ADAMS COUNTY SCHOOL DISTRICT 14
3-YEAR TURNAROUND PLAN

May 12, 2022

ADAMS 14

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Executive Summary

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 55,000-resident community is served by Adams County School District 14 ("Adams 14"), which is composed of two preschools, seven elementary schools, two middle schools, one comprehensive high school, and one alternative high school.

The District serves a diverse population of more than 6,000 students: Hispanic or Latino: 87.7%, White: 8.6%; Other 3.7%; Minority: 91,4%; Gifted and Talented: 3,7%; Special Education: 13,8%; English Language Learners ("ELL"): 44,8%; Homeless: 1.7%; Section 504: 1,3%; Immigrant: 2.9%; Migrant: 0.3%; Title I: 93.3%; Free and Reduced Price Meal Eligible: 71.9%; Female/Male: 47.5%/52.5%. Adams 14 embraces equity and diversity among its students, staff, and community and is committed to providing an inclusive learning environment for all students. It believes in inspiring, educating, and empowering all students to succeed. *(Source: 2021 October Count).*

Adams 14 has the opportunity to do exceptional work in responding to community needs and providing a model of how to pair ambitious instructional pathways with individualized student supports. Adams 14 is seeking the Colorado State Board of Education ("State Board") to amend its Nov. 27, 2018, order to allow Adams 14 to seek the assistance of a collaborative partial manager to work with the District, Adams City High School, and Central Elementary School in its turnaround efforts. In addition, Adams 14 is seeking innovation for Central Elementary School; a detailed plan involving Central Elementary School will be presented to the State Board during its June 2022 meeting.

Over the past nine years, Adams 14 has faced countless challenges, strategic missteps, and a collection of excuses for its shortcomings of academic success, as measured by the state of Colorado's accountability system. Adams 14 leadership acknowledges the District's historical performance, its present state, and the necessary frameworks needed for a successful academic future for Adams 14.

This summary provides highlights, actions, and commitments to the implementation of a successful turnaround plan.

District Mission, Vision, and Board of Education Goals

District Mission

Inspire. Educate. Empower.

District Vision

Adams 14 students, families, staff, community members, and partners will unite to ensure that students will graduate with the Adams 14 Seal of Biliteracy, two years of college credit 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.

Adams 14 Board of Education Goals

1. Students have access to skills and opportunities to prepare them for success on a post-secondary path of their choosing.
     - Students demonstrate individual growth across a broad variety of measures, subjects, competencies, and skills.
     - Reduce dropout rates and ensure that an Adams 14 high school diploma indicates post-secondary preparedness.

- Students will earn a diploma plus an additional earned credential (e.g., Seal of Biliteracy, associate degree, industry certification, etc.).
2. Every student experiences a safe and equitable learning environment in a culture of excellence.
   - Create a culture and environment that ensures equity and inclusion at the District, school, and classroom levels.
   - Attract and retain high-quality staff in all positions across the District.
3. Adams 14 develops and fosters supportive partnerships to fully engage all members of the community.
   - All Adams 14 stakeholders will be informed, updated, and aware of the District's vision, mission, plans, and avenues to engage with and be effective partners at both the school and District levels.
   - Identify, recruit, and create opportunities for community partners to serve and contribute in a variety of ways toward the achievement of school and District goals.
4. Adams 14 is positioned to meet the current and future needs of its students and community by developing a long-term District plan designed to attain the resources needed to meet the learning needs of students and have safe high-quality facilities.
   - Maximize the diversity of available federal, state, local, and non-government funding sources.
   - Develop a collaborative process among all stakeholders for identifying the immediate, mid, and long-term capital and resource needs of the school system and each individual school.

The District's mission, vision, and board of education goals are incorporated throughout Adams 14's turnaround plan.

Adams 14 Turnaround Steps

In designing and implementing an effective turnaround plan for the District and its schools, it is important to understand the context in which Adams 14 operates.

Actions
Actions to support rapid improvement include, but are not limited to:
- Engaged in the Request for Qualifications and Proposals to select a partial manager that will collaborate and guide improvement efforts in the District and schools.
- Hired an experienced Chief Finance Officer with more than 24 years of experience in Colorado School Finance to restructure the Finance office and develop systems within the department to support schools.
- Student success coordinators for high schools were added.
- Hiring graduation coordinators for high schools.
- Adding a community schools coordinator for Central Elementary School.
- Increased ratio of math and literacy interventionists for elementary and secondary schools.
- Increased ratio of math and language art coordinators for elementary and secondary schools.
- Adding 3 English Language Development ("ELD") dedicated teachers to all 7 elementary schools.
- Worked with the University of Virginia ("UVA") to match an executive coach to build the capacity of the school leaders for Adams City High School and Central Elementary School.
- Worked with UVA to implement 90-day plans.
- Staff ratios are continuously monitored to support students.
- Reviewed and took action on the master facility plan recommendations to prioritize facilities upgrades using fund balance monies.
- Regular financial updates to the Adams 14 Board have been scheduled for fiduciary obligations and oversight.
- All school instructional schedules are revised to maximize bell time and ensure appropriate time is allocated to core subject areas and student acceleration.
- Worked with UVA to match an executive coach to build the capacity of the principal supervisors.
- Eliminated inequitable access to programs, dual credit courses, and electives at the secondary schools by moving the location of the Lester Arnold High School to facilitate access to secondary programs.

- Develop District formative ELA content assessments, develop District formative mathematics content assessments. Implement formative assessments for ELA and math.
- Provide Illuminate assessment training to all District and school leaders, instructional coaches, and classroom staff to support the data analysis process and support common formative assessment and reporting systems.
- Provide effective professional development focusing on language development (English language fluency: oral fluency, reading, writing equity); climate and culture; culturally responsive teaching reading/literacy; effective instruction practices in mathematics; effective instruction practices in professional learning communities; processing and targeted intent for social emotional learning; and establishing a supportive, safe classroom culture.
- Continue implementation of curriculum with a focus on the high leverage lesson components, unit assessments, and priority standards.
- Continue training and implementation of ELA and mathematics interventions.
- Develop and/or promote the system to monitor quality of instruction in all classrooms (e.g., instructional coaching, teacher leads).
- Strengthen systems and processes regarding curriculum pacing, prioritized standards, vocabulary, essential learnings, exemplar lessons, strategies for ELL, advanced and special needs training at all levels on how to access and use resources, implementation of Best, First Instruction strategies for PK-12 reading and mathematics.
- Fine tune the intervention and acceleration strategies for reading and math, focusing on small group support, effective ELD instructional strategies in all PK-12 general education classrooms for reading/ELA and mathematics, focused ELD strategies by WIDA language levels in ELD Block classes, and continuation of training sessions for staff on effective ELD strategies.
- Career and Technical Education ("CTE") expansion and update the program to current industry standards and secure a RISE grant to support CTE pathway expansion.
- Deliver refreshers to all staff and training to new staff on expectations around assessments, protocols, and data reporting to ensure consistency in professional learning communities.
- Identify and communicate clear expectations on usage of curriculum and monitoring of its implementation.
- Implement District-approved science curricular resources, and develop curriculum pacing guides and other guidance documents. Develop District formative science content assessments (2021-2022 summer). Implement formative assessments for science (2022-2023).
- Develop support/professional development around increasing assessment and data literacy.
- Identify regular data analysis and teacher instructional action planning expectations.

Waivers

Adams 14 intends to leverage waiver requests for short cycle actions like curriculum, assessments, personnel, coaching, and student-owned learning. Adams 14 recognizes that delegated autonomy is essential for increased student growth and achievement. A detailed list of waivers will be provided for Central Elementary School's turnaround plan.

Progress Monitoring

The plan's implementation during the 2022-2023 school year will be comprehensive and accountable. Progress of the District's turnaround plan implementation will be monitored through the following actions:

- On-site visit and review of the District with the Colorado Department of Education's ("CDE") Turnaround Support Manager.
- On-site visit and review of Adams City High School and Central Elementary School with the CDE's Turnaround Support Manager.
- A yearly on-site visit and review of all other names Adams 14 schools with the CDE's Turnaround Support Manager.
- A biannual review (held in October and January) and request for feedback on turnaround funding.

- Priority schools data analysis and progress monitoring presentation to the community and Adams 14 Board.
- District progress monitoring.
  - Weekly classroom and school walkthroughs.
  - Assessment and instructional practice review at the close of core subject areas' units.
  - Monthly meetings with school principals to discuss progress and support needed to implement the school UVA 90-Day Plan.
  - Quarterly collective meetings following the data UVA stepback protocol.
- Reporting and evaluation
  - Continuation of Inter-Rater Reliability training.
  - Continuation of UVA and a named external partnership for effective evaluation and coaching.
  - Monthly observation data and evaluation reviews with school leadership and District personnel.
- Monitor performance
  - Unified Improvement Plan ("UIP") monthly review with District Leadership and Adams 14 Board and community.
  - Quarterly updates to the community and Adams 14 Board of the Innovation Pathway Plan implementation, and the pathway and academies process.

Adams County School District 14 Pathway Identification

Adams 14 selects the [Management by a Public or Private Entity Pathway](#) for the District on a partial manager track. This pathway will enable the District and its leadership to collaborate with the named partner to build capacity within the District and implement meaningful changes to the central office and Adams 14 schools' instructional practices and academic culture. This pathway will also support the alignment of the Adams City High School and Central Elementary School's turnaround plans. The named partner should have experience forging successful partnerships to navigate the complexities of turning around public schools and should act as content experts and thought partners to Adams 14.

The partner's role in Adams 14's turnaround efforts will include providing an expert lens to the District's continuous growth, and good faith and true collaboration between the partner and the District. The named partner's strategies should take into account Adams 14's previous work and specific contexts while providing robust scaffolds for the District staff's professional development and improvement strategies. By honoring the work and history of the District and community, it is expected the named partner will implement research-based best practices that are tailored to Adams 14's needs, and will support current effective practices.

Rationale for Partial External Management

The District's turnaround plan and work will continue to remain in compliance with the State Board's November 2018 Order and the April 14, 2022 Motion. Accordingly, Adams 14 will remain in full fidelity with the November 2018 Order provided that the Order does not intrude on the local control authority afforded to the Adams 14 Board by the Colorado Constitution. Adams 14 is fully committed to finding a balance between its local control authority and the State Board's general supervision authority. *Bd. of Educ. of Sch. Dist. No 1 v. Booth*, 984 P.2d 639, 646 (Colo. 1999).

The State Board's April 14, 2022 Motion allows Adams 14 to present a partial manager, which is an entirely different framework than a full management partner due to the complexities of local control. Thus, in line with the April 2022 Motion, Adams 14 has engaged in a thorough process to name a partial collaborative management partner. During the process, Adams 14 has maintained that the partial manager must understand the importance of Adams 14's local control and corresponding statutory authorities provided to the District and its leadership. The partial collaborative management

partner also will be aware of the State Board's July 2016 guidance documents that recognize the Adams 14 Board and its superintendent's authority to hold an external manager accountable.

While others have attempted to spin the gross narrative that the District's leadership is unable to work with external partners, the facts reveal otherwise. First, as indicated by Superintendent Dr. Karla Loría at the April 14, 2022, State Board hearing, the District will not work with any external manager that engages in poor conduct or fails to adhere to its contractual obligations.

As the State Board is aware, the former external manager forced upon Adams 14 has had a string of failures with Colorado public institutions such as the Pueblo School District and the Colorado School of Mines. Adams 14 exercised its local control powers, honored its fiduciary obligations, and asserted its contractual rights when it terminated the contract for good cause, as determined by the Adams 14 Board. Like the other Colorado public institutions, Adams 14 showed its leadership by protecting its constituents from a bad actor.

By asserting its leadership, Adams 14 has telegraphed to the State Board and any potential partners that Adams 14 will not be bullied and will not allow its constitutional and statutory authorities to be disrespected. The Adams 14 Board and Superintendent Dr. Karla Loría believe true partnership can be found in the relationship built with the UVA, and is possible when good-faith exists in both parties.

Adams 14 has also initiated the process to find a true partnership with The New Teacher Project ("TNTP"), as its partial manager, and ConnectEd, which would be providing services related to Adams 14 secondary students, specifically to Adams City High School. These potential partnerships would identify District and school high-leverage and fast-acting practices designed to improve student outcomes for all schools, while prioritizing Adams City High School and Central Elementary School.

These partners have proven success in multiple schools and school districts across the nation as their successes are rooted in research, which is a requirement under the Accountability Act.

In 2017, The Center for School Turnaround and Improvement ("CSTI") published The Four Domains for Rapid School Improvement: A Systems Framework (see image below). That work details a systemic research-based approach to turnaround and improvement, and how to improve in four specific domains: turnaround leadership, talent development, instructional transformation, and culture shift.
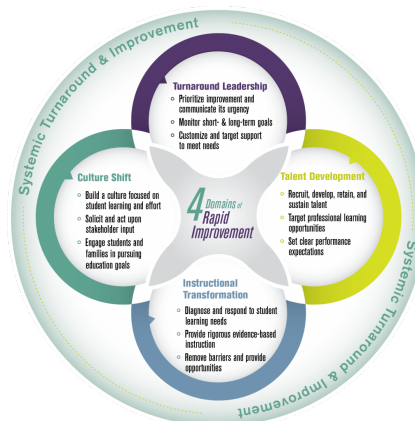
Colorado Four Domains of Rapid School Improvement was adapted from the CSTI's model. The state's model includes the following domains: leadership for rapid improvement, talent management, instructional transformation, and culture and climate shift (see image below).

Both of these models closely align with the work and research of TNTP, UVA, and ConnectEd, and serve as the framework for Adams 14's turnaround plan. Through the careful alignment of the work with these potential partners, where TNTP would serve as a functional air traffic controller, Adams 14 expects student achievement to increase as turnaround efforts become more rapidly prominent throughout the District. The District is considering the development of pathways or academies at Adams City High School as part of its commitment to redesign and reimagine how it provides services to its secondary students.

Adams 14 has identified "Equity" as an additional domain to address the current and deep roots of inequities in the District. This domain is considered a fundamental framework in which all other domains will be implemented.

On May 12, 2022, the Adams 14 Board will be presented with the final proposal to engage in contract negotiations to partner with TNTP and ConnectEd to specifically guide the process to create additional opportunities for secondary students, which is the strong desire of the community and Adams 14 Board and staff. It is important to note that the District's community passed a bond in November of 2006 resulting in a new building for Adams City High School. The community was promised with this bond, that the new building would house four academies including the arts, early college courses, international baccalaureate, and science and technology, amongst other opportunities for students to enhance their high school experience. Unfortunately, the District failed to deliver on such promises – until now.

The goal of these partnerships is to engage in good-faith, collaborative processes and to have them act as strategic advisers to the superintendent, and district- and school-level leadership in the planning, development, and implementation of turnaround practices that yield higher student academic outcomes.

Following the Adams 14 Board's direction, the superintendent was tasked on March 22, 2022, to lead the process to reimagine Adams County School District 14, beginning with Adams City High School and Central Elementary School. This reimagined system would boldly ensure that all students are prepared to realize their full potential, pursue their passions, and walk confidently into their futures; it must be developed in collaboration with students, educators, staff, parents, and community members; and it must address each of the Four Domains for Rapid School Improvement.

As a result of this work, the academics team developed and adopted one major improvement strategy ("MIS"). MIS 1 addresses the first priority performance challenge ("PPC") and states that Adams 14 will implement the Best, First Instruction ("BFI") framework by focusing on planning, aligning, curriculum, instruction, and assessment to promote learning (Adams 14 District UIP, 2021-22).

External Management Partner Selection Process and Timeline

Per District Policy DJE, all contractual services and purchases of supplies, materials, and equipment in the amount of $50,000 or more shall be competitively procured. This shall not apply, however, to professional services, instructional services, or materials and private instructional placements required by law. The District mirrored the process followed in 2019 when selecting an external management partner.

RFQ/P # 2122-014
External Management Partner Timeline

Original timeline posted with RFQ/P:

RFQ/P posted for solicitation		02/23/2022
RFQ/P clarification inquiries are due to the District	10 a.m.	03/02/2022
RFQ/P clarification responses published	4 p.m.	03/03/2022
RFQ/P candidate applications are due to the District	2 p.m.	03/23/2022
3 candidates awarded to further selection processes		03/25/2022
Interview invitations sent to three candidates		03/25/2022

The following dates are tentative based on the availability of candidates and selection teams:

On-site or virtual interviews		03/28/2022
Submit selected candidate to the State Board of Education		04/13/2022

Due to only one vendor submitting a proposal and new information from the state, the following timeline will be used:

RFQ/P posted for solicitation		02/23/2022
RFQ/P clarification inquiries are due to the District	10 a.m.	03/02/2022
RFQ/P clarification responses published	4 p.m.	03/03/2022
RFQ/P candidate applications are due to the District	2 p.m.	03/23/2022
Candidate (TNTP) evaluated by review panel, deemed qualified to continue the selection processes		03/25/2022
TNTP notified they will continue in the selection process		03/25/2022
Pricing due from TNTP		03/28/2022
Second round of interview questions sent to TNTP		03/28/2022
TNTP interview answer are due back to the District		04/01/2022
Community forum 1	5:30 p.m.	04/07/2022
Community forum 2	9:00 a.m.	04/08/2022
Community forum 3	9:00 a.m.	04/09/2022
Community forum 4	6:00 p.m.	04/11/2022
Intent to award (Yes/No)		04/08/2022
If yes, submit TNTP to the State Board of Education		04/13/2022
Final approval submitted by the Adams 14 Board of Education		

Purchasing Policy: DJE
If only one response is received, the purchasing department shall investigate and document the reasons

2122-014 Management Partner- Posting Details
Posted on Rocky Mountain E-Purchasing System
Bidnetdirect.com

National Institute of Governmental Purchasing, Inc. (NIGP) Codes used
91875- Consulting Services, Management Consulting
92471- Educational/Training Services, School Operation and Management Services
95815- Building and Facilities Management Services
95816- Business Management Services
95868- Support Services, Management

RFP Posting matched with: 430 Vendors across the US

Vendors downloading at least one bid document: 14 Vendors
Vendors that submitted a proposal: 1 Vendor

Investigation:
1– Firm submitted
1– Firm out of country
1– Could not meet the timeline given
2– Firms exempt
4– Did not feel they would be the best fit for project
5– Left message, no response yet

District and School Design Plan

Analysis of Student Performance

The Colorado legislature approved a two-year accountability pause due to the COVID-19 pandemic. Presently, the District's accreditation under the Education Accountability Act of 2009 is at risk. The 2019 Official Accreditation Rating is Accredited with Priority Improvement Plan: Low Participation. In the Final 2019 District Performance Framework, Adams 14 earned 37.2% of framework points (44% to be in Improvement) and is noted in Year 9 of Priority Improvement or Turnaround.

Although Adams 14 has not met state expectations in academic achievement, it has received an Approaching Expectations rating in growth indicators on District Performance Framework, with some areas in Meets Expectations in growth indicators.

To read a more detailed analysis of Adams 14's student performance in recent years, please see Appendix A.

Improvement Efforts

Adams 14 has provided reflections as noted in the District's UIP on the root causes of the District's challenges and has made tailored efforts to address them.

Academic Achievement and Academic Growth

Recognizing the need to continue growing its students at a rapid pace for improvement, Adams 14 leadership has identified four areas of improvement:

- Grade-level expectations driving instruction that will elevate the growth of students.
- Stronger systems around the teaching-learning cycle.
- Improving the culture of performance with shared accountability systems.
- Continue supporting educators with effective utilization of high-quality curriculums aligned to academic standards.

In order to address these areas, District leadership needed to design a viable differentiated professional development ("PD") around utilization of the newly adopted curriculum. This PD will be delivered through evidence-based instructional strategies, with tools and resources available to every teacher along with ongoing, high-quality professional development, organizational systems, and structures to build the capacity of all staff to perform at high levels.

Adams 14 recognizes that to support schools and teaching staff effectively, it must continue strengthening the critical components of the teaching and learning cycle in place. It must be noted that the current District leadership did not regain control over the District until Feb. 4, 2022, after the contract with an external manager was terminated due to contractual issues and concerns about the external manager's conduct. Any review of student performance between

June 2019 and Feb. 4, 2022, must be viewed from the perspective that the current District leadership had no managerial authority over the District during that time period.

Adams 14 identified four benchmarks for success in its goal to improve academic achievement and academic growth:

- 90% of the time, there is evidence of teachers aligning instruction duringLevel 1 instruction time, to grade-level expectations and standards as evidenced by observations or lesson plan review.
- Evidence of teachers using a curriculum with fidelity 90% of the time by the end of the first year of implementation as measured by observations and lesson plan review.
- 80% combined responses to "Agree" or "Strongly Agree" in post-PD participant surveys regarding whether the PD met individual needs (by May 2022) and 85% (by May 2023).
- 70% implementation of a districtwide instructional model as measured by classroom observation and feedback cycles (2021-2022). 80% implementation of a districtwide instructional model as measured by classroom observation and feedback cycles (2022-2023).

District Level Support and Oversight

The District's potential partner TNTP is committed to providing intensive support to school and District leaders. This support and oversight will be differentiated based on the District and school-specific needs, and will include, among other things:

- Regular school check-ins, including classroom observations.
- Regular feedback based on data and observations.
- An onsite project manager to support and collaboratively coordinate the work of various external partners and initiatives.
- Monitoring the implementation of the District turnaround plan, Adams City High School's turnaround plan, and Central Elementary School's turnaround and innovation plan, ensuring fidelity of core elements.
- Supporting the District and school leaders with issues that arise while implementing turnaround plans, including any waivers for Central Elementary School by working with other District departments as needed (e.g., Human Resources, Finance).
- Regular updates and collaboration with the CDE's Turnaround Support Manager, Cabinet, Executive Cabinet and State Board of Education
- Direct access and support from a dedicated school improvement specialist, a systems improvement specialist, a director of title programs, and a director of curriculum

A partnership with TNTP would be aligned with Adams 14's vision, mission, and board goals. In Adams 14, all school improvement efforts are rooted in the research-supported 5 Pillars of Turnaround. In 2017, The Center on School Turnaround published The Four Domains for Rapid School Improvement. The Colorado Four Domains of Rapid School Improvement include: leadership for rapid improvement, talent management, instructional transformation, and culture and climate shift.

Domain 1: Leadership for Rapid School Improvement

Priority 1.1: Prioritize improvement and communicate urgency

A lack of a culture of performance is identified in the District's UIP as a root cause. TNTP would be responsible for the creation and development of a number of tools, protocols and processes that will be embedded in the work of the academics department and District to address its named root cause. Collective efforts with TNTP would support the District's major improvement strategy for high quality tier I instruction. The items in the chart below complement the turnaround work we have already done.

District	School
TNTP Roles and Responsibilities ● Responsible for the development, design, and implementation of principal support & development ● Responsible for the development, design, and implementation the implementation of data analysis process following UVA structure ● Responsible for providing recommendation on strategy direction ● Make recommendations on communication urgency ● Make recommendations on resource distribution ● Responsible for recommendations regarding policy change & make recommendations ● Responsible for the process to identifies metrics to monitor effectiveness of strategy	● Responsible for leading the development of leadership teams and add set metrics to monitor their effectiveness ● Responsible for the creation, development and process for distributive leadership among staff to solidify commitment for school improvement ● Responsible for the creation, development and process for leading structures to share improvement efforts with stakeholders
Adams 14 Roles and Responsibilities ● Articulate need for Rapid Improvement urgency ● Champion local context & invite community members to inform implementation efforts, policy, and resource distribution	● Support with structures from partner to communicate improvement efforts with stakeholders

Priority 1.2: Monitor short/long-term goals

District	School
TNTP Roles and Responsibilities ● Responsible for recommendations on tiered support to principals & school leadership teams and monitor implementation of the selected strategies ● Responsible for the process, protocol, training and implementation for school leaders to develop action items, timelines, and responsibilities aligned to school improvement plan ● Responsible for the development, process and implementation to provide data training to develop goal-directed milestones, including makers for implementation, changes to professional practices, assessments ● Responsible for the process and protocol for resources for school & provides concrete refining/advancing improvement plan	● Responsible for the process, protocol, and training for the development and updating of school improvement plan ensuring clear short/long-term goals ● Responsible for the process and protocol to celebrate and communicate success with stakeholders regularly and build systems to monitor progress of strategy to keep work on track ● Responsible for the process, protocol and training for intervention efforts if off-track ● Responsible for the process, protocol and training for sustainability in areas above
Adams 14 Roles and Responsibilities ● Evaluate efforts listed above ● Provide schools with resources to implement	

District	School
efforts	

Priority 1.3: Customize and target support low-performing schools

District	School
TNTP Roles and Responsibilities ● Responsible for the creation and and development of tailored support to each school based on root-cause analysis and comprehensive needs assessment to inform schools' improvement plan ● Responsible for collaborating with UVA to conduct a root cause analysis and needs assessment to identify current needs in Fall of 2022	● Responsible for the creation and development of professional development topics, protocols, processes as well as facilitate/lead PD efforts ● Responsible for the creation and development of protocols, process to identify priority needs of a school focusing on 2-3 areas per school aligned to the schools UIP ● Make recommendations to request flexibility from current policy or procedure as justified by data, school improvement plan and school capacity
Adams 14 Roles and Responsibilities ● Customize each school's level of authority for personnel hiring, placement and replacement based on school capacity	

Domain 2: Talent Management

Priority 2.1: Recruit, develop, retain, and sustain talent

A lack of a hiring and retention strategy along with a lack of support for developing talent is identified in the District's UIP as a root cause. TNTP would be responsible for the creation and development of a number of tools, protocols and processes that will be embedded in the work of the Human Resources Department and Adams 14, to address its named root causes. The collective efforts with TNTP would support Adams 14's major improvement strategy around talent management.

District	School
TNTP Roles and Responsibilities ● Responsible for the process, protocols, training and implementation for HR staff to design programs that identify and support the development and improvement of leaders and teachers ● Responsible for making recommendations of multiple data measures to analyze an individual readiness/potential as a leader of change ● Responsible for the creation, development and training of a mentor program ● Responsible for the creation, development and training to implement a university/District student teaching partnership	● In collaborative efforts with the District, TNTP is responsible for the process, protocol and training along develop a school specific competency model for teachers leading school improvement. Make recommendations on which competencies should be prioritized and the selection process ● Responsible for making recommendations regarding aspiring leaders

District	School
Adams 14 Roles and Responsibilities ● Placement of staff ● Evaluation of staff ● Personnel matters ● Non-renewals, hiring, separation notices of staff	● Utilize District talent pool as source for hiring school staff

Priority 2.2: Target professional learning opportunities

District	School
TNTP Roles and Responsibilities ● Responsible for the process and protocols for training/coaching principals on learning plans for staff not performing learning plans ● Responsible for the process and protocols for provide District staff with job-embedded professional learning to learn side by side with school leaders ● Responsible for the creation, development, process and protocols for inductions for certified, classified, support and tech, and administrators ● Responsible for the creation, development, process, protocols, training and facilitating for District PD days ● Responsible for the process and protocols for HR department for hiring and interviewing ● Responsible for the process and protocols for HR department meeting protocols	● Responsible for the process and protocols to develop and implement system for school staff to learn alongside and share growth and impact of instructional practices ● Responsible for the process and protocols to ensure learning experiences are evidence based, differentiated, purposeful, target and culturally responsive, include effective adult learning and connect to school's improvement efforts ● Responsible for the process and protocols for to support the District with establishing a cadre of instructional leaders for demonstration of effective mentoring/coaching ● Responsible for the process and protocols for providing PD or structures to support
Adams 14 Roles and Responsibilities ● Create timelines and account system to remind principals of evaluating staff and prepare learning plans	● Implement system to create a cadre of instructional leaders

Priority 2.3: Set clear performance expectations

District	School
TNTP Roles and Responsibilities ● Responsible for recommendations on which District-level roles will contribute to school improvement ● Responsible for the process and protocols for the following: ○ Review/refine job expectations and	● Responsible for the process and protocols to define and lead expectations for staff clearly and realistically considering how to effectively leverage teacher time and effort ● Responsible for the process and protocols to develop a daily/weekly schedule that reflects priority of effective staff time

District	School
descriptions to reflect realistic, high-leverage responsibilities to support improvement ● Responsible for the process and protocols for effectively leveraging teacher time/effort ● Responsible for the process and protocols for to develop daily/weekly schedule that reflects this for schools	
Adams 14 Roles and Responsibilities ● Implement process for setting clear performance expectation	● Implement process for setting clear performance expectation

Domain 3: Instructional Transformation

Priority 3.1: Diagnose and respond to student learning

There were three named root causes in the District's UIP as it relates to instructional transformation, lack of undefined grade level expectations, lack of strong academic systems, and a lack of high quality curriculum. TNTP would be responsible for the creation and development of a number of tools, protocols and processes that will be embedded in the work of the Academic Department and Adams 14, to address these named root causes. The collective efforts with TNTP would support the improvement strategy for high quality tier I instruction. The items in the chart below complement the turnaround work that has already been done in academics alongside the UVA.

District	School
TNTP Roles and Responsibilities ● Responsible for the process and protocols to assist teachers in identifying individual student academic's behavior needs and creating an action plan aligned to these identified needs ● Responsible for making recommendations on the use of instructional time- extended learning, longer days, weeks, summer ● Responsible for the process and protocols for data resources for teachers to conduct frequent progress monitoring ● Responsible for curriculum recommendations and changes to core classes, SpEd, and CLDE	● Lead training of school leaders to hold teachers accountable for carrying out individual learning plans for student and support school leader with monitoring ● Responsible for the process and protocols for creating and implementing system to regularly examine individual student data in team meetings, ILT, PLC, or other part of teacher work data
Adams 14 Roles and Responsibilities ● Implement the process for responding to student learning	● Hold teachers accountable for carrying out individual learning plans for students ● Implement flexible grouping from qualified staff for reteach ● Implement system to examine data

Priority 3.2: Provide rigorous evidence-based instruction

District	School
TNTP Roles and Responsibilities ● Responsible for the process and protocols for academics and school leaders to refresh, update, and deepen teachers' content knowledge through ongoing PD opportunities on rigorous evidence-based instruction ● Responsible for the process and protocols for coordinating vertical alignment so teachers understand what students should have learned in prior year and what students are expected to learn ● Responsible for the process and protocols for examining ~~of~~ behavioral and instructional supports to ensure grounded in evidence, rigor, and state standards ● Responsible for the process, protocols and training for PLCs ● Responsible for the process, protocols and training for implementing DDI cycle for the District/schools ● Responsible for the process, protocols and training for the District assessment calendar, pacing guide, and scope and sequence ● Responsible for the process, protocols and training for District assessment	● Responsible for the process, protocols and training for curriculum analysis and map lessons against standards and make recommendations ● Responsible for making recommendations to curricula to ensure all students have access ● Responsible for the process, protocols and training to develop system for core contents regarding instructional modes utilized (whole group, small, independent homework) ● Responsible for the process, protocols and training for observation cycles, feedback cycles, and classroom visits
Adams 14 Roles and Responsibilities ● Implement processes and protocols	● Implement recommendations on curriculum analysis ● Implement instructional modes for core content areas ● Implement classroom visit and observation/feedback cycles

Priority 3.3: Remove barriers and provide opportunities

District	School
TNTP Roles and Responsibilities ● Responsible for the process, protocols and training to disseminate information to principals and Executive Directors during meetings with Executive Directors to continue to revisit communication resources ● Responsible for the process, protocols and training to identity the District's most prevalent non-academic barriers to student learning ● Responsible for the process, protocols and training to identify and remove any barriers that prevent equitable opportunity for students to learn at high levels	● Responsible for the process, protocols and training to monitor systems to track student progress (tutoring, tiered interventions), summer school, credit recovery ● Responsible for the process, protocols and training to provide opportunities to demonstrate mastery of higher level (assignments, courses)

Adams 14 Roles and Responsibilities ● Identify and remove barriers that stand in way of equitable practices	● Organize and implement resources for medical, dental, SEL, laundry, etc. to meet family needs ● Provide meal services for students during/before/after

Domain 4: Culture and Climate Shift

Priority 4.1: Build a strong community focused on student learning

Adams 14 superintendent has named public trust and transparency as a priority. TNTP would be responsible for the creation and development of a number of tools, protocols and processes that will be embedded in the work across the District.

District	School
TNTP Roles and Responsibilities ● Responsible for recommendations for opportunities and avenues for sharing school improvement and progress success ● Responsible for the process, protocols and training for to design systems that provide support and structure to enhance District and school work such as dedicated time for reflection	● Responsible for the process, protocols and training to establish system for frequently review of stakeholders on data and school improvement efforts ● Responsible for the process, protocols and training to establish/lead systems (structures, policy, procedures and routines) for focused collaborative work, PBIS and Academic Mastery for rapid improvement ● Responsible for the process, protocols and training to develop system to maintain positive, encouraging classroom and school culture ● Responsible for the process, protocols and training to establish systems to celebrate team accomplishments and recognition of work
Adams 14 Roles and Responsibilities ● Align personnel evaluations with role experience for rapid improvement and solicit input from named partner	● Implement systems to celebrate team accomplishment ● Implement systems for focused collaborative work, PBIS and Academic Mastery ● Review frequently with stakeholders data on school improvement progress

Priority 4.2: Solicit and act upon stakeholder input

District	School
TNTP Roles and Responsibilities ● Responsible for the process, protocols and training to administer a diagnostic instrument to solicit feedback from stakeholders to support with improvement process/efforts; follow up survey to continue (periodically) 2 per year ● Responsible for the process, protocols and training for District/school leaders on assessing stakeholder perception and acting on information collected	● Responsible for the process, protocols and training to take stakeholder input into account when making recommendations on programming, share input, and inclusion of input ● Responsible for the process, protocols and training for system(s) to solicit stakeholder input (surveys, forums, focus groups, or suggestion boxes – physical or electronic)

Adams 14 Roles and Responsibilities ● Solicit and act upon stakeholder input	● Share and act upon what was learned from perception survey ● Implement stakeholder input when making decisions on programming and share input (inclusion) regularly with stakeholders

Priority 4.3: Engage students and families to pursue educational goals

District	School
TNTP Roles and Responsibilities ● Responsible for the process, protocols and training to set aside time and provide structures for parent and community focus groups on learning ● Responsible for the process, protocols and training to provide resources for sharing assessment, interest and career college information ● Responsible for the process, protocols and training for students to plan coursework and college pathways	● Responsible for the process, protocols and training to engage families on student learning goals ● Responsible for the process, protocols and training to provide students/family with explanation of assessment results to make decisions ● Responsible for making recommendations to access community resources and expertise of career and education options ● Responsible for the process, protocols and training to programmatically and systematically build student skills in setting learning goals
Adams 14 Roles and Responsibilities ● Set aside time and provide structures for parents and community	● Implement system to provide student/family with explanation of assessment results to support learning ● Implement recommendations to access community resources

Superintendent's non-negotiables

- Superintendent's purpose is to support and do whatever possible to allow administrators to deliver the best support and educational opportunities to their teachers and students
- Superintendent is expected to support implementation of the turnaround plans by modeling expectations and by frequently visiting schools and providing feedback with the purpose of improving and supporting administrators and students' growth.
- Superintendent will frequently lead data meetings with the cabinet to be informed on a departments' work and focus. Superintendent will provide support in any way possible for District teams to ensure instructional and administrators' goals are supported with intentionality.
- Superintendent will collaborate with the various leadership teams to design the accelerated programming to be relevant and engaging and to meet the needs of students and staff.
- Superintendent will take part in professional development with partners and leaders to the extent that it is feasible.
- Superintendent will seek professional development aligned with the innovation plan strategies to improve their practices to better support staff, students, and the community.

- Superintendent will actively collaborate with various leadership teams to ensure that educational professionals (licensed, alternative-licensure, and ESP) are well supported and empowered.

Staff non-negotiables

- Staff are expected to fully implement with consistency the strategies included in the District turnaround plan as well as turnaround plans for Adams City High School and Central Elementary School, as applicable to their roles.
- Opting-out from the culture of high expectations and accountability is not an option.
- Staff will attend all required faculty meetings and participate in professional development.
- Teachers will employ rigorous instructional practices as identified by the various leadership teams (e.g., Instructional Leadership Team, Department Chairs, PLC, etc.) and based upon collaborative feedback with the external partnership with TNTP, UVA, and ConnectEd.
- Instructional non-negotiables will directly align with the District's turnaround plan and include research-supported best practices that enhance teacher effectiveness and student learning in every class, every day. Instructional non-negotiables will be identified and communicated as a result of ongoing instructional observations and the analysis of instructional observation and perception data.
  - 2022–2023 Instructional Non-Negotiables:
    - Evidence of a safe, structured, positive learning environment in which each student has a nurturing relationship with adults and peers (Colorado Teacher Rubric quality standard 2A, teacher-student relationships).
    - Posted Learning Targets that are tied to Colorado Content Standards and Success Criteria that is objectively measurable in one class period (Colorado Teacher Rubric quality standard 1A, teacher clarity).
    - One hundred percent (100%) student engagement as measured by the Kagan P.I.E.S. analysis and evidenced by embedded coding (Colorado Teacher Rubric quality standard 3E, concentration, persistence, engagement).
    - Staff are expected to regularly participate in outreach initiatives to foster stronger relationships with the community. Examples of community outreach practices are as follows:
      - Positive calls home
      - Home visits (voluntary)
      - Attend and assist with community engagement activities (e.g., Back to School, Open House, Parent/Teacher Conferences, Content Nights in Literacy, Math, and Science, etc.).
      - Teachers are expected to demonstrate fidelity to universal grading practices in content area classes. This increases schoolwide equity specific to grading. This also minimizes confusion for students and parents due to consistency from class to class. See the BOE policy grading.
- Teachers are expected to demonstrate fidelity to universal Positive Behavioral Intervention and Supports (PBIS) and restorative practices (e.g., minor/major referral process and incentive cards). All staff shall demonstrate, communicate, teach, and re-teach.
- Teachers are expected to review, analyze, examine, apply, and reflect upon data to improve professional practice and achieve student-centered growth. State, site-level, common assessment, interim assessment, and benchmark data will be used to identify gaps, monitor growth, and set goals.
- Teachers are expected to engage in purposeful and intentional dialogue with colleagues for the purpose of improving instruction and producing desired student outcomes. Teachers will actively participate in Professional Learning Communities at all schools and provide evidence of collaboration.

Waivers

As previously mentioned, Adams 14 intends to leverage waiver requests for short cycle actions like curriculum, assessments, personnel, coaching, and student-owned learning. This loose-tight autonomy is essential for increased student growth and achievement. More information regarding waivers will be outlined in Central Elementary School's turnaround plan.

Recruitment and retention

Like other districts in the state, Adams 14 has struggled to find candidates to fill positions across the District with a noticeable trend around hard-to-fill positions, including qualified bilingual staff, special education, and special service providers. This struggle is not unique to Adams 14. The 2021 State of Education Report demonstrates the difficulties faced by many Colorado school districts to recruit and retain teachers. (Source: CEA). The named partner will guide the process to develop a recruitment and retention plan.

One of the most important jobs of a school district is to employ recruiting, hiring, placement, and retention practices that ensure a talented teacher leads each and every one of its classrooms. To achieve this goal, Adams 14 has established three benchmarks for success:

- 83% of high-quality staff is retained in the 2021-2022 school year, and 87% is retained in the 2022-2023 school year.
- 50% evidence of implementation of equitable culturally responsive and language teaching practices in all content areas as identified by classroom observations in the 2021-2022 school year, and 60% in the 2022-2023 school year.
- 100% school leaders trained on Culturally and Linguistically Diverse Education (CLDE) and culturally responsive teaching practices; 90% teachers trained on CLDE and culturally responsive teaching practices by the 2023-2024 school year.

Adams 14 is now implementing the following actions steps in an effort to reach the benchmarks above:

- Create districtwide systems to support the development of staffing that will improve instructional practice (i.e., providing professional development to each lead teacher, instructional coach, school leader, District leader).
- Consider hiring firms to support recruitment efforts.
- Strengthen the District's onboarding and induction plan for recruitment/retention, structure compensation.
- Ensure a collaborative team (instructional coaches, lead content teachers, academic staff) supports the planning and implementation of a robust induction system based on Adams 14's culture, strategies, and systems, which includes a strong mentoring program.
- Provide targeted and differentiated professional learning opportunities for staff.
- Train District and school interview teams using established interviewing-hiring guidelines and protocols.

Stakeholder engagement

Adams 14 is dedicated to engaging its community. Below are a few examples in which the Adams 14 superintendent, board of education, and District leadership have engaged the community in its work since the authority was restored on Feb. 4, 2022. This list is not exhaustive and does not include future meetings as of May, 2022.

Central Elementary Community and Staff Engagement Planning Meetings
- March 7, 2022
- March 9, 2022
- March 10, 2022

- March 14, 2022
- March 28, 2022
- March 30, 2022
- April 4, 2022
- April 27, 2022
- April 28, 2022
- May 2, 2022
- May 3, 2022
- May 4, 2022

Central Elementary Community School Implementation Team
- March 14, 2022
- March 28, 2022
- March 30, 2022
- April 4, 2022

Rapid School Improvement Meetings
- February 25, 2022
- March 4, 2022
- March 11, 2022
- March 31, 2022

RFP Meetings
- March 23, 2022
- March 24, 2022
- April 8, 2022
- April 9, 2022
- April 11, 2022
- April 20, 2022
- April 22, 2022
- April 25, 2022

High School Transformation Meetings
- May 4, 2022
- May 5, 2022
- May 6, 2022

Goals and progress monitoring

2021–2022 School Year STAR Reading Goal: Move 15% of students from performance levels 1–3 up a level and to maintain the students in levels 4 and 5 by the middle of the year (MOY). Adams 14 expects to see a reduction of 15% in level 1, and a total increase in levels 4 and 5 by 15%. It will appear that levels 2 and 3 are unchanged as students move up in the performance levels.

Results: Adams 14 succeeded in moving 25.69% of students out of level 1, and 17.16% of students in level 2 moved to a higher level. The District was unable to meet its goals of moving 15% of students in level 3 up a level and maintaining the students in levels 4 and 5.

		STAR Performance Band for Students Tested Both BOY and MOY	

STAR Reading		BOY Results	Decreased Levels	Remained at Level	Increased Levels	Net Change	Goal Met?	MOY Results
Level 4 & 5 – Meets & Exceeds	% of Students	11.24%	27.64%	72.36%	N/A	–27.64%	NO	13.74%
	# of Students	369	102	267	N/A	–102	NO	451
Level 3– Approaching	% of Students	17.46%	26.18%	49.74%	24.08%	–2.09%	NO	20.57%
	# of Students	573	150	285	138	–12	NO	675
Level 2– Partially Meets	% of Students	24.68%	17.28%	48.27%	34.44%	17.16%	YES	26.17%
	# of Students	810	140	391	279	139	YES	859
Level 1– Does Not Meet	% of Students	46.62%	N/A	74.31%	25.69%	25.69%	YES	39.52%
	# of Students	1530	N/A	1137	393	393	YES	1297
Total	% of Students	100.00%	11.94%	63.38%	24.68%	12.74%		100.00%
	# of Students	3282	392	2080	810	418		3282

School Year 2021–2022 STAR Math Goal: Move 15% of students from performance levels 1–3 up a level and to maintain the students in levels 4 and 5 by middle of year (MOY).

Results: Adams 14 succeeded in moving 22.04% of students out of level 1. The District was unable to meet its goals of moving 15% of students in levels 2 and 3 up a level, and maintaining the students in levels 4 and 5.

		STAR Performance Band for Students Tested Both BOY and MOY						
STAR MATH		BOY Results	Decreased Levels	Remained at Level	Increased Levels	Net Change	Goal Met?	MOY Results
Level 4 & 5 – Meets & Exceeds	% of Students	3.48%	37.93%	62.07%	N/A	–37.93%	NO	5.17%
	# of Students	116	44	72	N/A	–44	NO	172
Level 3– Approaching	% of Students	13.79%	27.02%	56.86%	16.12%	–10.89%	NO	16.37%
	# of Students	459	124	261	74	–50	NO	545

Level 2–Partially Meets	% of Students	29.17%	19.98%	56.64%	23.38%	3.40%	NO	30.16%
	# of Students	971	194	550	227	33	NO	1004
Level 1–Does Not Meet	% of Students	53.56%	N/A	77.96%	22.04%	22.04%	YES	48.30%
	# of Students	1783	N/A	1390	393	393	YES	1608
Total	% of Students	100.00%	10.87%	68.28%	20.85%	9.97%		100.00%
	# of Students	3329	362	2273	694	332		3329

In addition to the 2021–2022 School Year STAR goals, the District set ambitious achievement goals for its students measured through Acadience:

School Year 2021–2022 Acadience Middle of Year Goal: 60% of all students across all grades will be the benchmark or above.

School Year 2021–2022 Acadience End of Year Goals:
- 95% of all kindergarten students will be at benchmark and above.
- 90% of 1st-grade students will be at benchmark and above.
- 75% of 2nd and 3rd-grade students will be at benchmark and above.
- 70% of 4th and 5th-grade students will be at benchmark and above.

Results: While Adams 14 has seen inconsistent improvement, it was unable to meet the MOY goal in any of the grade levels.

Discipline goal: Adams 14 began the 2021–2022 school year with the goal of decreasing suspensions by 30%, as compared to the 2019–2020 school year. There were 1,281 suspensions in the 2019–2020 school year. The District aspired to have 851 or fewer suspensions at the end of 2021.

Result: There were a total of 905 suspensions at the end of 2021.

2021–2022 Reduced Dropout Rate Goal: Adams 14 set a goal that 2% or less of the student population would drop out during the school year.

Result: At present, 3.17 % of the student population has dropped out.

The potential named partner will work with the District to broaden goals for alignment with the four turnaround domains. The partner would work with District, school, and community leaders to set benchmark measures aligned to longer-term goals and track progress against those measures over time. The named partner and District, school, and community leaders would track and report on leading and lagging indicators of success through observations and assessments of work products using multiple measures, such as:

- **Student outcome data:** Student learning outcomes, CMAS, interim assessments.

- **Leaders' impact on teacher effectiveness:** Evaluation rating accuracy, teacher growth in observation/evaluation ratings, teacher retention by performance level.
- **Teacher performance**: Teacher growth in observation/evaluation ratings.
- **Student assignment and task analyses**: Ensure student assignments are appropriate for the grade level and that work product reflects the level of rigor needed to obtain mastery.
- **Leadership rubric:** Mastery of key leadership skills.
- **Teacher and student feedback**: *Insight* survey of instructional culture; student survey data.

The table below depicts *potential* measures the named partner could use to assess its impact as a District-improvement partner.

	Performance Indicators	Measures
Instructional Transformation	Student learning objectives (SLO) implementation	Student learning objectives (SLO) outcomes
	Increase in student growth (where data are available)	CMAS and/or other available interim assessments
	High school on-track data	9th and 10th grade on-track data (when available)
Leadership for Rapid School Development and Talent Management	Leader and teacher development	Leader and teacher evaluation data
	Leader and teacher coaching	TNTP leader and teacher coaching feedback tracker
	Teachers' upward feedback	TNTP teacher *Insight* survey
	Leader and teacher differential retention	Differential retention goals tracker
	Leader and teacher professional development	PD rubric from Paul Bambrick's *Leverage Leadership*
Culture and Climate Shift	Student attendance	Attendance rates
	Teacher attendance	Attendance rates
	Decrease in serious incidents	Suspension and expulsion data
	Teachers' perception of school culture	Insight survey
	Student perception of school culture	Student surveys

Conclusion

As described throughout this plan, activities have been identified for the turnaround of Adams County School District 14, Central Elementary School, and Adams City High School. Since the District leadership and the Adams 14 Board had their authority restored on Feb. 4, 2022, this plan will continue to be improved to meet the needs of the District's community.

Comprehensive consideration has been provided to advance transformative student outcomes. The District looks forward to the opportunity to work in partnership with a national organization experienced in school transformation. The District reserves the right to supplement this plan as more information becomes available.

Appendix A
Detailed Analysis of Student Performance

The Colorado legislature approved a two-year accountability pause due to the COVID-19 pandemic. Presently, the District's accreditation under the Education Accountability Act of 2009 is at risk. The 2019 Official Accreditation Rating is Accredited with Priority Improvement Plan: Low Participation. In the Final 2019 District Performance Framework, Adams 14 earned 37.2% of framework points (44% to be in Improvement) and is noted in Year 9 of Priority Improvement or Turnaround.

Below is a table that compares the mean scale scores for all students in the annual Colorado Measures of Academic Success ("CMAS") for English language arts and mathematics. The table also includes a comparison of the median student growth percentiles for all students in the annual CMAS for English language arts and mathematics.

Adams 14 believes that standardized testing has a disparate and discriminatory impact on students of color. Scholarly studies have indicated that this type of testing is rooted in systemic racism. It should be noted that at least one other Colorado public school district raised the argument that the Colorado's accountability system is discriminatory.

Accountability frameworks reliant on standardized testing perpetuate this systemic racism and adversely impact the large population of students of color in Adams 14. Nonetheless, without waiving the District's arguments against standardized testing, the current data involving Adams 14 is detailed in the tables below.

| | Academic Achievement | | | | Academic Growth | | | |
| | English Language Arts | | Mathematics | | English Language Arts | | Mathematics | |
	Adams 14	State	Adams 14	State	Adams 14	State	Adams 14	State
2015	719.1	739.4	717.7	733.4	*	*	*	*
2016	718.8	739.5	713.8	733.6	42.0	50.0	37.0	50.0
2017	720.6	741.3	714.5	734.1	48.0	50.0	43.0	50.0
2018	721.7	743.3	715.4	735.0	49.0	50.0	45.0	50.0
2019	722.9	744.1	717.1	735.6	45.0	50.0	46.0	50.0
2021	713.8	741.1	697.6	728.4	31.0	43.0	18.0	35.0

*2015 growth data not available due to the Transitional Colorado Assessment Program (TCAP) to CMAS assessment transition.

| | Postsecondary & Workforce Readiness | | | | | | | |
| | Graduation Rates* | | Completion Rates* | | Dropout Rates | | Matriculation Rates | |
	Adams 14	State	Adams 14	State	Adams 14	State	Adams 14	State
2015	64.2%	77.3%	#	78.8%	6.9%	2.5%	33.7%	57.4%
2016	65.9%	78.9%	#	80.3%	8.2%	2.3%	34.1%	54.5%
2017	65.6%	79%	67.2%	80.8%	7.9%	2.3%	36%	58.1%
2018	64.3%	80.7%	67.1%	82.5%	6.8%	2.2%	49%	58.6%
2019	63.3%	81.1%	66.0%	82.9%	6.8%	2%	34%	58.9%
2020	66.8%	81.9%	70.0%	83.4%	5.0%	1.8%	26%	54.7%
2021	67.0%	81.7%	67.4%	83.2%	6.3%	1.8%		

*4–Year Data
#Unable to locate data

Certain subgroups, such as English language learners and students on Individualized Education Plans (IEPs), underperform on academic achievement; however, in academic growth for median student growth percentiles, District scores for students on IEPs have exceeded the state's performance in 2019 and 2021. No state assessment was given in 2020.

Review of Overall Current Performance

District Performance Framework Summary: The state's accountability system was paused for the 2020–2021 and 2021–2022 school years; thus, there is limited data to include. A review of data informs the District's root causes, performance challenges, and overall strategic planning. This is not a comprehensive review of all the information that was utilized to inform the District's improvement plan.

Fall 2019 kindergarten readiness data, as well as Adams 14's early childhood data, continue to indicate that some of its students are not entering school prepared. The areas that the District's early childhood programs recognize as areas of highest need are social and emotional learning and literacy. These findings are consistent with the data across Adams County.

As a result, Adams 14 has adopted a new literacy curriculum to align with its K–2 program so that there is vertical articulation. Even though the District does not have updated information from 2020 due to the COVID-19 accountability pause, it anticipates the focus on social and emotional learning to remain a need, as students are experiencing trauma amid the pandemic and they have had fewer interactions and development opportunities during virtual learning.

Teaching and Learning Conditions Colorado ("TLCC") Survey Analysis: Overall, the District is seeing the positive response rates increase across every category, with the biggest increase shown in District Supports. Adams 14 continues to dig into the areas where there is much room for improvement and will use TLCC survey data to support its decisions regarding the next steps.

The District recognizes there is still much room for improvement in many areas, especially as it pertains to leadership development, resources, instructional practices and support, and community support and involvement. In response, the District leadership is reengaging the community to ensure that all future plans genuinely reflect the community's interests and the local board of education's vision.

ACCESS Growth Data: All levels are showing increases in overall median growth with both elementary and middle schools meeting state growth expectations. This indicates that the focus on oral language development and research-based instructional practices for English language learning are showing signs of success, and it indicates that Adams 14 continues to move forward with its work.

STAR Analysis: Overall in both STAR Math and STAR Reading, the District has seen an increase in the students in Levels 4 and 5, which are considered students who are on track to meet or exceed proficiency on state exams. There are also declines in the students in Level 1, which indicates a need for intensive support.

Although Adams 14 expects higher shifts in proficiency across all levels, it is seeing increases when each proficiency level is broken into percentile rank bands, indicating students are showing improvements. However, recognizing the nation is recovering from a long pandemic that heavily impacted the local community as compared to neighboring communities, the District realizes more time is needed to see a shift in the overall impact on the system.

This data is also only indicative of the changes made to the system from the beginning to the middle of the year 2019. Adams 14 leadership acknowledges that continuing to focus on the improvement of the Best, First Instruction and development of academic systems, could lead to even more rapid gains. The District also sees the need to support students emotionally as many families were severely impacted by the pandemic.

Gifted and Talented Analysis: Adams 14 has a great opportunity to build and develop the strengths of its students. Successful identification and performance are interdependent. Providing the access to acceleration and opportunities for enrichment "fosters the individual growth of each student" as called for in Adams 14's Gifted Education's Board Policy, IHBB (2015). Consistent systems are needed, including professional development for District educators to support acceleration in all subject areas.

Trends Analyses

Academic Achievement (Status) English Language Arts (ELA): In CMAS ELA at the elementary level, there was an increase in achievement (716.4, 718, 720.6, 722.9). This is a notable trend because the overall Mean Scale Score for the first time has moved to the Approaching Expectations category. In CMAS ELA at the middle school level, there was a stable trend

(720.2, 723.4, 722.9, 722.8). In CO-PSAT EBRW at the high school level, the District's score is relatively the same (396.3, 398.3) (No data available in 2020. Source: SPF/DPF)

Academic Achievement (Status) Mathematics: In CMAS Math at the elementary level, there was a relatively stable but increasing score (713.6, 714.2, 715.5, 718.5). In CMAS Math at the middle school level, there was a relatively stable score (713.6, 715.5, 715.3, 715.9). (No data available in 2020. Source: SPF/DPF)

Academic Achievement (Status) Science: In CMAS Science at the elementary level, the District continued to decline (522.3, 520.1, 518.4). (Source: DPF)

Academic Growth: CMAS ELA growth at the elementary level has increased in all students as well as each disaggregated student group for the fourth consecutive year. This is notable because Adams 14 is meeting state expectations in growth. (No data available in 2020. Source: DPF)

Postsecondary and Workforce Readiness: The District is seeing a slight decline in its graduation rates. The slight decline in graduation rates has been observed in Adams City High School (AYG 2017 - 75.0%, AYG 2018- 74.7%, AYG 2019 –74.1%).

Adams 14 saw an increase in matriculation rates this year and attributes this to the students earning career readiness certificates. Dropout rates were stable during the pandemic despite the pandemic's impact. Adams 14 has seen very little change over time. (2016-8.2%, 2017-7.9%, 2018-6.8%, 2019-6.8%). The District has not met state expectations in either SAT math or EBRW, and both sections showed a decline. It should be noted that states, such as Colorado, are moving away from the reliance on SAT testing due to persistent racial gaps in test scores, which was a noted issue in a case against the University of California Board of Regents.

Student Graduation and Completion Plan: Adams 14 is seeing a gradual decline in the best of 7-year graduation rate for English language learners. (2017-72.7 , 2018-70.3, 2019- 71.3) (Source: DPF)

English Language Development and Attainment: The data showed an increase in English language proficiency across the secondary schools as middle schools went from a 38th median growth percentile to a 53rd median growth percentile, and the high schools went from a 34th median growth percentile to a 40th median growth percentile. This is notable because it indicates a positive trend and shows that the systems of support put in place are having a positive impact. (Source: DPF)

Disaggregated Achievement: Eighth and eleventh-grade science results for English language learners continue to be above the state mean scale score for this disaggregated student group. The District's English learners are outperforming English learners across the state. In CMAS ELA for gifted and talented at the elementary level, there was a decline in achievement for the first time in four years.

Disaggregated Growth: CMAS Math growth at the elementary level continues to increase in the English learner student group for the fourth consecutive year. This is significant because there was a decline in all students as well as all other disaggregated student groups. (No data available in 2020. Source: DPF)

Student Behavior: Adams 14 was on track to have stable numbers in behavior suspensions as it headed into March 2020. (Source: Infinite Campus Reporting)

Other Performance Indicator Targets: Adams 14 continues to see high levels of students identified with a significant reading deficiency and on READ Plans, similar to the state's data for minority, children in poverty, and ELL students. There was a decrease of students identified with significant reading difficulties by 6% from BOY to MOY in the 2019-2020 school year, compared to an increase of 6% from BOY to MOY in the 2018-2019 school year (DIBELS/IDEL Local Results).

There is a decline in overall student enrollment to the District, with the decline happening at the elementary level. (2016-7,003; 2017-6,876; 2018-6,817; 2019-6,507). This is attributed to a decrease in birth rates – and increase in housing prices – as noted by the demographer. (Source: CDE District Dashboard). Notable factors include the cost of living where the Denver Metro Area is 12% higher than the national average (Source: Payscale); the housing market where Commerce

City's median home prices were up 35.4% in 2022 as compared to 2021, and the median price of a home is $549,000. (Source: Redfin). The decline in enrollment mirrors many other school districts in Adams County and the Denver Metro Area.

Appendix B
Master Facility Plan (As Attached)

Appendix C
District's Unified Improvement Plan (As Attached)