Adams 14 School District

Accountability Directed Action

External Management. Adams 14 School District is working with their management partner, Beyond Textbooks, to establish a teaching and learning cycle within Adams City High School (also year 7 on the accountability clock) and two other schools, Central Elementary and Rose Hill Elementary. The district is also focusing on creating district systems to support school improvement.

District Performance Framework Data

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<td>Postsecondary and Workforce Readiness</td>
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End-Of-Year Overall Assessment of Progress by CDE

State student performance data and local progress monitoring data indicate that the current external management plan is not enough on its own to set the district on a path to rapid turnaround and improved student outcomes. While the major components of the management plan are being implemented with varying degrees of fidelity, student performance overall is not improving and remains well below state expectations for academic achievement, academic growth, and postsecondary and workforce readiness. Goals within the progress monitoring plan for student achievement, growth and other indicators (e.g., attendance) based on local data showed some progress, but the targets were largely not met throughout 2017-18 school year.

Beyond Textbooks was implemented at three schools during the 2017-18 school year. Performance remained flat at two of the three schools (Aurora Central High School and Central Elementary) and improved slightly at Rose Hill Elementary, which moved from Turnaround to Priority Improvement. Classroom-level use of the instructional program remains inconsistent, but the district is taking steps to improve the fidelity and effectiveness of implementation for the 2018-19 school year in the three targeted schools and is expanding this approach to additional schools. For other elements of the district’s pathway plan (focused on establishing instructional systems at the other eight schools and building district-level systems for supporting all schools and monitoring progress), implementation has not been as efficient or effective as is needed. Reorganization of district staff during the 2017-18 school year, in addition to other staff turnover at the district level, contributed to inefficiencies. This makes momentum from year to year difficult to sustain as much energy goes to bringing new staff up to speed and new ways of working need to be re-established.

The local school board’s attention to studying data and turnaround options is promising and should be a continuing practice. Two-way communication with stakeholders continues to be a needed area for growth and will impede any progress if not adequately addressed. The district and local board have committed to a facilitated strategic planning process, which could be a way to better engage the community and develop a shared vision.

Overall, the district has not gained traction in creating a consistent teaching and learning cycle districtwide, nor is it communicating a coherent and urgent vision for exiting the accountability clock. There are some promising practices in place, but it is too early to tell how these practices will impact student learning and result in significant change.
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| Academic Systems: Implement Beyond Textbooks at Three Schools           | Beyond Textbooks (BT) is the district’s management partner and is working with Adams City High School, Central Elementary and Rose Hill Elementary. The management partner is responsible for prioritizing and supporting high-quality instruction aligned to standards. | - Create professional development calendar for participating schools  
- Align curriculum, assessments and instructional support  
- Revise schedule, including a reteach and enrichment block  
- Provide ongoing coaching and feedback on implementation, monitoring and progress | - The professional development calendar was set at the beginning of the year and staff in Beyond Textbooks schools have been trained on the basics of the approach. Professional development events continue throughout the year to deepen and expand understanding.  
- School schedules have been revised to include a reteach and enrichment block.  
- Staff are actively using Beyond Textbooks process to align lesson plans, curriculum and formative assessments.  
- Implementation is at the emerging level and varies classroom to classroom. Schools are still working to fully take advantage of the reteach and enrich block.  
- Beyond Textbooks visits each school on a regular basis and provides differentiated feedback on strengths and areas for future focus. They report progress in implementation.  
- The district has taken the Beyond Textbooks feedback and adjusted programming accordingly to date (e.g., Kagan training after Beyond Textbooks identified low student engagement). In particular, the district is focusing on how to more effectively take that feedback and support schools in accelerating implementation. | - This priority was implemented as laid out in the plan, although there were some barriers that interfered with full implementation of the model.  
- In the second semester, Beyond Textbooks and the district continued the routines established in the first semester (e.g., Beyond Textbooks school walkthroughs, feedback and recommendations every six weeks).  
- All three building leaders are invested in the Beyond Textbooks process and working to establish building norms for implementation. Staff in the select schools were actively using the Beyond Textbooks process, but at varying rates depending upon the individual. Staff surveys were not set up to capture staff needs and support for the implementation process. The district sent staff to Vail school district (Arizona) to better observe the process being implemented in classrooms.  
- Overall, Beyond Textbooks reports seeing greater use of engagement strategies and increasing use of the process. All schools need to refine their procedures and deepen the rigor of content.  
- With added responsibilities at mid-year, the district Beyond Textbooks liaison was unable to consistently engage in weekly visits at schools.  
- The supporting data system -- Illuminate -- took much longer than anticipated to fully launch. This meant the the teaching and learning cycle was not adequately supported.  
- The district has identified several steps to improve implementation in 2018-19, including identifying specific implementation benchmarks, ensuring a more rigorous monitoring and coaching system between Beyond Textbooks’ visits and protecting the district liaison’s time. |
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| Academic Systems: Implement      | The district will establish teaching and learning cycles based upon a systematic framework of instruction, monitoring (assessment, walkthroughs, teacher evaluation/effectiveness, professional development) and extended opportunities for students to learn (enrichment/retach).                                                                                                                      | - Provide best first instruction  
- Offer embedded professional development and supports  
- Conduct frequent progress monitoring  
- Ensure enrichment and intervention  
- Implement multi-tiered systems of support (MTSS)                                                                                                                     | - Best first instruction has been a priority for the district for many years and it is difficult to say whether there is much change yet. Observations suggest that staff are beginning to implement some of the strategies learned from recent professional development.  
- Professional development and follow-up coaching has been offered for teaching staff (e.g., Kagan, READing Foundations, establishing data systems, Systemic ELD, Constructing Meaning) and for building leaders (e.g., data analysis, improvement planning, principal role in teaching literacy).  
- While progress monitoring data is being collected, it is not routinely analyzed and discussed by school staff. For example, elementary data meetings are scheduled after school and staff attend on an optional basis (as per agreement with Classroom Teachers Association). District reports concerns about lack of alignment on common assessments and has future work planned to address that.  
- Enrichment and intervention time for students has been scheduled, however, the time is not leveraged as effectively as it needs to be. District is considering the best way to make that time more effective.  
- MTSS is focused now on providing wraparound services for students. The overall process is being supported through a partnership with CDE's Office of Learning Supports.                                                                 | - The District continued the activities discussed in the first semester.  
- Additional activities worth noting include: a systematic review of the district’s EL programming (internally with community representatives and in partnership with CDE), a focus on early literacy training, including supporting and expecting staff to implement strategies (partnership with Schools Cubed), and professional learning community (PLC) trainings at secondary levels. |
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| Build Systems of Support and        | District systems of communication, support and accountability are being created between the district, schools and the community. This includes gathering student performance data, as well as observational and perception data, to differentiate supports for schools.                                                                                      | - Establish and support the practice of district level data routines, reporting and accountability.  
- Differentiate supports to schools based on their needs. Supports are available through the district and through external partnerships.  
- Engage in ongoing communication regarding pathway implementation and progress monitoring with the community and stakeholders. | - Adams 14 School District has established a process and a regular schedule for weekly school visits, which is a new practice for the district. The district is establishing data routines, including discussing the site visit observations, using the data to adjust practices, and collecting and analyzing student, staff and community surveys. These practices were not in place until recently due to reorganization of district staff. There is an emerging process for discussing data and adjusting supports as district staff have now been assigned to specific roles. The district has not made clear what the responsibilities and the degree of authority are for staff, which is leading to inefficiencies. The district is aware of this challenge and is working to address it.  
- Differentiation of supports is mainly coming through external partnerships including the Turnaround Network, Connect for Success, and diagnostic review and planning supports.  
- The district admits to struggling with communication to the community about the implementation of its pathway plan. Communication mainly occurs through superintendent-hosted community forums, district accountability committee and local school board meetings, and meetings with the educator association. Given that questions and concerns continue to arise from the community, this is an area that needs greater attention. | - Adams 14 School District has established a process and a regular schedule for weekly school visits, which is a new practice for the district. The district is establishing data routines, including discussing the site visit observations, using the data to adjust practices, and collecting and analyzing student, staff and community surveys. These practices were not in place until recently due to reorganization of district staff. There is an emerging process for discussing data and adjusting supports as district staff have now been assigned to specific roles. The district has not made clear what the responsibilities and the degree of authority are for staff, which is leading to inefficiencies. The district is aware of this challenge and is working to address it.  
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- The district continues to build out systems for support and accountability, but at a slower pace than expected. The district underwent a second reorganization within the last year, so responsibilities and work routines were not clear throughout the year. It is too early to provide a report on the overall impact of the most recent transition, however, individual district staff report more collegial interactions and positive momentum.  
- A process for collecting and analyzing data to guide districtwide practices is still emerging. District staff admit that the tools and processes used for gauging and informing implementation (e.g., weekly school visit protocols, staff surveys, parent surveys, student surveys) did not yield the type of data needed to guide district continuous improvement cycle. Therefore, district staff will be putting energy toward developing more effective systems for continuous improvement in the 2018-19 school year.  
- The improvement planning process has developed further through a partnership with a neighboring district and through a wider stakeholder group to guide direction. While CDE has not reviewed the updated school and district improvement plans yet, it has been observed that the process is more inclusive, using best practices and occurring on a more effective timeline.  
- The district and local board have engaged with an external consultant (Bob Tipton) to facilitate a long-term strategic planning process. This could provide a vehicle for much needed community engagement and buy in for future actions.  
- The board has engaged in the turnaround process more significantly through a variety of study sessions (e.g., walk through of local data and statutory pathway options) with district staff, CDE and the Colorado Association of School Boards.  
- The district continues to struggle greatly with two-way communication with stakeholders including parents, staff, and community members. An increasing number of stakeholder groups have formed to express frustration and report that they do not feel their voice has been included in the turnaround process. |
Summary of Student Performance Trends Based on Mid-Year Local Data

- There is an increasing number of K-3 students on READ plans (approximately 1065 in early January). District reports this is due to clarifications in identification process and increased fidelity to the assessment process.
- The district is not meeting STAR literacy (grades 4-8) or math targets (grades 3-8) as set in the Pathway Plan, but there is higher status and growth than at this time last year at almost all grade levels. Growth is ranging by grade level from about the 42nd percentile to about the 57th in literacy and about the 41st percentile to the 49th in math. The middle schools continue to show the most consistent growth. High school patterns are discussed in the Adams City High School summary.
- Attendance targets (as defined in the Pathway Plan) are not being met across the board. Overall, the district was at a 92% attendance rate at the end of the first quarter which is significantly higher than last year and close to the state average (92.9%). The district has declined to 89% districtwide in the second quarter. The district reports that this follows a past pattern and is already showing signs of increasing for the next quarter.

Mid-Year Assessment of Progress by CDE

The major tenets of the district’s Pathway Plan are being addressed to some extent. Over the summer, the district and CDE worked on a progress monitoring plan that was delivered on time in August. The district is making progress implementing Beyond Textbooks in the three identified schools and is making adjustments in practices as directed. At the same time, the district is working on systems to support the other eight schools. The quality and sophistication of the implementation of critical practices, however, needs to increase. The district has encountered unexpected barriers and has had to slow down some actions to prioritize on other higher leverage strategies that are foundational to implementing the plan. District systems to effectively manage and support schools are newly emerging but are not in place solidly enough to create changes in school-level practices. The district has focused on setting up important systems, such as district-level data discussions, that district staff and leadership are just now using. While student-level data from the middle of the year shows some promise of growth, overall, Adams 14 schools are not on track to meet state expectations in math or English Language Arts.

Summary of Student Performance Trends Based on End-of-Year Data

- The number of K-3 READ plans since winter 2018 has decreased, but looking at the whole year the numbers increased slightly from the beginning of the year and from last year (approximately 936 at the end of 2017-18, compared to 919 at the end of 2016-17).
- STAR literacy (grades 4-8) and math status targets (grades 3-8) for 2017-18 were not met. However, they were higher than the prior year (2016-17) in nearly every grade level. Growth was lower than the prior year (2016-17) and ranged from about the 40th to 48th percentile in literacy; math growth ranged from the 38th percentile to the 46th. Beyond Textbooks schools do not show a different trend.
- The district did not meet its overall daily attendance target of 95% in 2017-18 but has improved considerably since the prior year (moved from 82% in 2016-17 to 90% overall in 2017-18) and is catching up to the state average (92.9%). Elementary schools were at 92% for the year; middle schools were at 89%; high schools were at 84%.
- The preliminary District Performance Framework (DPF) reports that the district remains at Priority Improvement-Year 8 with a slight dip in the percentage of points (37.6% in 2017; 36.8% in 2018).
- Of the 11 schools, five schools are on the accountability clock. This includes Adams City High School in Priority Improvement - Year 8 and Central Elementary in Year 5 which will need an end-of-clock hearing in spring 2019. It should be noted that three schools exited the accountability clock (Dupont, Monaco, Kemp) and one school entered Year 1 of the accountability clock (Lester Arnold).
- Overall (all school levels) achievement in language arts is on a slight incline (718.8 mean scale score in 2016, 720.6 mean scale score in 2017, 721.7 mean scale score in 2018) but is significantly below the state mean by more than 20 points (743.3 state mean scale score in 2018). A similar trend exists for math (713.8 mean scale score in 2016; 714.5 in 2017; 715.4 in 2018), which remains more than 19 points below the state average (735.0 state mean scale score in 2018).
- Academic growth is increasing, but not at a significant enough rate to make needed achievement gains. Overall, the English language arts median growth percentile was 42 in 2016; 48 in 2017; and 49 in 2018. Overall, the math median growth percentile was at 37 in 2016; 43 in 2017; and 45 in 2018.
### Accountability Directed Action

External Management. Adams City High School is partnering with Beyond Textbooks to establish a teaching and learning cycle for grades 9-10. The district also committed to hiring a new school leadership team for the 2017-18 school year. For grades 11-12, focus is being placed on building out teaching and learning cycles focused on college and career preparation.

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### End-Of-Year Overall Assessment of Progress by CDE

Beyond Textbooks participated in monthly work sessions with school leadership that included classroom walk-throughs, sharing of recommendations, and observing progress in instructional approaches and use of resources within 9th and 10th grade classrooms. There was progress during the year on the quarterly assessments that were completed as part of Beyond Textbooks implementation, but without an interim benchmarking system in place it was difficult to track whether students were progressing adequately to meet end-of-year targets. School and district leadership met monthly to review progress in instructional and operational systems. There was improvement over the year in the structure of these meetings to better focused on monitoring data indicators and implementation observations. Some sharing of instructional practices from 9th and 10th grade to 11th and 12th grade has occurred, although the instructional systems for 11th and 12th grades are much less structured. Overall, a more concrete way to measure progress of implementation of Beyond Textbooks' recommendations and strategies will help leadership monitor and support implementation. A concerted effort to strengthen 11 and 12th grade systems and services would also be helpful to focus on over the next year. Checking with stakeholders (e.g., staff, students, families) on their needs should be done throughout the year. With the school's new administration's first year under its belt, it is time to focus on designing sustainable systems of two-way communication. Given that student performance is not increasing (with the exception of the English language proficiency), and given the lack of compelling implementation data, the current turnaround plan on its own may not be strong enough to rapidly improve student outcomes at Adams City High School.
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| Hire a leadership team  | During the pathways hearing, the high school did not have a permanent leadership team after many years of continuous turnover. The district committed to hiring a new team as a first priority. | - Hire a principal, five assistant principals with specific assignments, content area coaches, a special education coordinator, an English language development coordinator and counselors for each grade level. | - Leadership team was hired by Summer 2017.  
- The leadership team created a 90-day plan and shared it with the district and CDE by August 2017. | - Some of the leadership team has turned over, but the principal and her core building staff will remain for the next school year.                                                                                                                                                                                                                                                                 |
| Implement Beyond Textbooks | Beyond Textbooks (BT) is the district’s management partner working Adams City High School in grades 9-10. The management partner is responsible for prioritizing and supporting high-quality instruction aligned to standards. | - Create professional development calendar  
- Align curriculum, assessments and instructional support  
- Revise schedule, including a reteach and enrichment block  
- Provide ongoing coaching and feedback on implementation, monitoring and progress | - The professional development calendar was set at the beginning of the year and Adams City High School staff have been trained on the basics of the Beyond Textbooks approach. Professional development events continue throughout the year to deepen and expand understanding.  
- The schedule was built to include a reteach and enrichment block for students. Further refinements were made at the beginning of the second semester. Ninth graders have a lab for both math and language arts for reteach and enrichment opportunities; tenth grade advisory is used to support reteach.  
- Staff are actively using the Beyond Textbooks process to align lesson plans, curriculum and formative assessments. Implementation is at the emerging level and varies classroom to classroom.  
- Beyond Textbooks visits the school on a regular basis and provides feedback on strengths and areas for future focus. They report progress on implementation to the school, district and CDE.  
- The district has taken the Beyond Textbooks feedback and adjusted programming accordingly to date (e.g., Kagan training after Beyond Textbooks identified low student engagement). In particular, the district is focusing on how to more effectively take that feedback and support the high school in accelerating implementation. | - Work on implementing Beyond Textbooks continued as laid out in the turnaround plan.  
- Beyond Textbooks reports seeing increases in cooperative learning, alignment between lesson plans and the Colorado Academic Standards, and more effective use of professional learning community structures.  
- Focus needs to be on consistent implementation, data driven decision making, and refinement of lab classes (reteach component).  
- With both Beyond Textbooks and CDE requiring a benchmarking system, the district and Adams City High School have chosen to return to using the STAR interim assessments in the 2018-19 school year. |
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| Create schoolwide systems of support and accountability | Systems that support the entire school are being built to support students and staff. | - Implement effective data-driven instructional systems to monitor grade-level, rigorous, standards-based instruction, differentiation, and students’ mastery of learning targets consistently across all content areas  
- Implement intentional systems of support that are positive and culturally responsive to the learning environment.  
- College readiness systems are aligned to rigorous instructional and assessment practices (especially for grades 11-12). | - The leadership team has launched several new accountability systems such as tracking grades and course recovery. Data is reviewed on a regular basis and adjustments made in implementation of those systems.  
- CDE and Beyond Textbooks have raised concerns on the lack of interim assessments for both reading/writing and math. The district/school discontinued the use of the STAR assessment at the high school as they did not feel they were getting meaningful information. There is a plan in place for a new system next year. Formative assessments are being monitored but it is difficult for the district and state to determine whether students are on track to meet state expectations.  
- The district is intensifying its involvement to provide additional accountability and support at Adams City High School, which had lagged because of a reorganization at the district level, but appears to be getting back on track.  
- Attendance policy has been updated. Accountability systems for attendance (e.g., teacher reporting, student and family contracts, home visits) are being implemented.  
- College readiness dean and counselors are working with students to track credits and prepare for postsecondary options. ICAPs are being integrated into students' school day.  
- Career and technical education options continue to be offered, and, in alignment with the Adams County Workforce Council recommendations, a healthcare track is being explored. | - The new leadership team conducted significant work to build instructional and accountability systems (e.g., tracking grades, course recovery).  
- Concerns persist on the lack of interim assessment data for both reading/writing and math, and there is a plan in place for a new system next year.  
- District is intensifying its involvement to provide additional accountability and support. |
## Summary of Student Performance Trends Based on Mid-Year Local Data

- STAR Interim assessments, a measure included in the Pathway Plan, were discontinued by Adams City High School this year. The school and district have agreed to use a valid interim assessment next year. Formative assessments (e.g., Light Sail, Beyond Textbooks assessments, unit tests) are being monitored this year.
- Average daily attendance at Adams City High School is not meeting district targets (95%) and but is higher than last year's rates by close to 5% each month (93-87% depending upon the month). Chronic absenteeism is averaging at 41%, compared to 47% at the end of the year in 2016-17.
- ICAPs, grade audits and credit checks are being conducted on a regular basis. There is no record of these practices consistently being gathered and tracked in the past.

## Mid-Year Assessment of Progress by CDE

The high school's major strategies from the Pathway Plan have begun to be addressed. The partnership with Beyond Textbooks is established and work is being done to refine implementation. The new leadership team moved quickly to establish new reporting and accountability systems across the whole school, which are vital to know when students need additional support. While formative assessments are actively used to inform instruction and make adjustments in the reteach/enrich blocks, the lack of a valid interim assessment makes it difficult for the school, district and state to determine overall academic progress in the school.

## Summary of Student Performance Trends Based on End-of-Year Local Data

- Formative assessments continued throughout the spring of 2018 to inform instructional practices. The district and school agreed to re-engage with STAR in 2018-19 to monitor schoolwide progress.
- 2017-18 average daily attendance did not meet the district target (95%), nor did it surpass the prior year's average (84% in 2017-18; 85.1% in 2016-17).
- Chronic absenteeism has risen since last year (47% at the end of 2016-17; 56% at the end of 2017-18).
- Grade audits and credit checks continued to be checked on a regular basis. This is a new practice, so comparison data is not available yet.
- The school moved from Turnaround (decreased due to participation) to Priority Improvement. Points declined from 40.9% on the 2017 SPF to 39.4% on the 2018 SPF. However, participation surpassed 95% so the plan type was moved back to Priority Improvement.