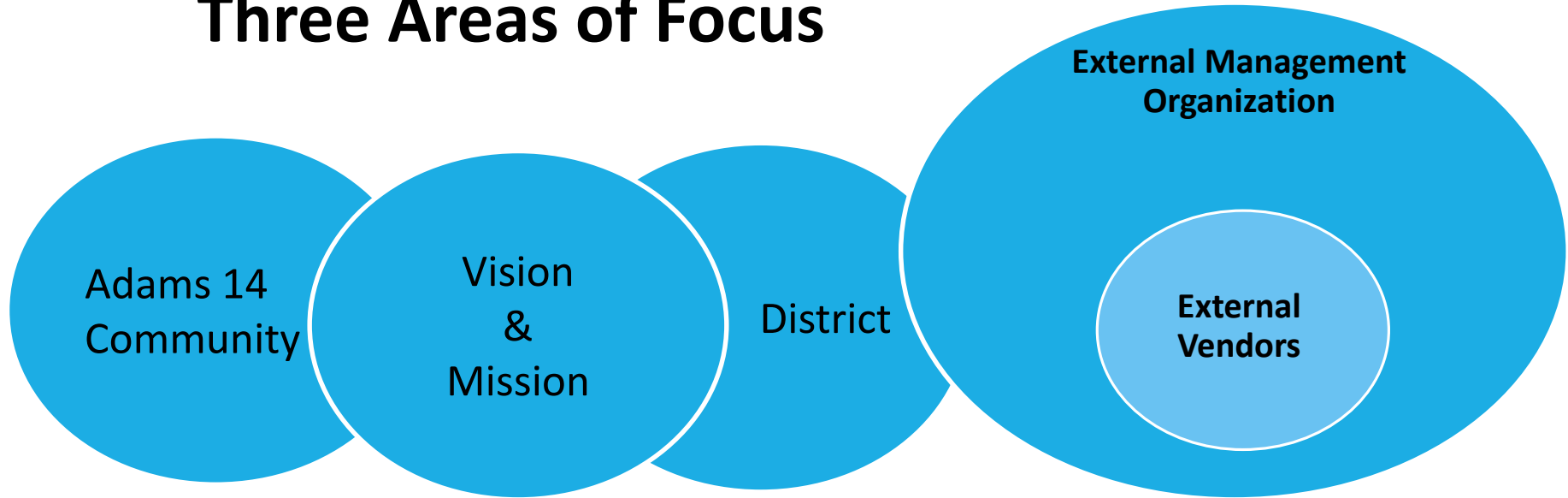
1. The development of robust internal systems resulted in increased performance measures during the implementation of the turnaround plan goals in the 2017-2018 school year at the District and ACHS.
2. *Beyond Textbooks* shows prodigious capacity as a functional, pragmatic, unified curriculum system; deeper, more consistent implementation promises to yield higher student growth and achievement.
3. Systemic reforms, in addition to the existing turnaround plan, are needed to accelerate progress at the District and ACHS.
4. Ownership of and trust between all stakeholders must improve to sharpen our instructional focus, develop more leadership capacity, and unify a collective vision for improvement within the District and at ACHS.
5. Continuing systemic reform that improves student achievement will require deeper and sustained implementation over additional time.

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## **Next Steps: Systemic Reform**

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# Three Areas of Focus



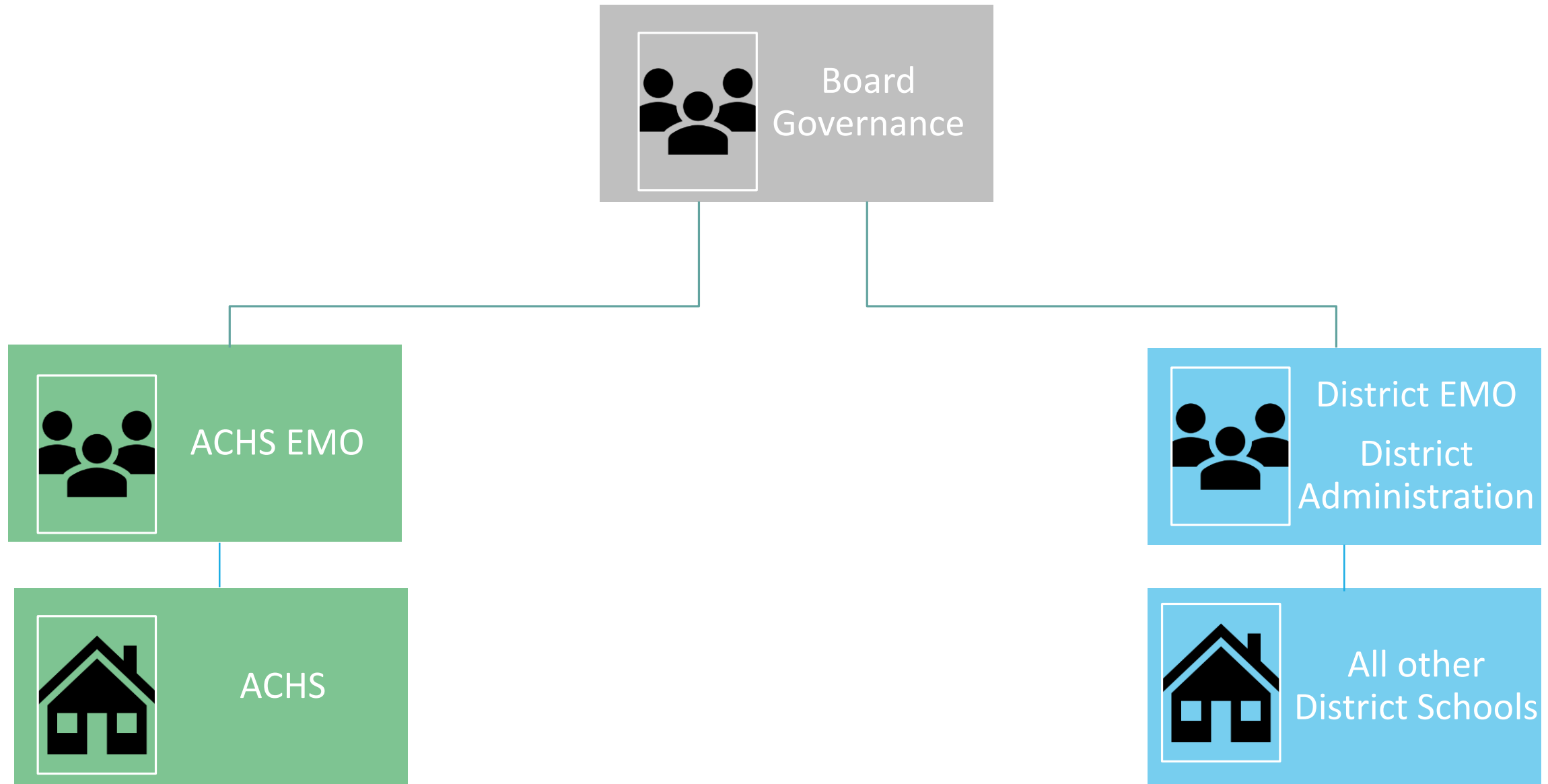
Leadership  
Development

Instructional  
Transformation

Organization  
Cultural Shift

Existing Turnaround Plan

# External Management Vision



# Overview of Key Elements in District Pathway Plan

## External Management Organization

### Key Strategies

### Action Steps

### EMO Responsibilities

### Target Outcomes

#### Visioning

- ✓ Engaging stakeholders to foster a culturally relevant environment
- ✓ Rebuilding a healthy district-community relationship
- ✓ Transforming schools to be safe, joyful, thriving learning communities
- ✓ Creating a strategic five-year plan

- ✓ *Team Tipton* supports the visioning process and builds trust within the community

**Early Literacy** – Improve K-3 scores at/above benchmark (DIBELS) by 5-10%  
**Attendance Rates** – Increase student attendance to 95% and staff to 97%  
**Growth** - Attain a 65 MGP (CMAS) in math and ELA  
**Reading Achievement** - Yearly increase in proficiency by 5-10% (CMAS); yearly reduction of students with Read Plans by 5-10%  
**Math Achievement** – Yearly increase in proficiency by 5-10% (CMAS)  
**Graduation/Drop-Out** – Yearly increase in graduation rates by 6%; reduction of student drop-out rates by 3%

#### Leadership Development

- ✓ Strategic staffing and school supervision
- ✓ Effective coaching model and PD
- ✓ Comprehensive leadership capacity
- ✓ Continuous cycle of improvement

- ✓ Support the District and the Board of Education with developing, implementing, and managing plans to address:
  - ✓ Leadership
  - ✓ Communication systems
  - ✓ Instruction transformation
  - ✓ Human resource and finance procedures

# Overview of Key Elements in District Pathway Plan

## External Management Organization

### Key Strategies

### Action Steps

### EMO Responsibilities

### Target Outcomes

Instructional Transformation

- ✓ Evidence-based instruction
- ✓ Gradual release instructional framework
- ✓ PLCs (understanding standards and improving lesson plans)
- ✓ *AVID, Schools Cubed, Beyond Textbooks and Super Kids*

- ✓ Internal accountability process
- ✓ District-wide instructional system
- ✓ Tiered intervention system

Organization Cultural Shift

- ✓ Increase community participation in the following programs: para-to-teacher, STOMP, and student-to-teacher
- ✓ Engage more parents in community forums and parent leadership programming through DAAC, BAAC, and Superintendent Forums

- ✓ Support the District with creating and managing a communication plan

**Early Literacy** – Improve K-3 scores at/above benchmark (DIBELS) by 5-10%  
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**Math Achievement** – Yearly increase in proficiency by 5-10% (CMAS)  
**Graduation/Drop-Out** – Yearly increase in graduation rates by 6%; reduction of student drop-out rates by 3%

# Overview of Key Elements in Adams City High School Pathway Plan

## External Management Organization

### Key Strategies

### Action Steps

### EMO Responsibilities

### Target Outcomes

Leadership Development

- Strengthen Distributive Leadership Model
- Enrich coaching cycle
- Prioritize improvement and communicate urgency
- Monitor short- & long-term goals

- Provide oversight and support of school leadership
- Provide guidance and coaching to school leadership
- Oversee and provide guidance in the hiring process

Instructional Transformation

- Improve best first instruction
- Strengthen PLCs
- Expand early college and CTE pathways

- Manage and support accountability and programming
- Provide PD and coaching
- Align all new and current systems

Organization Cultural Shift

- Strengthen student-focused culture
- Enhance communication with stakeholders
- Support community in navigating educational systems
- Improve accountability structures

- Manage and support comprehensive communication and engagement plan
- Provide guidance to school leadership to engage staff with shared vision for school improvement

**Graduation** – Increase graduation rate by 6%  
**Remediation** – Annual reduction of remediation rates in English and math by 5-10%  
**Drop-Out** - Reduce drop-out rate by 3%  
**Achievement Status** - Annual increase of proficiency scores in English and math (PSAT/SAT) by 5-10%  
**Achievement Growth** – Annual increase of the MGP to 65 in PSAT/SAT/ACCESS  
**ACCESS** – Annual increase of proficiency scores by 5-10%



# Overview of District Accountability

*The external management organization will provide clear direction and oversight of the key strategies and of the district pathways proposal.*

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**Adams 14** – Work in conjunction with the EMO to strengthen and support the key strategies of Visioning, Leadership Development, Instructional Transformation, and Organization Cultural Shift.

**EMO** – Provide systemic assistance to the District by working with the Superintendent; and provide training, instructional assistance, PD, and leadership capacity building to all schools.

**Board of Education** – Support and create conditions to strengthen and support the key strategies in the *District Pathway Proposal*. Work with the EMO and continuously monitor the implementation of the *District Pathway Proposal* while communicating with the State Board of Education. Commit the necessary resources to support the key strategies.

## **Outcomes**

***Benchmarks for Implementation:*** District will meet identified implementation benchmarks for Leadership Development, Visioning, Organization Cultural Shift, and Instructional Transformation.

***Performance Benchmarks:*** District will meet identified performance metrics in the plan related to growth in ELA and math in grades K-8; graduation, drop-out, and attendance rates.

***Accreditation Benchmarks:*** District will attain an accreditation status of *Improvement* or higher.

# Overview of ACHS Accountability

*The external management organization will provide clear direction and oversight of the key strategies and of the ACHS pathways proposal.*

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**ACHS** – Collaborate with EMO to strengthen and support the key strategies of Leadership Development, Instructional Transformation, and Organization Cultural Shift.

**EMO** – Provide oversight and guidance in the following areas: (a) coaching focused on school leadership; (b) talent acquisition and retention; (c) quarterly monitoring of benchmarks and other academic data; (d) semi-annual site visits with school, District, and CDE to assess progress towards established turnaround indicators; (e) written reports to CDE, District Board of Education, and the State Board of Education.

**Board of Education** – Support and create conditions for leadership development and human capital acquisition and retention by changing and advocating for local policy. Commit the necessary resources to support the key strategies.

## **Outcomes**

***Benchmarks for Implementation:*** ACHS will meet identified implementation benchmarks for Leadership Development, Instructional Transformation, and Organization Cultural Shift

***Performance Benchmarks:*** ACHS will meet identified performance metrics in the plan related to growth in ELA and math; and graduation, drop-out, and attendance rates.

***Accreditation Benchmarks:*** ACHS will attain an accreditation status of *Improvement* or higher.

# New External Management Organization(s)

Innovation Status
Conversion to a Charter School
<b>New External Management Organization(s)</b>
School Closure
District Reorganization

## Criteria

- Develop organizational, leadership, and accountability systems at the District and all school levels
- Establish and improve processes and procedures to attract and retain high quality leaders, teachers, and support staff

# External Management Timeline

## Request for Qualifications (RFQ/P)

An RFQ is ready for organization to manage the district and ACHS

### 18 DAYS

Activity	Date
RFQ /P Available	11/16/2018
RFQ/P Applications due	12/05/2018
RFQ/P Interview invites sent out	12/06/2018
RFP/Q On-site interviews	12/07/2018
RFP/Q Candidate notified	12/10/2018
RFP/Q Complete contract negotiations	12/11/2018
RFP/Q Notice to proceed	12/11/2018

### 26 DAYS

Activity	Date
RFQ Available	11/16/2018
RFQ/P Clarification Deadline	11/20/2018
RFQ /P Clarification Responses from Owner	11/23/2018
RFQ/P Responses Due	11/23/2018
Interview Invitations sent to Short-Listed Candidates	12/05/2018
The following dates are tentative and will be confirmed later based on availability of selection team members	
On-site interviews	12/14/2018
Candidate Notified of Selection/Begin Contract Negotiations	12/18/2018
Completion of Contract Negotiations	12/21/2018
Decision Memorandum Sent to Unsuccessful Candidates	12/21/2018
Notice to Proceed Given to Successful Firm	12/21/2018

# Suggested Partners to Support Turnaround Efforts

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- **Beyond Textbooks** (ongoing)

- **District Management**

- University of Virginia
- University of Denver
- Mass Insight
- Phalen Academy
- Other (e.g., Colorado KIPP Charter Schools, Mapleton Public Schools)

- **ACHS Management**

- West Ed
- University of Virginia
- Mass Insight
- Other

- **Additional Vendors**

- Team Tipton (under contract)
- Camelot
- Zero Drop Out
- Jobs For the Future



Thank you  
for your continued  
support and trust

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