Moving Forward

Pathway Proposal

Wednesday, November 14, 2018
Agenda

• Introduction

• Response to Three Questions from the State Board of Education

• Highlights of District and ACHS Successes in Year One

• Next Steps: Systemic Reforms

• Projected Timeline
Governed BOE contributions to District’s success

Dedicated $1,000,000 to technology

Dedicated $1,000,000 to curriculum and instruction

Dedicated $1,000,000 to professional development

These are just a few examples of how the School Board supports the District and schools. They will designate additional funds to contract with External Management Organizations.
Thanks a Million Video
Beyond Textbooks Directives to Adams 14

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

Question #1
How did the District and ACHS implement the previous directed action?

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

Questions #3
Why did the action not result in higher ratings?
The District implemented the BT Curricular Framework (scope and sequence, assessment and enrichment/re-teach) in Adams City High School, Rose Hill Elementary, and Central Elementary.

Professional development (PD) was embedded into the District calendar.

The District adopted Illuminate, a dashboard platform to support writing of common formative assessments, data analysis, and data-driven instruction.

Reorganized District office personnel roles and responsibilities.

The District implemented Schools Cubed, STRIVE, and Kagan Cooperative Structures.
Question #1  How did ACHS implement the plan?

- Implemented the *BT Curricular Framework*
  - Consistent scope and sequence
  - Common formative assessments aligned to common core standards
  - Professional Learning Communities (PLCs) for data analysis and lesson planning to mastery
- Implemented *Illuminate*
- Increased the number of opportunities in concurrent enrollment for students to earn the *Seal of Biliteracy*
- Implemented programming responsive to culturally and linguistically diverse populations
- Expanded community partnerships for post-secondary options
- Adopted a Distributive Leadership Model
- Implemented *Restorative Justice* practices
Question #2 To what degree did the action result in improvement at the District?

<table>
<thead>
<tr>
<th>School</th>
<th>2016 Plan Type</th>
<th>2016 Framework Points</th>
<th>2017 Plan Type</th>
<th>2017 Framework Points</th>
<th>2018 Plan Type</th>
<th>2018 Framework Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Turnaround</td>
<td>32.5</td>
<td>Priority Improvement</td>
<td>37.6</td>
<td>Priority Improvement</td>
<td>36.8</td>
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<tr>
<td>ACHS</td>
<td>Priority Improvement</td>
<td>36.8</td>
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<td>Priority Improvement</td>
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<td>LAHS</td>
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<td>50.7</td>
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<td>41.09</td>
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<td>39.5</td>
<td>Improvement</td>
<td>49.4</td>
<td>Improvement</td>
<td>42.2</td>
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<tr>
<td>KMS</td>
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<td>47.6</td>
<td>Performance</td>
<td>56.1</td>
<td>Performance</td>
<td>53.1</td>
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<tr>
<td>Alsup</td>
<td>Priority Improvement</td>
<td>37.4</td>
<td>Improvement</td>
<td>46.3</td>
<td>Performance</td>
<td>54.9</td>
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<tr>
<td>Central</td>
<td>Priority Improvement</td>
<td>37.7</td>
<td>Priority Improvement</td>
<td>39.3</td>
<td>Priority Improvement</td>
<td>40.0</td>
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<tr>
<td>Dupont</td>
<td>Priority Improvement</td>
<td>36.6</td>
<td>Priority Improvement</td>
<td>40</td>
<td>Improvement</td>
<td>42.2</td>
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<tr>
<td>Hanson</td>
<td>Improvement</td>
<td>40.4</td>
<td>Priority Improvement</td>
<td>36.1</td>
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<tr>
<td>Kemp</td>
<td>Priority Improvement</td>
<td>35.9</td>
<td>Priority Improvement</td>
<td>40</td>
<td>Performance</td>
<td>62.5</td>
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<tr>
<td>Monaco</td>
<td>Turnaround</td>
<td>27.9</td>
<td>Priority Improvement</td>
<td>37.1</td>
<td>Improvement</td>
<td>46.3</td>
</tr>
<tr>
<td>Rose Hill</td>
<td>Turnaround</td>
<td>30.9</td>
<td>Turnaround</td>
<td>32.5</td>
<td>Priority Improvement</td>
<td>34.8</td>
</tr>
</tbody>
</table>
Moved from *Turnaround* status to *Priority Improvement* status on the School Performance Framework (SPF)

Submitted Request to Reconsider application on October 14, 2018 (decision will be made in December)

95% participation on all state assessments

38% increase in English proficiency on WIDA ACCESS Assessment

Only comprehensive high school with more than 100 ELD students that met the Exceeding rating for ELD growth

14% increase in math PSAT scores from 5% to 19% (9th grade proficiency)

14% increase in English PSAT scores from 17% to 30% (9th grade proficiency)

43% increase in AP scores 3+ from 60 to 100

9% increase in seniors meeting college-readiness benchmarks (math and English) through concurrent enrollment

13% increase of graduates who participated in concurrent enrollment courses successfully earned college credit from 23% to 36%

Increased the number of graduates who earned the *Seal of Biliteracy* from 42 to 68

Increased the number of students in concurrent enrollment from 172 to 228
Question #2  To what degree did the action result in improvement at ACHS?

✓ 44% decrease of behavior incidents

✓ 57% decrease of in-school suspensions

✓ 40% decrease of out-of-school suspensions

✓ Increased appointments with School-Based Therapists

✓ Increased appointments with external Community Reach Center therapists

✓ Increased mediation and social/emotional group supports
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2017-2018 Beginning SY</th>
<th>2018-2019 Beginning SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>54%</td>
<td>68%</td>
</tr>
<tr>
<td>Juniors</td>
<td>57%</td>
<td>71%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>61%</td>
<td>71%</td>
</tr>
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</table>
## ACHS Academic Progress

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

<table>
<thead>
<tr>
<th>District Name</th>
<th>N Included in MGP Calculation</th>
<th>MGP</th>
<th>N Included in On-Track Growth</th>
<th>% On Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMY 20</td>
<td>90</td>
<td>80.5</td>
<td>74</td>
<td>85%</td>
</tr>
<tr>
<td>ELICOTT 22</td>
<td>22</td>
<td>85</td>
<td>20</td>
<td>75%</td>
</tr>
<tr>
<td>ADAMS COUNTY 14</td>
<td>389</td>
<td>64</td>
<td>371</td>
<td>67%</td>
</tr>
<tr>
<td>MONTROSE COUNTY RE-1J</td>
<td>139</td>
<td>65</td>
<td>116</td>
<td>66%</td>
</tr>
<tr>
<td>ROARING FORK RE-1</td>
<td>209</td>
<td>65</td>
<td>209</td>
<td>66%</td>
</tr>
<tr>
<td>DOUGLAS COUNTY RE 1</td>
<td>289</td>
<td>64</td>
<td>271</td>
<td>63%</td>
</tr>
<tr>
<td>HARRISON 2</td>
<td>264</td>
<td>67</td>
<td>264</td>
<td>63%</td>
</tr>
<tr>
<td>PUEBLO COUNTY 70</td>
<td>77</td>
<td>70</td>
<td>63</td>
<td>62%</td>
</tr>
<tr>
<td>BOULDER VALLEY RE 2</td>
<td>262</td>
<td>59</td>
<td>244</td>
<td>60%</td>
</tr>
<tr>
<td>CHERRY CREEK 5</td>
<td>578</td>
<td>59</td>
<td>574</td>
<td>60%</td>
</tr>
</tbody>
</table>

Source: A+ Colorado Report 2018
Question #3 Why did the action not result in higher ratings for the District?

- Creation of new systems to facilitate implementation of BT directives
- Need more robust PD to build capacity and implement the BT turnaround plan during the 2017-2018 school year
- Learning curve for teachers to implement rigorous lessons to students’ instructional level
- Limitations of implementing BT with fidelity within current instructional day
Question #3  Why did the action not result in higher rating for ACHS?

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

1. The development of robust internal systems resulted in increased performance measures during the implementation of the turnaround plan goals in the 2017-2018 school year at the District and ACHS.

2. *Beyond Textbooks* shows prodigious capacity as a functional, pragmatic, unified curriculum system; deeper, more consistent implementation promises to yield higher student growth and achievement.

3. Systemic reforms, in addition to the existing turnaround plan, are needed to accelerate progress at the District and ACHS.

4. Ownership of and trust between all stakeholders must improve to sharpen our instructional focus, develop more leadership capacity, and unify a collective vision for improvement within the District and at ACHS.

5. Continuing systemic reform that improves student achievement will require deeper and sustained implementation over additional time.
Next Steps: Systemic Reform
Three Areas of Focus

Adams 14 Community
Vision & Mission
District
External Management Organization
  - External Vendors

Leadership Development
Instructional Transformation
Organization Cultural Shift
Existing Turnaround Plan
Overview of Key Elements in District Pathway Plan
External Management Organization

**Key Strategies**

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

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

**Action Steps**

**EMO Responsibilities**
- **Team Tipton** supports the visioning process and builds trust within the community
- Support the District and the Board of Education with developing, implementing, and managing plans to address:
  - Leadership
  - Communication systems
  - Instruction transformation
  - Human resource and finance procedures

**Target Outcomes**

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

**Key Strategies**

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

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

**Action Steps**

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

**EMO Responsibilities**

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

**Target Outcomes**

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

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

- ✓ Support the District with creating and managing a communication plan
Overview of Key Elements in Adams City High School Pathway Plan
External Management Organization

Key Strategies | Action Steps | EMO Responsibilities | Target Outcomes
--- | --- | --- | ---
Leadership Development | • Strengthen Distributive Leadership Model | • Provide oversight and support of school leadership | Graduation – Increase graduation rate by 6%
• Enrich coaching cycle | • Provide guidance and coaching to school leadership | Remediation – Annual reduction of remediation rates in English and math by 5-10%
• Prioritize improvement and communicate urgency | • Oversee and provide guidance in the hiring process | Drop-Out - Reduce drop-out rate by 3%
• Monitor short- & long-term goals | Instructional Transformation | • Improve best first instruction | Achievement Status - Annual increase of proficiency scores in English and math (PSAT/SAT) by 5-10%
• Strengthen PLCs | • Strengthen PLCs | Achievement Growth – Annual increase of the MGP to 65 in PSAT/SAT/ACCESS
• Expand early college and CTE pathways | Organization Cultural Shift | • Strengthen student-focused culture | ACCESS – Annual increase of proficiency scores by 5-10%
• Enhance communication with stakeholders | • Enhance communication with stakeholders | • Support community in navigating educational systems | • Improve accountability structures | • Support community in navigating educational systems | • Improve accountability structures
• Support community in navigating educational systems | • Support community in navigating educational systems | • Improve accountability structures
• Improve accountability structures

EMO Responsibilities:
- Manage and support accountability and programming
- Provide PD and coaching
- Align all new and current systems
- Manage and support comprehensive communication and engagement plan
- Provide guidance to school leadership to engage staff with shared vision for school improvement
- Provide oversight and support of school leadership
- Provide guidance and coaching to school leadership
- Oversee and provide guidance in the hiring process

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

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

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

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

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

Outcomes

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

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

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

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

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

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

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

Outcomes

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

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

Accreditation Benchmarks: ACHS will attain an accreditation status of Improvement or higher.
## New External Management Organization(s)

<table>
<thead>
<tr>
<th>Innovation Status</th>
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<tbody>
<tr>
<td>Conversion to a Charter School</td>
</tr>
<tr>
<td>New External Management Organization(s)</td>
</tr>
<tr>
<td>School Closure</td>
</tr>
<tr>
<td>District Reorganization</td>
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</tbody>
</table>

### Criteria

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

### Request for Qualifications (RFQ/P)

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

### 18 DAYS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>RFQ /P Available</td>
<td>11/16/2018</td>
</tr>
<tr>
<td>RFQ/P Applications due</td>
<td>12/05/2018</td>
</tr>
<tr>
<td>RFQ/P Interview invites sent out</td>
<td>12/06/2018</td>
</tr>
<tr>
<td>RFP/Q On-site interviews</td>
<td>12/07/2018</td>
</tr>
<tr>
<td>RFP/Q Candidate notified</td>
<td>12/10/2018</td>
</tr>
<tr>
<td>RFP/Q Complete contract negotiations</td>
<td>12/11/2018</td>
</tr>
<tr>
<td>RFP/Q Notice to proceed</td>
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### 26 DAYS

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

- **Beyond Textbooks** (ongoing)
- **District Management**
  - University of Virginia
  - University of Denver
  - Mass Insight
  - Phalen Academy
  - Other (e.g., Colorado KIPP Charter Schools, Mapleton Public Schools)
- **ACHS Management**
  - West Ed
  - University of Virginia
  - Mass Insight
  - Other
- **Additional Vendors**
  - Team Tipton (under contract)
  - Camelot
  - Zero Drop Out
  - Jobs For the Future
Thank you for your continued support and trust