MOVING FORWARD

School Board
Ms. Connie Quintana | Mr. Harvest Thomas | Dr. Bill Hyde
Mr. David Rolla | Mr. Dominick Moreno

Superintendent
Dr. Javier Abrego

Presentation to the State Board of Education
November 14, 2018
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INTRODUCTION

Adams County School District 14 (District) serves 7,467 students in two preschools, seven elementary schools, two middle schools, one comprehensive high school (1,776 students), and one alternative high school. We are fully committed to inclusive excellence for all students and will inspire, educate, and empower all students to succeed as noted in our mission and vision statements, respectively:

**Adams 14, in partnership with the community, will inspire, educate and empower every student to succeed in the 21st Century.**

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

In 2017, both the District and the Adams City High School (ACHS) entered year seven of *Priority Improvement or Turnaround* status on the Colorado District and School Performance Frameworks (SPF), triggering a State Board of Education review. As a result, the district submitted, and the State Board of Education approved, a three-year turnaround plan with an external management partner to provide targeted assistance at the district and in three district schools (ACHS, Central Elementary School (CES) and Rose Hill Elementary School (RHES). As a part of this approval, the State Board of Education stayed removal of the district and ACHS’s accreditation for one year.

Specifically, the 2017 turnaround plan (*Adams County School District 14 Pathways Proposal External Management Partner, April 2017; Revised June 2017*) addressed the following priority areas:

- Improving and sustaining student growth and achievement across all schools
- Recruiting, developing, retaining, and sustaining leaders/teachers
- Heightening community focus on student learning
- Engaging all stakeholders
- Customizing and targeting supports to meet student needs and closing opportunity gaps for learning

To address these priority areas, *Beyond Textbooks (BT)*, a non-profit organization, and approved external management partner, provided a consistent district-wide content framework. *BT* delivered a web-based curricular framework that targeted rigorous instruction, progress monitoring of standards mastery, technology enhanced resources, and identifiable and measurable outcomes for assessment. *BT* directed, enforced, and exercised their authority in the partnership.

The District contracted with *BT* as an External Management Partner because of the organization’s established record of success in supporting chronically underperforming
public and charter schools (over 115) in Arizona, and other districts in Colorado, Idaho, Illinois, and New Mexico. To date, Phase One of BT implementation has succeeded in establishing stronger data-driven instructional and assessment practices meant to inform instruction and increase student achievement.

Phase Two (2018-2019) of the external partnership with BT encompasses building a stronger foundational curricular framework inclusive of four areas: curriculum, instruction, assessment, and intervention. Additionally, the bolstering of reteach and enrichment blocks is a critical component and is priority. Teachers are accessing Essential Standards (weekly, monthly, and yearly), curricular Calendars, and resources aligned to the Common Core State Standards. Teachers also are creating common formative assessments, analyzing the resulting data, and collaborating to create interventions for students who are not at grade level or mastery.

The partnership with BT has established a guaranteed and viable curriculum in Math and English Language Arts for our highly mobile, economically challenged, and linguistically diverse student population. The BT partnership also has created the space for teachers and school leaders to dialogue regarding improvements in instruction and targeted interventions in Math and English Language Arts. Professional learning communities have formed, and teachers and teacher leaders regularly collaborate and discuss student data collected from common formative and quarterly assessments.

EXPECTED OUTCOMES from BEYOND TEXTBOOKS PARTNERSHIP

The expected outcomes of entering in the BT partnership along with district-wide turnaround strategies included:

- Students meeting or exceeding performance and participation expectations in achievement and growth as measured by Colorado Measures of Academic Success (CMAS) by the 2018-2019 school year
- Students meeting college and career readiness standards and competencies for success as measured by the Preliminary Aptitude Test (PSAT) and the Scholastic Aptitude Test (SAT)
- Increases in student attendance at all levels; increases in graduation rates at the high school level
- Decreases in negative student behavior incidents and increases in student engagement
- Creation and monitoring of Individual Career Academic Plans (ICAP) beginning in middle school
- Implementation of effective diagnostic assessments, research-based instructional strategies, and formative assessments that informed instruction
- The occurrence of data-informed decision-making in all schools
● The provision of extended opportunities for learning and additional opportunities for re-teaching and enrichment so students reach grade level and mastery of English Language Arts and mathematics standards
● Creation of a district professional development calendar, a guaranteed and viable curriculum in mathematics and English Language Arts, common formative assessments, instructional support, and structures for dialogue and action to occur in all these areas

Additionally, ambitious goals for the partnership with BT for the 2017-2018 school year were set as follows:

1. All Adams 14 schools would attain Improvement status or above.
2. The number of students meeting or exceeding expectations on the CMAS would increase by 20 percent.
3. The number of students qualifying for Reading to Ensure Academic Development (READ) Plans would decrease by 20% (READ Act, HB 12-1238, 2012), (READ) plans.

IMPLEMENTATION OF DIRECTED ACTION
Year One (2017-2018)

The district and high school progress in the first year of the partnership with Beyond Textbooks:

<table>
<thead>
<tr>
<th>Overall District Implementation</th>
<th>Specific High School Implementation</th>
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<tbody>
<tr>
<td>ACHS, CES, and RHES implemented BT in English Language Arts and Math with fidelity and integrity; training modules implemented at CES and RHES</td>
<td>Implemented 9th and 10th grade mathematics and English Language Arts curricula and Calendar from BT</td>
</tr>
<tr>
<td>BT directives for ACHS, CES, and RHES that were implemented:</td>
<td>Increased referrals to the School-Based Therapist (SBT); increased referrals to external Community Reach Center therapists; increased the number of mediation and social/emotional groups; and created and implemented a comprehensive school–wide peer mediation program</td>
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  • Common formative assessments added to the Illuminate dashboard platform
  • The initial development writing of quarterly assessments uploaded into the Illuminate dashboard
  • Created schedules, systems, and structures for intervention, re-teaching, and enrichment in all schools
  • Disaggregated Common Formative Assessment data and created
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<tr>
<th>Intervention and enrichment instructional lessons during Professional Learning Community team meetings</th>
<th>Expanded community partnerships to post-secondary options; this included Colorado University Succeeds concurrent enrollment courses; Colorado University Scholars program and Metro State Urban Education Center practicum students and tutoring</th>
</tr>
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<tbody>
<tr>
<td>Specific leaders (administration and teacher leaders) visit and see BT in action at the Vail School District</td>
<td>The district contracted with Illuminate Education to purchase the DnA – Data and Assessment platform</td>
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<tr>
<td>School leaders and instructional coaches received training to build the capacity of the staff at each school with the intention of enacting data-informed cycles in Literacy instruction</td>
<td>Implemented Instructional Leadership Framework within a distributive model; included a school leadership team and an instructional leadership team; priorities included work on school culture, data driven instruction and observation and feedback; teams were inclusive of teachers; Weekly walkthroughs and observations, and meetings with school leadership following each instructional data cycle to analyze data and plan for next steps.</td>
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<tr>
<td>District teachers were provided professional development in student engagement structures to implement via Kagan Publishing and Professional Development</td>
<td>Worked collaboratively with the BT liaison, and the district leadership. Closely monitor student progress through the data cycles of both BT and non-BT grade levels.</td>
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<tr>
<td>Updated math curriculum at the elementary level and align it to Common Core state standards, Math in Focus (Singapore Math) purchased to serve as the math program for all schools.</td>
<td>Updated all contact information for parents/guardians via Infinite Campus; communicated priorities to students (Advisory and grade level meetings); communicated priorities to families (monthly letter, website, autodial calls, and Facebook); committed to home visits in place of parent/teacher conferences; shared all information to Building Accountability Advisory Committee; created monitoring tools to support these areas.</td>
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Collaborated with the state’s *Turnaround Network* to support development of school leadership and school improvement efforts; six school leaders participated in the RELAY Graduate School of Education’s *Leadership Development* program.  

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<tr>
<th>Monitored attendance data for each grade level; conducted credit audits for each grade level; monitored grades of each grade level; monitored teacher performance data for scheduled coaching and support; monitored behavior/discipline data; monitored culture and climate data of building and staff; monitored parent climate, activities, communication and involvement data</th>
</tr>
</thead>
</table>
| Completed district administrative reorganization (Appendix B)  

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<tr>
<th>Implemented <em>Student Success Teams</em> to monitor attendance, behaviors and grades (ABCs); created a Tier 1, 2 and 3 intervention systems to support ABCs; displayed and recognized attendance rates; shared grade level data at grade level meetings; celebrated student success</th>
</tr>
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</table>
| Title I funding distributed to K-12 staff for one hour after school to receive PD, plan, collaborate, analyze data  

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<tr>
<th>Implemented an “on-track to graduate” monitoring system; implemented school-wide unit recovery plans/progress monitoring the “F” list; increased student access in understanding student portal, graduation requirement and ICAP; supplemented a “F” tracker for teachers to provide additional supports; collaborated with University of Colorado Succeed to offer college courses and increase the number of students meeting college readiness benchmarks; implemented the ACCUPLACER for seniors to meet college readiness benchmarks; hired a college readiness dean; created a Remediation Tracker for English and math; implemented Advisory to support students with ICAP, PSAT/SAT practice exams and homework support</th>
</tr>
</thead>
</table>
| Hired a Principal Coach for four schools in the *Turnaround Network*  

| Expanded community partnerships to post-secondary options; this included *Colorado University Succeeds* concurrent enrollment courses; *Colorado University Scholars* program and *Metro State Urban Education Center* practicum students and tutoring |
Created additional programming around attracting, developing capacity and retaining teachers; created handbook that clearly defined the roles and expectations of mentors as well as teachers who participated in the Induction program.

Implemented department restructure (Appendix C)

Implemented Kagan structures for engagement and training for teachers in grades K-5

Various grants written to supplement district turnaround efforts: Early Literacy Assessment Tool; Turnaround Leaders Development Grant; Turnaround Network Grant, Building Excellent Schools Today Grant

Held numerous Parent Forums and Parent Empowerment Trainings

DEGREE TO WHICH DIRECTED ACTION RESULTED IN IMPROVEMENT IN YEAR-ONE
Alsup Elementary, Kemp Elementary School, and Kearney Middle School earned an accountability rating of *Performance*; this has never occurred in the history of the District under the current state accountability system.

Rose Hill Elementary School gained a net of 2.3 points on the School Performance Framework and moved from *Turnaround* to *Priority Improvement* status.

Dupont Elementary moved from *Priority improvement* to *Improvement* status

Central Elementary gained a net of 0.7 points on the School Performance Frameworks and maintained *Priority Improvement* status

Adams 14 earned “Meets” on English Language Development growth

Hanson Elementary School maintained *Priority Improvement* status and increased 5.1 points on the School Performance Framework

Adams 14 had no schools in *Turnaround* (Red) for the first time

ACHS moved from *Turnaround* status to *Priority Improvement* due to an increase in the participation rate to 95% on all state assessments as measured by the School Performance Framework.

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

ACHS was noted for a rating of “Exceeding” for English Language Development growth for more than 100 English Language Learners (ELLs); this resulted in a 38% increase in English proficiency on the *Assessing Comprehension and Communication in English State to State* (ACCESS) Assessment

ACHS attained a 14% increase in math and English *Preliminary Scholastic Aptitude Test (PSAT)* scores (9th grade proficiency, math from 5% to 19%, English 17% to 30%)

ACHS decreased negative behavior incidents by 44% as indicated by CDE.

ACHS decreased In-School-Suspensions by 57% after the implementation of Restorative Justice practices; decreased Out-of-School suspensions by 40% due to increase of wrap-around services

ACHS experienced a 43% increase in *Advanced Placement scores* of 3 and above due to more students participating in test sessions (60 to 100)

ACHS experienced a 9% increase in Seniors meeting college-readiness benchmarks through concurrent enrollment

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

ACHS increased the number of graduates who earned the *Seal of Biliteracy* from 42 to 68 due to increased opportunities for concurrent enrollment

ACHS increased the numbers of students enrolled in concurrent enrollment from last year from 86 to 155

ACHS expanded community partnerships to post-secondary options; this included *Colorado University Succeed* concurrent enrollment courses; *Colorado University Scholars* program and Metro State Urban Education Center practicum students and tutoring
REASONING FOR RESULTS IN YEAR ONE

The progress made in the 2017-2018 school year resulted in none of our schools being in *Turnaround* (red) status. The goal of the District was, and remains, to attain marked improvements in the educational achievement of our students. Despite sincere and diligent efforts, improvement did not accelerate as quickly as expected for several reasons:

- The District and ACHS were unable to complete training for all teachers in *BT* modules in Year One; *BT* module training takes 6-9 months with adequate time inserted in between modules for implementation, integration, and practice;
- Insufficient personnel were allocated to support *BT* at the building and District level, including coordination at the district and school levels, creation of assessments, and data disaggregation;
- Perceptions around culture and climate were deeply embedded (Appendices E & F);
- Research shows that whole system turnaround takes at least three years.

IMPLEMENTATION OF THE PREVIOUS DIRECTED ACTION

*Year Two (2018-2019)*

The following improvement actions are being implemented this school year:

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<tr>
<th>Overall District Implementation</th>
<th>Specific High School Implementation</th>
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<tbody>
<tr>
<td>Expansion of the <em>Beyond Textbooks</em> partnership to include Adams City Middle School, Kearney Middle School, Kemp Elementary School, and Hanson Elementary School</td>
<td>Continuation of the implementation of Distributive Leadership Model; training of Professional Learning Communities; hired a Master Scheduler Dean and reorganized assistant principals</td>
</tr>
<tr>
<td>Implement an instructional framework district-wide (<em>BT</em> directed) (in progress)</td>
<td>Implementation of the Advancement Via Individual Determination (<em>AVID</em>) program at Adams City High School for the current school year; elective course created; cohort of 5-7 school leaders attended Summer Institute</td>
</tr>
<tr>
<td>Implementation of <em>BT</em> in grades 6, 7, and 8 Adams City Middle School and Kearney Middle School; implementation K-5 at</td>
<td>Creation of feedback cycles to monitor academic performance; creation of performance progress monitoring and</td>
</tr>
<tr>
<td>Hanson Elementary School and Kemp Elementary School (BT directed)</td>
<td>Implementation benchmarks; posting of weekly grades; data driven instruction and creation of reteach and enrich blocks for mathematics; creation of unit recovery, semester recovery and credit recovery</td>
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<tr>
<td>Purchase of PK-5 core curricula in early literacy to supplement phonics instruction in BT calendar (BT directive) (in progress)</td>
<td>Intense focus on monitoring of grade level proficiency for all students; access to grade level standards, alignment to college readiness benchmarks; grading practices aligned to mastery of standards</td>
</tr>
<tr>
<td>Assessment coordinators hired to oversee and coordinate all efforts to create aligned systems for all state, district, and common formative assessments.</td>
<td>Metro State Tutoring during credit recovery and after school; restructured student council supports; implemented peer mentoring; placed student Mediation Leaders and School Ambassadors; initiated Student Spirit Club</td>
</tr>
<tr>
<td>Hired a dedicated employee to coordinate implementation of BT between the district, schools, and the external partner. The coordinator is also responsible for ensuring that the efforts of all principals, teachers, and teacher leaders are accountable with fidelity and integrity.</td>
<td>Increased professional development days prior to start of school; Implemented monthly early release days to increase professional development opportunities; changed master schedule to protect PLC time; administered STAR assessment; wrote READ Plans to support students to meet grade level proficiency</td>
</tr>
<tr>
<td>Hired Team Tipton, an organization that delivered professional consulting, coaching, and training services designed to forge authentic, sustainable, and transformational change. Team Tipton spent August through October conducting Phase One of a 24-month Design the Future Process, which started with a comprehensive assessment informed by individual interviews with internal and external stakeholders and then informed the design of an action plan. (Appendix A)</td>
<td>Continued deeper focus to ensure scrubbed, updated contact information for parents/guardians via Infinite Campus; communication priorities to students (Advisory and grade level meetings); communication to families (monthly letter, website, auto dial calls, Facebook and Flyer app); attended home visits and parent/teacher conferences; sought input from Building Accountability Advisory Committee; hired a new Family Engagement Coordinator</td>
</tr>
<tr>
<td>Public presentations by <em>Team Tipton</em> of the assessment findings; facilitation of several strategic retreats with school board members, administrators, school leaders, and stakeholders to identify areas of concern; design of methodology for the 24-month path forward to develop community-informed and community-supported solutions.</td>
<td>Continued refining to strengthen college readiness skills and success criteria inclusive of: College visits for all grade levels; Parent college visits; and Colorado Scholars Program information dissemination</td>
</tr>
<tr>
<td>Approval by the <em>Adams 14 Board of Education</em> for new contract with <em>Team Tipton</em> to continue <em>Phase Two</em> of the visioning process with internal and external stakeholders; <em>Phase Two</em> will allow the district and high school to work with stakeholders and the proposed new External Management Organization(s) to identify areas of growth and develop solutions for the following key priority areas: Instructional Transformation, Leadership Development, and Organizational Cultural Shifts.</td>
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<tr>
<td>Common formative assessments written and given to all students in mathematics and English language arts in grades 2-10, and in grades 3-10, respectively.</td>
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<tr>
<td>Increase focus on professional learning, strengthening of Spanish literacy and communication as a focus in the <em>Culturally Linguistically Diverse Education Department</em>.</td>
<td></td>
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<tr>
<td>Differentiated <em>Induction Program</em> to address the continuum of experience and license type at the time of hire; developed a more intensive “track” for probationary licensed teachers; differentiated targeting specific topics for professional licensed</td>
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How do we accelerate school improvement?

Moving forward to years two and three

Upon reflection and review of 2017-2018 performance, the District (with ACHS) has reached the following conclusions:

1. The development of robust internal systems resulted in increased performance measured 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, must occur to accelerate progress at the District and ACHS.
4. Increased 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 ACHS.
5. Continuing systemic reform that improves systemic achievement will require deeper and sustained implementation over additional time.

The added expertise and accountability of external management organizations are necessary to overcome these issues to accelerate ACHS and District performance. The District envisions two new management partners: one to manage district operations and another to manage ACHS.
ADDITIONAL EXTERNAL MANAGEMENT ORGANIZATIONS

The District has extensively researched potential external management partners but has not yet identified specific organizations with the experience and expertise needed. In addition, the District has found that many organizations are more comfortable in a vendor role and unwilling to accept and exercise real authority. With the State Board of Education’s approval, the district will immediately launch a Request for Qualifications (RFQ/P) process to select organizations with the necessary qualifications and willingness to collaborate with the District and ACHS. Under the outlined RFQ/P schedule, the EMOs will be able to begin their work by January 7, 2019, at the start of the second half of the current school year.

The District has a proven success record of working with external management organizations, and has it demonstrated that it is willing to follow both recommendations and directives. Based on its productive working relationship with Beyond Textbooks, the district anticipates a fully collaborative relationship with new external management partners. Nonetheless, the District is willing to grant even more authority to new external management partners within the scope of their operations.

Subject to limitations in state law regarding personnel matters, the new District-level external management partner will be empowered to give directives to the Superintendent on non-personnel matters in the following areas:

1. Organization Cultural Shift
2. Instructional Transformation
3. Leadership Development

The District-level EMO also will have authority (and be expected) to make recommendations to the Board of Education on all matters within its governance of the district, including personnel.

The EMO chosen for ACHS will have authority over the school, including the principal and the entire administrative team, subject to oversight by the District-level EMO and the Board of Education. Both EMOs will contract for terms of two and one-half years through the 2021 school year, with provision for optional renewal terms.

It is our charge that the EMOs will advance the District’s mission and vision via systemic reform so that students are highly competitive in an ever-changing world.

Through the RFQ/P process, the District will seek a District-level EMO with a proven past performance of success in the following areas:
• Accelerating measurable and sustainable district and school improvement;
• Developing a strong academic program infrastructure and successfully coordinating work with other partners;
• Setting clear benchmarks and expectations for implementation and progress monitoring of turnaround strategies;
• Supporting district leadership teams to successfully implement and monitor effectiveness of turnaround strategies;
• Developing organizational and leadership systems and structures at district and school levels including, but not limited to analyzing data to establish, articulate and monitor measurable goals;
• Establishing and improving processes and procedures to attract, hire, and retain high quality leaders, teachers, and support staff—particularly in staff retention;
• Working in an urban and/or industrial area with student populations including high numbers of students at risk of academic failure, as well as those with disabilities and language barriers; and
• Advising school boards and district leaders on effective governance and oversight best practices.

Also through the RFQ/P process, the District will seek an EMO for ACHS with a proven past performance of success in the following additional areas:

• Providing leadership development and support, coaching, ongoing professional development and talent management to a school;
• Increasing instructional supports that complement the provisions of other organizations;
• Delivering strategic support to school leaders to ensure effective oversight and implementation of change efforts including defined clear roles and responsibilities as well as consistent articulation of expectations for performance; and
• Ensuring there is clear accountability for roles and responsibilities, professional learning, supports, and progress monitoring.

**SYSTEMIC REFORM PROPOSAL**

The new External Management Organizations, along with additional external vendors as needed, will ensure the District and ACHS improve in the following three key priority areas:
ORGANIZATION CULTURAL SHIFT

The District and ACHS must continue to work towards dramatic improvement in the internal and external culture. The solution lies in becoming both learners and reflective practitioners who work on continuous improvement and innovation simultaneously, with accountability. All staff must strive to be collaborative, inclusive, intentional, proactive, and transparent. This transformation will improve trust as well as increase internal capacity to implement best practices in family and community engagement and traditional communications.

The District and ACHS will create and sustain partnerships that empower and inspire families, collaborate with external organizations to share responsibilities and ownership of school and learning, and create added opportunities for students to increase ownership and pride in their learning environment.

As a part of its turnaround plan, the District has contracted with Team Tipton, who is supporting us in restoring relationships with the community. Team Tipton provides opportunities to engage intentionally with stakeholders in positive and authentic ways. The District and ACHS have already experienced successes from interactive sessions and anticipate continued positive interactions.

The EMOs will provide accountability systems to ensure that the District has created benchmarks that respond to and meet Team Tipton’s recommendations for cultural transformation. The District and ACHS look forward to cultivating and employing collaborative cultures through purposeful action.

INSTRUCTIONAL TRANSFORMATION

The District needs deeper and more comprehensive improvements in its instructional practices. While Beyond Textbooks has provided the “what” to teach, our educators are now ready for innovative and engaging pedagogical supports to further develop and improve practice and consequently, student achievement. Areas of support that are valued include:

- Increasing academic rigor (lesson plans, student performance tasks, questioning techniques, etc.)
- Capacity-building of educators’ literacy of the standards while maintaining congruency in lesson planning and delivery
- More engaging and effective lesson delivery
- Opportunities for maximizing our English Language Learners’ skills and development;
- Analysis and alignment of system-wide supports, effective intervention, and enrichment supports for students identified with special and/or exceptional needs
• Accelerated learning opportunities and tier supports for students who are behind grade level

While instructional transformation is a district-wide need, ACHS will benefit from additional, individually, tailored supports, such as:

• Developing a culture that both values and demands rigorous, relevant, and engaging instruction
• Improving existing data-driven learning cycles
• Refining existing supportive Social Emotional Learning (SEL) programs
• Knowledge and implementation of strategies and systems that re-engage students who have discontinued their education, and proactive means for intervening with students at-risk of discontinuing their education

In collaboration with the new EMOs, and in addition to other external service providers, Adams 14 will develop incremental goals for achieving instructional transformation. The preferred partners will provide guidance, feedback, and assessment of both the District and ACHS’ progress towards meeting these goals.

LEADERSHIP DEVELOPMENT

Strong leadership is essential to student performance, and that leaders are the catalyst who create a robust culture of rigor and clarity for changing the vision. The District and ACHS believe in:

• Consistent leadership and the value of institutional knowledge to create a long-lasting culture of learning, trust, and efficacy
• Sufficient and efficiently allocated personnel able to execute responsibility and accountability at the District and ACHS
• Implementing emerging structures that develop leadership capacity to effectively lead the turnaround work at the District and ACHS and to ensure effective oversight and implementation of change efforts

Therefore, in collaboration with the new EMOs, and in addition to other external service providers, the District will develop differentiated school support structures, clarify the roles of all leaders, and develop human capital.

OUTLINE OF IMPLEMENTATION

Year 2, 2018-2019 (January 2019): Begin work with District and ACHS EMOs:
• Continue with Beyond Textbooks inclusive of other vendors
• Begin work with EMO to develop District and ACHS strategic plans for improvement
• Engage the community in the improvement planning process with Team Tipton
• Collaborate with EMO to develop the monitoring and accountability systems and structures
• Complete PLC, STRIVE, Math in Focus, Foundations of Literacy Instruction
• Start the implementation of Daily Math Skills (BT) as daily habit of practice in all elementary schools and both middle schools
• Start the implementation of the BT curricular framework in the remaining 3 elementary schools with leadership and teacher professional development

Year 3, 2019-2020: Continued Implementation of District EMO, Team Tipton, ACHS EMO:
• Collaborate with EMO to implement and monitor strategic plan
• Beyond Textbooks curricular framework implemented in all schools with clear progress monitoring systems in place that hold schools accountable for the implementation of common formative assessments, reteach and enrich blocks fully functional
• Schools Cubed implemented in PK-2 classrooms
• Implement Daily Math Skills (BT) as habit of practice in both middle schools

SUMMARY

Adams 14 has made measurable and promising progress in year one of its three-year turnaround plan. Its partnership with BT has laid an essential framework to support consistent instruction of content aligned to state academic standards. Of course, student achievement is not yet where it needs to be, and the district recognizes that much work remains to accelerate improvement through continued systemic reforms. To move forward to its ambitious goals and the needs of its unique student population, the district and ACHS need to partner with external management organizations. With the State Board of Education’s approval of this proposal, the District and ACHS are excited to engage in systemic reform that will propel students forward to greater academic success.
INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES OF $10,000 OR MORE

WHEREAS, Adams County School District 14 in the County of Adams and State of Colorado (the "District") has the statutory authority to contract with persons, firms, consultants, and/or entities for the provision of services to the District; and

WHEREAS, the District has determined that a need exists to retain a Contractor to provide the service hereinafter specified; and

WHEREAS, R. S. Tipton, PBC, aka Team Tipton (the "Contractor") is qualified to provide the services required by the District; and

WHEREAS, the District maintains certain confidential information including trade secrets, student records, and all other information not clearly known to the public and/or confidential pursuant to law. The District's trade secrets and other proprietary and confidential information includes the whole or any portion or phase of any of the following: student records, employee records, scientific or technical information, designs, processes, procedures, improvements, confidential business or financial information, other information relating to any of the District's business bids, techniques, operations, services, contracts, forms, and all other trade secret information not clearly known to the public ("Confidential Information"). Due to the value of the District's Confidential Information and the consequences if it is disclosed, taken or misused for any reason, the District seeks by this Agreement to protect the District's Confidential Information and any other confidential information the Contractor acquires as a result of the Contractor's provision of services to the District. The Contractor recognizes and respects the value of the District's Confidential Information.

NOW, THEREFORE, the parties desire to enter into this Agreement subject to the following terms and conditions:

1. **Scope of Services.** The Contractor shall perform the Services as follows: which is included in Attachment A, which is a part of contract by reference. The Contractor will provide the services consistent with generally accepted industry standards for the Contractor's customary services. On the effective date of this Agreement, and during the term of this Agreement, the Contractor will be fully qualified and will have all licenses, permits, certificates, registrations, and approvals needed to perform its obligations under this Agreement. Include the individual names of all service providers that will perform any of the services under this agreement (add additional pages as needed):

2. **Schedule.** The District and the Contractor agree that the services shall be provided at the following mutually agreed locations and times, or as agreed to in writing by the parties after the approval of this Agreement:
3. **Term.** The provision of services under this Agreement shall commence on July 17, 2018, and will terminate on September 30, 2018; however, under no circumstances will the Term exceed one fiscal year from the commencement date. The Contractor understands and agrees that the District has no obligation to extend this Agreement’s term, or contract for the provision of any future services, and makes no warranties or representations otherwise.

4. **Remuneration.** The Contractor’s fee the District is obligated to pay for the services rendered under this Agreement is as follows: $25,200, and under no circumstances whatsoever shall the fee exceed $26,000. The District shall process the Contractor’s payment within thirty (30) days from the receipt of a valid invoice to the District’s Accounts Payable office. Such invoice shall be submitted to the site administrator to be forwarded to Accounts Payable with the Voucher Request, the P.E.R.A. Retiree form and the Contractor’s W-9 form.

5. **Invoicing Requirements.** The Contractor shall furnish the following information within invoices that are submitted for payment to the District:
   a. Dates of which services were rendered
   b. Detailed description of the services or activities performed
   c. If services were on a "fixed price" basis, a summary of provided milestones as per the scope of work shall be furnished
   d. Names of the individuals providing services
   e. Hours worked
   f. Bill rate or compensation for the services rendered
   g. All 'Other Direct Expenditures' shall include vendor name, expense type, expense description, and date of expense.

6. **Independent Contractor.** Contractor shall perform its duties hereunder as an independent contractor and not as an employee. Neither Contractor nor any agent or employee of Contractor shall be deemed to be an agent or employee of the District. Contractor and its employees and agents are not entitled to unemployment insurance or workers’ compensation benefits through the District and the District shall not pay for or otherwise provide such coverage for Contractor or any of its agents or employees. Unemployment Insurance benefits shall be available to Contractor and its employees and agents only if such coverage is made available by Contractor or a third party. Contractor shall pay when due all applicable employment taxes and income taxes and local head taxes incurred pursuant to this agreement. The parties agree that the District will not:
   a. Require the Contractor to work exclusively for the District; and
   b. Establish a quality standard for the Contractor, or oversee the actual work or instruct the Contractor as to how the work is to be performed, except the Parties agree as stated in Paragraph 1 that the Contractor’s services will be consistent with generally accepted industry standards for the Contractor’s customary services and products; and
   c. Pay the Contractor a salary or hourly wage, but rather will pay only the compensation stated in Paragraph 4; and
   d. Terminate the Contractor’s current services for particular work the Contractor accepts from the District unless the Contractor violates the terms of this Agreement or fails to produce a result that meets the specifications of this Agreement; and
   e. Provide more than minimal training for the Contractor; and
   f. Provide tools or benefits to the Contractor; and
   g. Dictate the time of performance, except that a completion schedule and a range of mutually agreeable work hours may be established through a written agreement mutually acceptable to both Parties for particular work the Contractor accepts from the District; and
   h. Pay the Contractor individually if the Contractor is an individual; instead, the District will make all compensation checks payable to the trade or business name under which the Contractor does business; or
   i. Combine its business operations in any way with the Contractor’s business, but instead both Parties will maintain their own operations as separate and distinct.
7. **No Agency Created.** The Contractor agrees and understands that no authority exists through this Agreement permitting the Contractor to enter into any third party contract, assume any obligation, or makes any representation to third parties on behalf of, or which may bind the District.

8. **Conflict of Interest.** The signatories aver that to their knowledge, no employee of the District has any personal or beneficial interest whatsoever in the services or property described in this Agreement. Contractor has no interest and shall not acquire any interest, direct or indirect, that would conflict in any manner or degree with the performance of Contractor’s services and Contractor shall not employ any person having such known interests.

9. **No Unauthorized Use of Names.** Neither party will use the other’s name in any advertisement, promotion, business card, or similar circumstance, without the other party’s prior written consent.

10. **Assignment Prohibited.** The Contractor shall not assign any of the services that require performance under the Agreement. In this regard, the Contractor understands that the performance of the scope of work is considered personal services under this Agreement.

11. **Compliance with Law and District Policies.** Contractor shall strictly comply with all applicable federal and state laws, rules, and regulations in effect or hereafter established, including without limitation, laws applicable to discrimination and unfair employment practices. Contractor shall also comply with all applicable District policies. Contractor shall complete a criminal background check on all employees who work under this Agreement and maintain records of such during the term of the Agreement. Those employees who have been convicted of, pled no contest to, or received a deferred sentence or deferred prosecution for any crime involving the will not be allowed to work on District property, with District staff or students, or have access to District information. Contractor shall provide proof of background checks upon request by the District. Contractor will be responsible for following all federal, state, and local privacy and confidentiality requirements in performing background checks.

12. **Modification/Entire Agreement/No Prior Agreement.** This Agreement constitutes the entire understanding between the parties hereto and may not be modified and/or amended unless any such modification or amendment is reduced to writing and signed by both parties. The Contractor further understands and agrees that this Agreement supersedes any prior written or verbal agreement, promise, representation, understanding, or course of conduct between the parties.

13. **Termination/Revocation.** Either party may revoke or otherwise terminate this Agreement, with or without cause, by notifying the other party in writing of its intention to take such action. Any such writing shall be sent to the other party by certified mail, return receipt requested, and shall be effective thirty (30) days after the date of mailing. In the event of termination, the District shall be obligated to pay the Contractor only for services rendered up to the effective date of termination. The District’s obligations under this Agreement shall automatically terminate in the event of the District’s bankruptcy or dissolution of Contractor. In addition, the District may terminate this Agreement immediately without prior notice if the Contractor commits an act of fraud, dishonesty, or any other act of negligent, reckless or willful misconduct in providing services to the District, or if any contract by the District with any third party, or grant awarded to the District, on which this Agreement substantially depends, is terminated or the District is unable for any other reason to provide services to the party/parties to that contract.

14. **Fund Availability.** Financial obligations of the District payable after the current fiscal year are contingent upon funds for that purpose being appropriated, budgeted, and otherwise made available, including via grant awards.

15. **Indemnification.** The Contractor agrees to indemnify, defend and hold the District harmless from and against any claim, cause of action, judgment, loss, demand, suit, or legal proceeding brought against the District or its employees, representatives, or agents, which arise directly or indirectly from any act or omission of the Contractor, including but not limited to any misconduct or neglect by the Contractor or its employees, subcontractors, or agents. Furthermore, to the maximum extent permitted by law, the Contractor will defend the District from any claim and will indemnify the District against any liability for any Employee Benefits for the Contractor or any of its employees, subcontractors, or agents, imposed on the District and the Contractor will reimburse the District for any award, judgment or fine against the District based on the position the Contractor or any of its employees, subcontractors or agents, who provides any services to the District related to this Agreement was ever the District’s employee, and all attorneys’ fees and costs the District reasonably incurs defending itself against any such liability.

16. **Governing Law.** Colorado law, and rules and regulations issued pursuant thereto, shall be applied in the interpretation, execution, and enforcement of this agreement. Any provision included or incorporated herein by reference which conflicts with said laws, rules, and regulations or which purports to negate this or any other provision of this Agreement in whole or in part shall be null and void.
17. **Severability.** If it is found by a court of competent jurisdiction or by operation of law that any term or provision of this Agreement is invalid or unenforceable, the remainder of the Agreement shall be unimpaired and continue in full force and effect, and the invalid or unenforceable term or provision shall be replaced by such valid term or provision as comes closest to the intention underlying the invalid or unenforceable term or provision.

18. **Governmental Immunity.** No term or condition of this agreement shall be construed or interpreted as a waiver, express or implied, of any of the immunities, rights, benefits, protections, or other provisions, of the Colorado Governmental Immunity Act, CRS §24-10-101 et seq., or the Federal Tort Claims Act, 28 U.S.C. §§1346(b) and 2671 et seq., as applicable now or hereafter amended.

19. **Binding Arbitration Prohibited.** The District does not agree to binding arbitration by any extra-judicial body or person. Any provision to the contrary in this contract or incorporated herein by reference shall be null and void.

20. **Insurance.** The District will not include the Contractor as an insured under any policy the District has for itself, including, without limitation, any liability, life, collision, comprehensive, health, medical, workers' compensation or unemployment compensation insurance policy. The Contractor shall provide the insurance as the service requires and no later than seven days after execution of this Agreement, the Contractor shall provide the District with certificates of insurance evidencing each of the types and amounts specified below:

   a. Standard Workers’ Compensation coverage as required by Colorado law.
   b. Comprehensive General Liability Insurance for operations and contractual liability adequate to cover the liability assumed hereunder and with limits of not less than $1,000,000 for each occurrence and $500,000 for bodily injury or property damage, and $5,000 for medical expenses for any one person.
   c. Automobile Liability Insurance in those instances where the Contractor uses an automobile, regardless of ownership, for the performance of Services.

Insurance coverage shall not be reduced below the limits described above or canceled without the District's written approval of such reduction or cancellation. The Contractor shall require that any of its agents and subcontractors who enter upon the District's premises shall maintain like insurance. Certificates of such insurance shall be provided to the District upon request. With regard to all insurance, such insurance shall (i) be primary insurance to the full limits of liability herein before stated; and (ii) should the District have other valid insurance covering the loss, the District insurance shall be excess insurance only; and (iii) not be canceled without thirty (30) days prior written notice to the District; and (iv) the District shall be named as an additional insured.

21. **No Waiver.** No assent, expressed or implied, by the District to any breach of any obligation or covenant by the Contractor shall be construed as a waiver of any subsequent or other breach by the Contractor. Notwithstanding any other provision of this Agreement to the contrary, no term or condition of this Agreement shall be construed or interpreted as a waiver, expressed or implied, unless it is in a written document executed by the party against whom the waiver is sought to be enforced.

22. **Public Contracts for Services.** Contractor certifies, warrants, and agrees that it does not knowingly employ or contract with an illegal alien who shall perform work under this agreement and shall confirm the employment eligibility of all employees who are newly hired for employment in the United States to perform work under this agreement, through participation in the E-Verify Program or the State program established pursuant to CRS §8-17.5-102(5)(c). Contractor shall not knowingly employ or contract with an illegal alien to perform work under this agreement or enter into a contract with a subcontractor that fails to certify to Contractor that the subcontractor shall not knowingly employ or contract with an illegal alien to perform work under this agreement. Contractor (a) shall not use E-Verify Program or State program procedures to undertake pre-employment screening of job applicants while this agreement is being performed, (b) shall notify the subcontractor and the District within three days if Contractor has actual knowledge that a subcontractor is employing or contracting with an illegal alien for work under this agreement (c) shall terminate the subcontract if a subcontractor does not comply with any requirement of this provision or CRS §8-17.5-101 et seq., and (d) shall comply with reasonable requests made in the course of an investigation, undertaken pursuant to CRS §8-17.5-102(5), by the Colorado Department of Labor and Employment. If Contractor participates in the State program, Contractor shall deliver to the District a written, notarized affirmation, affirming that Contractor has examined the legal work status of such employee, and shall comply with all of the other requirements of the State program. If Contractor fails to so comply, then Contractor shall be liable for damages.

23. **Public Contracts with Natural Persons.** Contractor, if a natural person eighteen (18) years of age or older, hereby swears and affirms under penalty of perjury that he or she (a) is a citizen or otherwise lawfully present in the United States pursuant to federal law, (b) shall comply with the provisions of CRS §24-76.5-101 et seq., and (c) has produced one form of identification required by CRS §24-76.5-103 prior to the effective date of this agreement.

24. **Paragraph headings.** The captions and headings set forth herein are for convenience of reference only, and shall not be construed to limit or define the terms and provisions hereof.

25. **Conflict.** In the event of a conflict between the terms of the Agreement and any exhibits attached to this Agreement, the terms of this Agreement shall prevail.
26. **Relief the District May Seek.** The Contractor further agrees that, if the Contractor violates Paragraph 27 of this Agreement, it would be difficult to determine the damages the District would suffer, including, but not limited to, losses attributable to lost confidential information. Accordingly, the Contractor agrees that if the Contractor violates Paragraphs 27 of this Agreement, the District will be entitled to an Order for Injunction relief and/or for specific performance, or their equivalent, from a court, including requirements that the Contractor take action or refrain from action to preserve the secrecy of the District's Confidential Information and to protect the District from additional damages, and the Contractor agrees that the District does not need to post a bond to obtain an injunction and waives the Contractor's right to require such a bond.

27. **Confidential Information Belongs Solely to the District.** The District's Confidential Information and all other confidential information and data relating to the District's business are the District's exclusive property, and the Contractor therefore agrees that:

   a. All notes, data, reference materials, sketches, drawings, memoranda, disks, documentation and records in any way incorporating or reflecting and of the Confidential Information and all proprietary rights in the Confidential Information, including copyrights, trade secrets and patents shall belong exclusively to the District;
   
   b. At all times while this Agreement is in effect, the Contractor will keep secret and will not disclose to any third party, take or misuse any of the District's Confidential Information, or any other confidential information the Contractor acquires or has access to because of its provision of services;
   
   c. At all times while this Agreement is in effect, the Contractor will not use or seek to use any of the District's Confidential Information for the Contractor's own benefit or for the benefit of any other person or business in any way adverse to the District's interests;
   
   d. The Contractor will cause each of its Employees who may gain access to any of the District's Confidential Information, to execute a confidentiality agreement reasonably acceptable to the District before disclosing any Confidential Information to that Employee or permitting that Employee to have access to any Confidential Information.
   
   e. On the District's request or on termination of this Agreement, the Contractor will promptly return to the District all its property, specifically including all documents, disks or other computer media or other materials in the Contractor's possession or control that contain any of the District's Confidential Information.
   
   f. After termination of this Agreement, the Contractor will preserve the secrecy of and will not disclose directly or indirectly to any other person or business any of the District's Confidential Information; and
   
   g. The Contractor will promptly advise the District of any unauthorized disclosure or use of the District's Confidential Information by any person or entity.

28. **Non-solicitation.** The Contractor shall not solicit directly or indirectly any of the District's employees for a period of two (2) years following the termination of this Agreement without prior written consent of the District.

29. **Attorneys' Fees, Experts' Fees, Costs.** In any litigation or dispute between the parties, in addition to any relief, order or award that enters, if the District is the prevailing party, it will be allowed and the Contractor shall be liable for reasonable attorneys' fees, expert witness fees and costs.

30. **Notices, Process.** Any notice this Agreement requires must be in writing and will be effective only if hand delivered or sent by certified U.S. mail, return receipt requested, to the party entitled to receive the notice at the Contractor's address provided in this Agreement, while the District's Notice address is as follows: Adams County School District 14, Chief Operating Officer, 5291 East 60th Avenue, Commerce City, CO 80022; or at such other address that either party may provide later to the other party. Each party agrees to waive service of process in any action brought to enforce or to interpret this Agreement and the parties further agree that service of the complaint and any other pleading, discovery, order or document in any such action that would otherwise have to be served by personal service will be deemed served three (3) days after being sent to the other party and that party's attorney as provided above.

31. **Work for Hire.** To the extent that this Agreement expressly or impliedly requires the Contractor to produce deliverable items which may be subject to patent, copyright, trade secret, or proprietary rights of any kind:

   a. The Contractor warrants and represents that the deliverable items are original and have not herebefore been published; that the items do not infringe upon any statutory copyright, common law right, proprietary right, or any other right whatsoever; and that Contractor agrees to indemnify and hold harmless the District against any claim of infringement of the deliverable items or any portion thereof or for any patent, copyright, trade secret or other proprietary rights of third parties.
   
   b. Contractor agrees to secure permission in writing from any third parties whose works are utilized in whole or in part in the Contractor in the preparation of the items, to notify the District of the extent of copying from third party works as well as to notify the District of any limitations placed on the use of those materials copied from third parties.
   
   c. All of the items prepared for or submitted to the District by the Contractor under this Agreement shall belong exclusively to the District and with respect to the copyrightable materials shall be deemed to be works made for hire; and with respect to other ideas or inventions agrees to assign all right, title and interest to the District. To the extent that any of the deliverable items may not, by operation of law, be works made for hire, the Contractor hereby assigns to the District the ownership of copyright in the deliverable items and the District shall have the right to obtain and hold in its own name copyrights, registrations and similar protection which may be available in the deliverable items. The Contractor agrees to give the District its designee all assistance reasonably required to perfect such rights.
d. To the extent that any pre-existing materials are contained in the deliverable items, the Contractor grants to the District an irrevocable, non-exclusive, worldwide, royalty-free license to (i) use, execute, reproduce, display, perform, distribute (internally or externally) copies of and prepare derivative works based upon, such pre-existing materials and derivative works thereof, and (ii) authorize other to do any, some or all of the foregoing.

e. No license or right is granted to the Contractor either expressly or by implication, estoppel or otherwise to publish, reproduce, prepare derivative works based upon, distribute copies of, publicly display, or perform, any of such items, except pre-existing materials of the Contractor, either during or after the term of this Agreement.

IN WITNESS OF THE PARTIES AGREEMENTS, the District and the Contractor have executed this Agreement on the date(s) indicated below:

Acknowledged Before Me

By: Robert S. Tipton

This 17 day of July 2018

Witness My Hand and Official Seal

My Commission Expires: 2-16-19

By: Barbara Heumann

Notary Public

CONTRACTOR:

Signature: Robert S. Tipton, CEO

Name and Title: P.O. Box 2159

Address: Cheyenne, WY 82014

City, State, Zip: 84-1026502

Tax ID: 71.17.2018

Date:

The undersigned Administrator hereby certifies that the individuals to be rendering services pursuant to this Agreement are not Adams County School District 14 employees, and are not family members of mine. Any finding to the contrary may require repayment and/or further disciplinary action up to and including termination.

BARBARA HEUMANN
NOTARY PUBLIC
STATE OF COLORADO
NOTARY ID 20074006390
MY COMMISSION EXPIRES FEBRUARY 16, 2019

ADAMS COUNTY SCHOOL DISTRICT 14
IN THE CITY OF COMMERCE CITY, COUNTY OF ADAMS
STATE OF COLORADO

RECOMMENDED BY:

Site Administrator's Signature: Alex Sanchez, Manager of Strategic Communications

Name and Title: Communications Department

School or Department: 7-17-2018

Date: 7-17-2018

APPROVED BY:

Authorized Designee of the Board of Education: Edward Allen

Name and Title: 7-24-18

Date: 7-24-18

This form must be completed in full, submitted to the District's Purchasing Department, and approved and executed by the duly authorized designee of the Board of Education prior to the commencement of the Contractor's provision of services. THE DISTRICT SHALL NOT BE LIABLE FOR PAYMENT FOR ANY SERVICES PERFORMED BY THE CONTRACTOR PRIOR TO SAID APPROVAL.
July 17, 2018

Mr. Jesse Martinez
Adams County School District 14
5291 E. 60th Ave.
Commerce City, CO 80022

RE: Draft 2.0 Scope of Services – Comprehensive Community Engagement Process

Dear Jesse,

Thank you again for making Team Tipton aware of Adams 14’s desire to transform the relationships and interactions among the various stakeholder groups involved with the district. Through our conversations, and through the three different meetings I have attended (the E&L committee meeting on 5/17/18, the CDE report out on 6/11/18, and the School Board meeting on 6/12/18), I have gained a significantly deeper understanding of the dimensions associated with your situation.

I met yesterday with three other members of Team Tipton (Jane Shirley, Christina Botzum, and Erin Breeze – all three senior change architects) where we discussed the most effective and efficient means by which we can develop an even more comprehensive understanding of the specifics related to:

- The lack of alignment around strategic imperatives among the board, the administration, the teachers, school leaders, parents, students, and other stakeholders;
- The poor trust involved within and between various sectors;
- The overall ineffectiveness in the district’s approach to communication; and
- The issues involved in employee engagement, talent management, and overall organizational development.

Again, based on our “to-date” discovery, we are proposing a two-stage comprehensive community engagement process for Adams 14 based upon our Design the Future Process (DTFP). Our DTFP has been proven to be a transformational tool in helping our clients overcome historical dysfunction, drive a sense of integration and alignment, and set the platform for future success. Working in close collaboration and deep partnership with Adams 14, our DTFP will include a situational assessment (leveraging and augmenting, not duplicating, all the work done by others over the past few years), designing and delivering a series of community engagement sessions, creating a relevant action plan for the future, and deploying and managing the required resources to ensure successful long-term success.

The remainder of this letter contains both a high-level work effort description as well as our summary investment estimates for the first phase of our work (assessment and design). We show information about the second phase of our work (execute and follow-up) as a placeholder estimate at this point only. We will produce a more specific scope of services for phase two once we have completed phase one. Additionally, we share more details related to schedule and costs in a separate spreadsheet attached to this letter.
Major Activities Planned:

- STAGE ONE: Assessment

Building on the knowledge gained from other sources (e.g., Colorado Department of Education, other consultants, etc.), we will perform an independent assessment related to the overall culture, trust levels, effectiveness in communication and decision making, time management, prioritization, meeting protocols, roles and responsibilities, measures of success, etc. within Adams 14. This assessment will include a variety of sources of input: interviews, focus groups, research, direct observation, as well as some highly-targeted and confidential surveys.

- Our workplan involves the following assumptions and expectations:

1. Research (beginning immediately and continuing through mid-July)
   - Read relevant plans, assessments, findings, reports, etc. coming from other sources (CDE, for example)
   - Attend community-related meetings, attend school board meetings, attend committee-related meetings, etc.
   - Unobtrusively observe relevant staff activities (as staff is available)
   - Team Tipton’s Cultural Assessment Survey Instrument

2. Conduct ~20 conversations and focus groups (non-identifying, confidential) designed to determine the history and root causes for the challenges currently facing Adams 14, as well as learning about views related to potential solutions. (beginning immediately – completion is dependent upon schedule availability of those with whom we are meeting)
   - 1:1 conversations
     - All board members
     - The superintendent
     - Senior administrative staff
   - Focus groups (and in selected cases, 1:1)
     - Mid-level administrative staff
     - School leadership
     - Teachers and students
     - Community and parent leaders
     - Other special-interest groups (as appropriate)

3. Assimilate sources of input from #1 and #2 above, and prepare and share a comprehensive “insights and implications” document. (throughout July)
   - Cascade the report out by stakeholder group
     - Adams 14 School Board
       - Determine most valuable course of events at this point – including beginning the process of engaging the board in detailed, comprehensive visioning and strategy development
     - Superintendent
     - Senior administrative staff
     - Other stakeholders
       - Mid-level administrative staff, school leadership, teachers and students, community and parent leaders, other special interest groups

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STAGE ONE: Design

- Based upon the assessment and the feedback we receive from the board, the superintendent, senior administrative staff, school leadership, teachers, community and parent leaders, and other special interest groups (as appropriate), we will develop the concrete actions we anticipate will be necessary for Adams 14 to begin to move forward in the best possible way.
  1. Board alignment (internal to the board)
  2. Board and administration alignment (board and superintendent as well as board, superintendent and senior administrative staff)
  3. Community alignment (board, superintendent, administration, school leaders, teachers, students, parent and community leaders, other special interest groups (as appropriate)

- While are not certain at this point what – exactly – will be included in the design of the path forward, we focus on facilitating strategic alignment, collaborative interaction, effective decision-making, relationship building, productive planning, interpersonal trust, and individual accountability, etc., among the various groups represented in the Adams 14 community.

- Part of the design phase will also involve choosing the most effective model around which to conduct the community engagement sessions. Our Design the Future Process (DTFP) is shaped by Appreciative Inquiry model, and is often underpinned by Future Search, Open Space, World Cafe, etc. technologies as well.

OPTIONAL STAGE TWO: Execute

- Based upon the design step, we will schedule and facilitate a series of sessions designed to transform the relationships, interactions, and overall effectiveness in the Adams 14 community. We will examine values, vision, mission, strategic imperative, roles and responsibilities, critical success factors, boundary conditions, operating guidelines, priorities, goals and measures, as well as cultural norms, expectations for behavior, and keys to personal integrity and accountability in the process.

- Additionally, we will develop a detailed action plan – including scheduling, milestones, and resource requirements (staff, tools, technologies, consultants, processes, etc.).

OPTIONAL STAGE TWO: Follow-Up

- Our saying is this – change is best done "through" us, instead of "to us..." While the community engagement sessions will be highly effective in getting broad participation in the DTFP, not everyone in the community will have been involved. In addition, future members of the community will eventually join, and it will be critical to ensure their understanding in the outcomes of the DTFP.

- Therefore, it will be vital to communicate the outcomes of the DTFP effectively and to socialize its components across the organization. This will require a strategic process, not a one-time event communication. We will assist all groups within the Adams 14 community (Board of Education, superintendent, senior administrative staff, middle level administrative staff, school leadership, teachers and students, community and parent leaders, and other special interest groups – as appropriate) in developing and executing strategic communications and organizational change management plans as well as provide "as needed" support to ensure overall success.
Investment Summary:
- Assessment: $21,000.00
- Design: $4,200.00
- Execute: TBD
- Follow-Up: TBD

Total Stage One: $25,200.00

Please let me know if you have any questions or need additional information regarding our scope of services. We are eager to refine it as we need to in order to meet your expectations for success.

Thank you,

Robert S. Tipton
CEO / Principal Change Architect

Addendum to the Contract
Removal of section 29 Attorneys' Fees, Experts' Fees, Costs

7/17/18

Upon the notarization of the contract between Adams 14 School District (the "District") and R S Tipton, PBC, aka Team Tipton (the "Contractor"), the District has agreed to remove section 29 of the contract that states:

29. Attorneys' Fees, Experts' Fees, Costs. In any litigation of any dispute between the parties, in addition to any relief, order or award that enters, if the District is the prevailing party, it will be awarded and the Contractor shall be liable for reasonable attorneys' fees, expert witness fees and costs.

R S Tipton, PBC, aka Team Tipton
Robert S. Tipton, CEO/Principal Change Architect

Superintendent Dr. Javier Abrego
Adams 14 School District
Appendix C

The finance department has implemented monthly meetings with all principals and offers monthly trainings from purchasing to payroll. The finance team is working with the district team to make sure that curriculum plans are in place to enable a shift of more available money down to the schools that align with district goals.

The communication with schools and departments district wide has helped the finance team budget to make sure that resources are available for all district initiatives.

The purchasing team has implemented a plan to check all accounts and PO’s to verify they are on target of not being over expended, contracts are on file for all services purchased, board approval has occurred (when needed) and compliance with competitive purchasing policies is documented before any PO’s are issued.

The finance team has also implemented a new monthly finance report that is sent out to the Board of Education that details all expenditures/revenues, interest on investments, treasurer’s report and general ledger detail.

The purchasing team began a process where cumulative spending is formally tracked by vendor and reviewed/compared against board approved amounts to ensure only approved amounts are being paid.

The accounting team has implemented changes ensuring all journal entries are reviewed and approved by a second team member and include appropriate supporting documentation.

The finance team has implemented monthly meetings with Instructional leadership to review allocated budget and track status of spending as the year passes allowing for reallocation of resources midyear.

The finance team has reinstated an older practice where purchases made out of compliance with board policy generate a noncompliance notice which is sent to the school/department violating the policy. Locations/departments in noncompliance are now tracked.
REQUEST FOR QUALIFICATIONS/PROPOSAL (RFQ/P) FOR AN EXTERNAL MANAGEMENT ORGANIZATION

Adams 14 School District

PROPOSAL DUE DATE/DELIVERY REQUIREMENTS- 2:00 p.m. November 5, 2018
Deliver 1 electronic copy via email + 5 Original Copies to:
Sean Milner Executive Director of Finance & Operations
Adams 14 School District 14
Commerce City, CO 80022
Phone (303) 853-3252
smilner@adams14.org

All official communication with candidates and questions regarding this RFQ/P will occur via email to the Owner Contact listed above. No inquiries will be accepted after the clarification deadline as indicated in the project schedule.

All Candidate inquiries will be responded to at the same time after the "Clarification Deadline". Responses to clarification will be made available on the Owner website where the RFQ/P is posted. Candidates should not rely on any other statements, either written or oral, that alter any specification or other term or condition of the RFQ/P during the open solicitation period. Candidates should not contact any team members or any individual associated with the Owner regarding this RFQ/P or this project.

I. PROJECT SCHEDULE
RFQ/P Available 11/16/2018
RFQ/P Applications due 12/05/2018
The following dates are tentative and will be confirmed later based on availability of selection team members:

- On-site interviews: 12/07/2018
- Candidate Notified of Selection/Begin Contract Negotiations: 12/10/2018
- Completion of Contract Negotiations: 12/11/2018
- Decision Memorandum Sent to Unsuccessful Candidates: 12/11/2018
- Notice to Proceed Given to Successful External Management Organization: 12/11/2018

II. BACKGROUND
Adams 14 School District (District) is composed of two preschools, seven elementary schools, two middle schools, one comprehensive high school, and one alternative high school. Adams 14 has a population of 7,467 students: (Hispanic: 83.5%, White: 11.67%; Black: 2.6%, Two or more races: 1.2%; Minority: 87.6%; Gifted and Talented: 4.7%; Special Education: 11.35%; English Language Learners: 56.60%; Homeless: 5.49%; Immigrant: 1.45%; Migrant: 0.47%; Title I: 66.09%; Free/Reduced Price Meal Eligible: 84.12%). The District struggles with low graduation rates, as well as low levels of college preparedness, literacy, and numeracy; serves students from underserved backgrounds with high rates of trauma; and labors to attract and retain leaders and teachers at all levels and in all subjects.

In 2017, both the district and the Adams City High School (ACHS) entered year seven of Priority Improvement or Turnaround status on the Colorado District and School Performance Frameworks (SPF), triggering a State Board of Education review. As a result, the District submitted, and the State Board of Education approved, a three-year turnaround plan with an external management partner to provide targeted assistance at the District and in three District schools (ACHS, Central Elementary School (CES) and Rose Hill Elementary School (RHES)).

The District completed a thorough data analysis of the District's data including achievement, longitudinal growth, postsecondary college and career readiness, teacher effectiveness, along with evaluation of past instructional frameworks. Specifically, the 2017 turnaround plan (Adams County School District 14 Pathways Proposal External Management Partner, April 2017; Revised June 2017) addressed the following priority areas:

- Improving and sustaining student growth and achievement across all schools
- Recruiting, developing, retaining, and sustaining leaders/teachers
- Heightening community focus on student learning
- Engaging all stakeholders
- Customizing and targeting supports to meet student needs and closing opportunity gaps for learning
To address these priority areas, Beyond Textbooks (BT), a non-profit organization, and approved external management partner, provided a consistent district-wide content framework. BT delivered a web-based curricular framework that targeted rigorous instruction, progress monitoring of standards mastery, technology enhanced resources, and identifiable and measurable outcomes for assessment. BT directed, enforced, and exercised their authority in the partnership.

The District has extensively researched potential external management partners but has not yet identified specific organizations with the experience and expertise needed. In addition, the District has found that many organizations are more comfortable in a vendor role and unwilling to accept and exercise real authority. The District seeks organizations with the necessary qualifications and willingness to collaborate with the District and ACHS.

Subject to limitations in state law regarding personnel matters, the selected District-level external management partner will be empowered to give directives to the Superintendent on non-personnel matters in the following areas:

1. Organization Cultural Shift
2. Instructional Transformation
3. Leadership Development

The District-level EMO also will have authority (and be expected) to make recommendations to the Board of Education on all matters within its governance of the district, including personnel.

The EMO chosen for ACHS will have authority over the school, including the principal and the entire administrative team, subject to oversight by the District-level EMO and the Board of Education. Both EMOs will contract for terms of two and one-half years through the 2021 school year, with provision for optional renewal terms.

The selected EMOs must advance the District’s mission and vision via systemic reform so that students are highly competitive in an ever-changing world.

In particular, the District seeks a District-level EMO with a proven past performance of success in the following areas:

- Accelerating measurable and sustainable district and school improvement;
- Developing a strong academic program infrastructure and successfully coordinating work with other partners;
- Setting clear benchmarks and expectations for implementation and progress monitoring of turnaround strategies;
- Supporting district leadership teams to successfully implement and monitor effectiveness of turnaround strategies;
● Developing organizational and leadership systems and structures at district and school levels including, but not limited to analyzing data to establish, articulate and monitor measurable goals;
● Establishing and improving processes and procedures to attract, hire, and retain high quality leaders, teachers, and support staff—particularly in staff retention
● Working in an urban and/or industrial area with student populations including high numbers of students at risk of academic failure, as well as those with disabilities and language barriers; and
● Advising school boards and district leaders on effective governance and oversight best practices.

For ACHS, the District seeks an EMO with a proven past performance of success in the following additional areas:

● Providing leadership development and support, coaching, ongoing professional development and talent management to a school;
● Increasing instructional supports that complement the provisions of other organizations;
● Delivering strategic support to school leaders to ensure effective oversight and implementation of change efforts including defined clear roles and responsibilities as well as consistent articulation of expectations for performance; and
● Ensuring there is clear accountability for roles and responsibilities, professional learning, supports, and progress monitoring.

Project Description

The new External Management Organizations, along with additional external vendors as needed, will ensure the District and ACHS improve in the following three key priority areas:

ORGANIZATION CULTURAL SHIFT

The District and ACHS must continue to work towards dramatic improvement in the internal and external culture. The solution lies in becoming both learners and reflective practitioners who work on continuous improvement and innovation simultaneously, with accountability. All staff must strive to be collaborative, inclusive, intentional, proactive, and transparent. This transformation will improve trust as well as increase internal capacity to implement best practices in family and community engagement and traditional communications. The District and ACHS will create and sustain partnerships that empower and inspire families, collaborate with external organizations to share responsibilities and ownership of school and learning, and create added opportunities for students to increase ownership and pride in their learning environment.
As a part of its turnaround plan, the District has contracted with Team Tipton, who is supporting us in restoring relationships with the community. Team Tipton provides opportunities to engage intentionally with stakeholders in positive and authentic ways. The District and ACHS have already experienced successes from interactive sessions and anticipate continued positive interactions.

The selected EMOs must provide accountability systems to ensure that the District has created benchmarks that respond to and meet Team Tipton’s recommendations for cultural transformation. The District and ACHS look forward to cultivating and employing collaborative cultures through purposeful action.

INSTRUCTIONAL TRANSFORMATION

The District needs deeper and more comprehensive improvements in its instructional practices. While Beyond Textbooks has provided the “what” to teach, our educators are now ready for innovative and engaging pedagogical supports to further develop and improve practice and consequently, student achievement. Areas of support that are valued include:

- Increasing academic rigor (lesson plans, student performance tasks, questioning techniques, etc.)
- Capacity-building of educators’ literacy of the standards while maintaining congruency in lesson planning and delivery
- More engaging and effective lesson delivery
- Opportunities for maximizing our English Language Learners’ skills and development;
- Analysis and alignment of system-wide supports, effective intervention, and enrichment supports for students identified with special and/or exceptional needs
- Accelerated learning opportunities and tier supports for students who are behind grade level

While instructional transformation is a district-wide need, ACHS will benefit from additional, individually, tailored supports, such as:

- Developing a culture that both values and demands rigorous, relevant, and engaging instruction
- Improving existing data-driven learning cycles
- Refining existing supportive Social Emotional Learning (SEL) programs
- Implementing strategies and systems that re-engage students who have discontinued their education, and proactive means for intervening with students at-risk of discontinuing their education

In collaboration with the selected EMOs, and in addition to other external service providers, Adams 14 will develop incremental goals for achieving instructional transformation. The
preferred partners will provide guidance, feedback, and assessment of both the District and ACHS’ progress towards meeting these goals.

**LEADERSHIP DEVELOPMENT**

Strong leadership is essential to student performance, and that leaders are the catalyst who create a robust culture of rigor and clarity for changing the vision. The District and ACHS believe in:

- Consistent leadership and the value of institutional knowledge to create a long-lasting culture of learning, trust, and efficacy
- Sufficient and efficiently allocated personnel able to execute responsibility and accountability at the District and ACHS
- Robust structures that develop leadership capacity to effectively lead the turnaround work at the District and ACHS and to ensure effective oversight and implementation of change efforts

Therefore, in collaboration with the selected EMOs, and in addition to other external service providers, the District will develop differentiated school support structures, clarify the roles of all leaders, and develop human capital.

**Outline of Implementation**

**Year 2, 2018-2019 (January 2019): Begin work with District and ACHS EMOs:**
- Continue with *Beyond Textbooks* inclusive of other vendors
- Begin work with EMO to develop District and ACHS strategic plans for improvement
- Engage the community in the improvement planning process with *Team Tipton*
- Collaborate with EMO to develop the monitoring and accountability systems and structures
- Complete PLC, STRIVE, Math in Focus, Foundations of Literacy Instruction
- Start the implementation of *Daily Math Skills (BT)* as daily habit of practice in all elementary schools and both middle schools
- Start the implementation of the *BT* curricular framework in the remaining 3 elementary schools with leadership and teacher professional development

**Year 3, 2019-2020: Continued Implementation of District EMO, Team Tipton, ACHS EMO:**
- Collaborate with EMO to implement and monitor strategic plan
- *Beyond Textbooks* curricular framework implemented in all schools with clear progress monitoring systems in place that hold schools accountable for the implementation of common formative assessments, reteach and enrich blocks fully functional
- *Schools Cubed* implemented in PK-2 classrooms
- Implement *Daily Math Skills (BT)* as habit of practice in both middle schools
Schools and District Office Included in the Scope of Services:

Adams City High School  
7200 Quebec Parkway  
Commerce City, CO 80022

Adams City Middle School  
4451 East 72nd Avenue  
Commerce City, CO 80022

Lester Arnold High School  
6500 East 72nd Avenue  
Commerce City, CO 80022

Kearney Middle School  
6160 Kearney Street  
Commerce City, CO 80022

Alsup Elementary  
7101 Birch Street  
Commerce City, CO 80022

Central Elementary  
6450 Holly Street  
Commerce City, CO 80022

Dupont Elementary  
7970 Kimberly Street  
Commerce City, CO 80022

Hanson Elementary  
7133 East 73rd Avenue  
Commerce City, CO 80022

Kemp Elementary  
6775 Oneida Street  
Commerce City, CO 80022

Monaco Elementary  
7631 Monaco Street  
Commerce City, CO 80022

Rose Hill Elementary  
6900 East 58th Avenue  
Commerce City, CO 80022

Sanville Preschool  
5941 East 64th Avenue  
Commerce City, CO 80022

STARS Early Learning Center  
5650 Bowen Court  
Commerce City, CO 80022

Educational Support Services  
5291 East 60th Avenue  
Commerce City, CO 80022

III. SUBMITTAL REQUIREMENTS

SECTION 1 - LETTER OF INTEREST

Please submit a maximum two-page letter of interest that includes the philosophy of your educational company, distinguishing characteristics, approach to completing this project, success rates with this same scope of work with similar student population, primary contact information, and is signed by the principal-in-charge.

SECTION 2 - EXPERIENCE AND QUALIFICATIONS
Please address each criterion listed below as it relates to your organization’s relevant experience and qualifications:

1. Identify the individual who will be the main point of contact and the team responsible for providing services for the duration of the project. The District reserves the right to determine the acceptability of these individuals.
2. Provide all team members’ experience, background, and responsibilities—including résumés.
3. Describe your organization’s past experience with master planning and educational programming.
4. Provide your organization’s project organizational structure and responsibilities.
5. Define your organization’s theory of action and its implementation.
6. Prove your ability/approach to organize and meet schedules.
7. Identify the master plans your organization has completed with a similar size and scope to the proposed project.
8. Demonstrate experience in understanding and analyzing school operations, school programs, enrollment projections, and demographic data.
9. Describe your organization’s understanding of Adams 14’s organizational hierarchy, leadership structures, and our current turnaround status.
10. Identify any other unique challenges/approaches that you have experienced that will assist Adams 14 with developing and implementing a successful master plan.
11. Describe your current workforce and staffing, the number of projects your organization currently has under contract or in negotiation,
12. Define the capacity your organization has to complete this project.
13. Describe the systems that your organization will put in place to track and monitor the turnaround efforts, site visitation expectations, and accountability for District and school leaders.
14. Describe how the early- and long-term indicators of success will be communicated.

SECTION 3 - SCOPE OF SERVICES

Adams 14 School District seeks an external management partner that will provide true management, oversight and accountability for the District and ACHS. This will require the school board, the District leadership, and the ACHS leadership to hand over control, including the power to make all major implementation decisions, to a new external organization. This organization(s) will oversee the leaders in the District and in ACHS.

The District will seek entities with a record of accomplishment in the following areas:

- Providing strategic support to the District and ACHS to ensure effective oversight and implementation of change efforts
- Initiating a substantive District improvement and ACHS accountability system that triggers supports, interventions and consequences;
• Developing a strong academic program infrastructure and successfully supporting vendors (such as BT);
• Setting clear expectations for implementation of turnaround strategies;
• Managing and developing an entire District leadership team to successfully implement and monitor effectiveness of the turnaround strategies;
• Developing organizational and leadership systems and structures at District and ACHS levels including, but not limited to analyzing data to establish, articulate and monitor measurable goals;
• Attending to internal culture and climate and external community engagement that will enhance a shared vision toward common goals and promote unwavering confidence in the academic abilities of Adams 14 students;
• Establishing processes and procedures to hire and retain quality staff; and
• Managing and developing school boards to ensure effective governance and oversight.

Adams City High School will seek entities with a record of accomplishment in the following areas:

• Providing leadership development and support, coaching, ongoing professional development and talent management to a school;
• Increasing instructional school supports that complement what a vendor (such as BT) provides;
• Providing strategic support to school leaders to ensure effective oversight and implementation of change efforts including clear and consistent articulation of expectations for performance; and
• Accepting responsibility for making the decisions needed to ensure that there is effective school oversight, clear roles and responsibilities, professional learning and supports, progress monitoring and accountability.

The EMO will complete a diagnostic review of the external and internal systems of accountability and leadership at both the District and at ACHS; develop a strategic plan in collaboration with stakeholders addressing the results of the completed diagnostic review; and support the implementation of the collectively written plan. The EMO will monitor, collect data, and provide actionable feedback and ongoing support as needed in these three areas: Instructional Transformation, Leadership Development, and Organization Cultural Shift.

The master plan should include inclusive stakeholder input in the development of a strategic implementation plan for short- and long-term systemic leadership and instructional needs. The stakeholders involved will include School Board Members, District leadership, ACHS Leadership, Certified and Classified Staff, Parents, Students, Community Organizations and Leaders, and all external Professional Consultants currently working with the District.

The master plan should align with the District's Mission, Vision, and Turnaround Plan and should explore a variety of solution-oriented recommendations that will inform the continuous,
sustainable improvement to strategic accountability systems, and will be an additive process to these existing structures.

**Overall System Minimum Services Required:**
Our District is looking for an EMO with culturally responsive solutions, including services that meet or exceed the District’s objectives, as well as other ideas and recommendations that will propel our state accreditation rating.

While the following represents the majority of the service needs anticipated, the categories are not a comprehensive list. By submitting a response and proposal to this RFP/Q, candidates are agreeing to provide all services associated with the development of the EMO deliverable described. In general, these services may include, but are not limited to the following list:

1. **Alignment, Development, and Support of Human and Professional Capital**
   a. Motivate all stakeholders to commit to whole-system transformation
   b. Develop existing and new teachers and leaders in subsequent years in the District Improvement Plan while insisting on high expectation learning experiences for all students, teachers, and leaders

2. **Instructional Clarity and Transformation**
   a. Continued support to implement strong instructional infrastructures, effective planning and delivery instruction that supports engagement and critical thinking at all levels; and in early literacy development, mathematics incorporating robust and clearly defined assessment strategies
   b. The creation of a District-wide instructional framework and reporting system for first best instruction that is research- and standards-based, rigorous, culturally responsive to our unique learners’ needs, data-responsive, and one that is aligned with our existing external partnerships
   c. The bolstering of intervention and enrichment supports that target the development and reinforcement of literacy and numeracy for learners identified as needing additional support; the development of English language learners’ skills; and the development of systems that provide system-wide supports for students identified with special needs

3. **Creation of Rigorous District and School Accountability Systems**
   a. Provide a structured guide of leadership competencies for school improvement and turnaround that enable the identification, development, and evaluation of key personnel and systems for both the District and each school
   b. Develop a strong evaluation process where leaders and teachers work together to plan, monitor, and review student learning objectives and overall contribution to ACHS and to the District
   c. Develop a robust system of coaching leaders and teachers, and when necessary, take corrective action
d. Define clear and tangible consequences if improvement is not met for the District Board of Education, District Leaders, ACHS Leaders, and Teachers

e. Monitor short- and long-term goals by participating in data-driven cycles of continuous improvement

4. Leadership and Teacher Leader Development

a. Create a model for shared, collaborative and distributed leadership to increase the capacity for improved ACHS and District achievement

b. Provide differentiated school support structures with frequent visits to provide coaching and support to principals, assistant principals, and teacher leaders

c. Supports for expectations for ongoing Professional Learning Community (PLC) work to increase the collective efficacy of our staff and to ensure that all teachers have the tools necessary effectively execute the instructional programs

5. Operational Alignment

a. Provision of feedback and solutions for addressing technical and human barriers to implementation initiatives

b. initiate policies for school improvement as well as processes to hire and retain personnel who are dedicated, efficient, and capable

c. Develop a cycle that involves planning, goal setting; progress and performance monitoring

d. Develop a system of rewards for improved performance

e. Initiate policies for school improvement as well as processes to hire and retain personnel who are dedicated, efficient, and capable

6. Development of Robust Communication Systems to increase Trust and Engagement of all Stakeholders

a. Challenge deficit thinking and any barriers that are preventing transformation

b. Increase capacity of all leaders to monitor and assess teachers’ strengths and potential, and align those strengths and potential assets with the Schools’ needs

7. Culture Shifts

a. Optimize District and ACHS calendars, schedules for instruction, assessment, professional learning calendars

b. Establish effective systems of communication to build trust which will strengthen the planning and implementation of key initiatives

c. Align of multiple school reform initiatives that increase positive interactions within and among all schools, within and among teachers, within and among students and parents, and within and among all Board of Education members

a. Create and transform schools to be a safe, joyful places for learning where students, families, and community members thrive

SECTION 4 – SCHEDULE
It is required that your EMO has the current capabilities and capacity to complete the master plan by the date listed in the project schedule. Provide a detailed master plan schedule, including milestones, from the notice to proceed date to the completion of the master plan. Provide reasoning, in this section, for any modifications or alterations your firm wishes to make to the recommended project schedule.

SECTION 5 - REFERENCES

Provide a comprehensive list of ALL school projects completed or begun within the last 5 years, with contact information, along with a project description. Identify in the reference list which projects this master team has performed collectively. The Owner reserves the right to check additional references beyond those provided in the submittal.

V. SUBMITTAL REVIEW & SELECTION PROCESS

The selection process consists of two phases, followed by negotiations with the apparent successful EMO.

Phase 1 - RFP/Q Review
The Owner’s Selection Committee will evaluate and score the RFP/Q submittals based on the selection criteria listed below:
<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Max Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1: <strong>Letter of Interest.</strong> How complete and concise was the letter of interest and RFQ/P response? Was the RFQ/P well organized with complete information responding to all of the submittal criteria?</td>
<td>10 Points</td>
</tr>
<tr>
<td>Section 2: <strong>Experience and Qualifications.</strong> Provided a comprehensive and insightful experience and qualifications package, which highlighted key personnel in addition to other items as stated.</td>
<td>30 Points</td>
</tr>
<tr>
<td>Section 3: <strong>Scope of Services.</strong> Candidate has affirmed each of the Owner’s requirements for this project and demonstrates a clear understanding of Owner’s needs and clear direction toward completing scope of work.</td>
<td>30 Points</td>
</tr>
<tr>
<td>Section 4: <strong>Schedule.</strong> Ability to complete the planning tasks within the timeframe needed. Submitted complete &amp; understandable schedule.</td>
<td>25 Points</td>
</tr>
<tr>
<td>Section 5: <strong>References.</strong> Candidate has provided a comprehensive project list with contact information for projects completed over the last five years.</td>
<td>5 Points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100 Points</td>
</tr>
</tbody>
</table>

**Phase 2 - Interview**

An interview invitation will be sent to the three Candidates with the highest RFQ/P submittal scores on the date noted in the project schedule. The invitation will explain the interview requirements and provide the time and location. The purpose of the interview is to ensure a full understanding of the RFQ/P responses and to introduce key members of the External Management Organization.

The interviews will consist of a short presentation followed by a longer period for questions and answers. During the short presentation, the lead consultant for the project should be identified along with members of the external management team. Please note team members that will not be directly working on the project are not invited to the oral interviews.

The apparent winner will be determined based on their interview score, which is separate from their RFQ/P submittal score.
VI. FEE PROPOSAL

Shortlisted Candidates shall prepare a detailed fee proposal as outlined below. The fee proposal is to be submitted in a sealed envelope prior to the start of their interview. Failure to provide a fee proposal which addresses each of the items listed below may result in disqualification from the RFQ/P process.

Detailed fee proposals shall include the following:
- Lump sum fee;
- Statement of work;
- Confirmation that all scope items from the original RFQ/P will be addressed;
- Any exclusions with explanations;
- Number of hours;
- Number of people;
- Other resources;
- How the resources are to be used;
- Breakout of anticipated reimbursable expenses included in the fee proposal;
- Hourly rates for all personnel involved in the project;
- Number of site visits anticipated to complete the work; and
- Breakout of fees for any non-required scope proposed.

The negotiated fee is anticipated to include all costs including reimbursable expenses for the project resulting in a "not to exceed" format contract.

Only the fee proposal of the apparent winner will be revealed to the selection committee.

If the apparent winner’s fee exceeds the Owner’s budget and if subsequent negotiations with the apparent winner are unsuccessful, the Owner reserves the right to negotiate with the next highest-scoring Candidate.

VII. ACCEPTANCE AND REJECTION

After the final selection is made, the Owner will provide a summary of scores and a decision memorandum to each of the RFQ/P Candidates.

The Owner reserves the right to select any or reject any and all proposals in their best interest. The Owner also reserves the right to pre-qualify any or all Candidates or reject any or all Candidates as unqualified, including without limitation the right to reject any or all non-conforming, nonresponsive unbalanced, or conditional, qualifications. The Owner also reserves the right to re-solicit, waive all informalities not involving price, time, or changes in the work, and to negotiate contract terms with the apparent successful proposer.
The Owner is not responsible for cost incurred in preparation of this proposal. Proposals will not be returned and become the property of the Owner once submitted. By submitting a proposal all Candidates agree to the terms and conditions of this RFQ/P and the RFQ/P will become part of the awarded Candidates contract. The apparent winner will be responsible for submitting a draft agreement to be used for this project. The Owner and the Owner’s legal council will review the agreement and negotiate terms prior to commencement of work.

If the master planning process results in a decision to move forward on a capital project, the Owner will complete a separate competitive selection process to select the design and construction team for that project.
Question 1: Student-Centered Decision Making

What approaches or methods would best serve Adams 14 when it comes to ensuring students are at the center of district-related decision making?

1. Create opportunities for student voice: Ask students / involve them
   a. Ask them. Listen to them. Hear them.
   b. Involve them
   c. Communicate with the students as to where they are
   d. Listen to them
   e. Hear the students; provide support to help them succeed.
   f. Students meet with superintendent quarterly
   g. Students have a voice with the board; Have something informal with student and board and take them seriously
   h. They know what is happening.
   i. Have a 2nd interview committee with parents and students (RFQ/P)
   j. If you are going to make a decision for a student, involve them.
   k. HS students spoke and protested and were not heard by the board. They were disregarded. They want to be a part of the solution.
   l. Ask the students what they want of their school, future
   m. How often are district teams considering students? Are district discussions around students? Who is at the table?
   n. Allow for more direct communication with the board and district leadership
   o. Student feedback surveys – also from students who have left, akin to exit interviews
   p. Increase opportunities for students to provide input/feedback before decisions are made.
   q. Students and families need to be actively involved in all decision-making processes, including personal decision making (ICAP should start by 6th grade)
   r. Increase information/communication re: decisions, THEN add space for students to provide informed feedback
   s. Take student concerns seriously
   t. Set protocol to elicit student input prior to decision being made (especially school related)
   u. Create a communication path that would allow students to bypass school leaders when necessary
   v. At least 1 board member = “student advocate” who would go to each school and receive input from kids before decisions are made

2. Address student needs holistically
   a. Address basic needs – nutrition, health, support for trauma, families
   b. Make sure kids needs are met – clothes, food, address the trauma, listen to the trauma, kids need a safe haven, feel wanted, appreciated, cared for
   c. Self-actualization is easy to focus on but we need to make sure other needs are met
   d. Return to Maslow’s basic needs – nutrition offered in schools, safety in schools.
e. Remember Maslow goes bottom up or we are missing the point (read backwards); build a foundation for students; needs
f. When people (teachers) feel threatened, student needs go out the door.
g. Implement a community schools model. Engages everyone, inclusive, gets down to basic needs.
h. Are we considering community schools? Wraparound services?
i. Addressing systemic issues – trauma
j. Follow-up, fact-finding with matriculated students to identify further needs/areas of concern in order to continuously improve post-secondary preparedness. Consider extending to students who’ve left school.
k. Focus group data from post-secondary students needs to be looked at.
l. Highlight opportunities that exist in district’s communities; post-secondary options – make more visible in schools (research: DAVEA)
m. Follow-up with families who’ve left the district – especially in the case of an unknown need not being met

3. Create student leadership opportunities
a. Student-led conferences provide parents insight; support came from parents and peers; Made PowerPoint with rubrics and goals
b. Building on student leadership
c. Partner students ahead with those behind; pair the families
d. Opportunity for peer tutoring (leadership opportunities)
e. Student board member representative – create space for student input on all legal decision-making areas (not personnel)
f. Bring back the student board representation. Find the bylaws (4 years ago)
g. Have student advocates – student council – at meetings like this
h. Autonomy to work toward the vision / safety to do so (managed autonomy?)
i. Student Council or representation/ambassador group at every school: Elem, MS & HS (like Alsup)
j. Group of students to represent all students and inform district leaders
  • Led by a teacher (to help inform students about initiatives)
  • Perhaps student version of DAAC or “Backbeats” BAAC
k. School sends reps as a student school board who would communication w/ school board and district leadership and school leadership.
l. Include/offer additional opportunities for students to represent A14 and develop leadership skills (like in D.C.)

4. Make school fun and relevant: Student-led interests, goals, strengths, recognition
a. Motivation – motivate the student to pursue their passions. Start with interests / strengths.
b. Find their interests, goals, passions and help them to develop
c. For HS, what are they searching for: graduation, trade school, internships, college, etc.?
d. What are their goals? What do they want to do?
e. If we don’t provide opportunities for students to self-explore what they want to do post-secondary, we won’t be able to align resources appropriately
f. Helps remove “college is the only answer” bias – service projects, internships, FIND OUT WHO OUR STUDENTS ARE
g. If school is not fun, kids will not participate
h. We have a lot of good, smart kids in every grade
i. Recognize the accomplishments with students quarterly

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5. **Support strong relationships between students and educators**
   a. Support and develop the teachers who work with youth
   b. Smaller class sizes help teachers meet needs.
   c. Smaller class sizes so the teacher can get to know the child (High School & Middle School)
   d. Consistency in retaining teachers – work on developing the teachers. Find out what the problem is and develop the teacher.
   e. When you can meet with students, relationships are built; less likely to get lost; comforts in place
   f. Teacher voice: “Advocate for the teachers – Give them a voice. They know our kids.”
   g. Make sure we can appeal to all (bilingual literature); biliteracy option for native English speakers
   h. **Keep** and **develop** the talent here.

6. **Engage / involve parents**
   a. Get parents to come in. Make it enjoyable to come.
   b. The principals need to interact more with parents and students.
      - *Five appointments with principal and never met.*
   c. Don’t rely on technology entirely for parent communication; post at rec. center, grocery store, etc.
      - Not everyone has a phone.
      - Do mailings.
   d. Involve parent in their support
   e. Parent, join DAAC
   f. No HS principal for 9 months. Kids were respected and heard; he was removed without communication.
   g. Involve teachers and parents in the decision. You won’t get as much resistance.

7. **Engage other stakeholders**
   a. Create communication system to elicit input from all stakeholders with the lens of student-centered decision making
   b. Make sure the community is at the table
   c. Any model can work when your community is educated.
   d. The board needs to focus on community and students.
   e. A community school must have the education of the community (not educators) in charge
   f. Seek out professional groups/programs to help bring research-based student participation/decision-making
   g. Need community support to pass bond
   h. Transparency with spending of $
   i. Poor leadership decision making

**Question 2: Clear, Timely, and Transparent Communication Among Stakeholders**

*What are your preferences when it comes to how and when you receive and share information with students, parents, community stakeholders (government, business, advocacy groups, etc.), teachers, principals and other school leaders, support staff, the administration, and the board of education?*
1. How
   a. Honest, open, if you don’t know, say so (I don’t know). Tired of runaround, rumors. Give facts.
   b. Don’t sugar coat. Be transparent
   c. Two way communication (remind)
   d. Communication flowchart – How messages are sent out every time and who is responsible
   e. Transparency – org charts updated, posted, actions taken, follow-up on prior communication
   f. “For the eyes of” – directed communications
   g. Message BEFORE the decision is made
   h. Brutal honesty and transparency
   i. Give information to share to subordinates, stakeholders

2. Modes of communication
   a. At least 3 attempts / methods – Flyer (paper), app, phone
   b. Phone, email, mail, social (Facebook, Twitter), and website – Hit all 5 – Consistently.
   c. Website
      • More interactive
      • More updated info. Hold people accountable for updating content. Site content can be time consuming.
      • More mobile friendly (website on phone)
      • Open to club sponsors, groups. Trust your posters.
      • Posting videos is nearly impossible
      • Target chromebook first page to the school and point them at content that matters to the student
   d. Posting in physical locations
      • Grocery, gas station, buildings, rec. center, monthly updates @ City council, rotary
      • Handouts via buses / transportation
      • Notification via bus advertising or RTD stops
      • Some folks aren’t computer savvy…many don’t have computers
   e. Flyer – immediacy, good tool for multiple locations
      • Training on Flyer (app)
      • Not enough info being sent about what Flyer is (systemic issue)
   f. Facebook
      • ACMS excellent
      • Lunches, daily activities; don’t just post formally
   g. Infinite Campus (IC) in English and Spanish
      • Teacher and parent training in how to use Infinite Campus 2-3 times per year, starting at beginning of year (Aug/Sep); start focusing early, elementary school, less need for trainings in HS
      • Parent training for portal
   h. Auto dialers:
      • Cuts off start of message, then calls back
      • Recorded messages sent out instead of two-way. Overwhelming at high school level, bot as much at elementary level (tool varies between grade / school levels)
   i. Watch and comment online (Youtube / Vimeo comments)
   j. Google Apps – policies required for Google Classroom Signup – why?
3. **Communication with teachers**
   a. Not all teachers update IC (Infinite Campus) regularly – regular updates should be required from teachers
   b. More regular communication from teachers on their class work and activities
   c. Ways to locate teacher contact information
   d. Regular progress reports / what kids are working on
   e. Messaging through teachers

4. **Data**
   a. Training on what the scores (DIBELS) really mean, how to read them
   b. Provide rubrics for scoring – what achievement levels look like
   c. Welcome back…. give the true data, give it when it’s available
   d. Regular progress reports / what kids are working on

5. **Trainings – *cross listed under specific topic areas as applicable***
   a. Teacher and parent training in how to use Infinite Campus 2-3 times per year, starting at beginning of year (Aug/Sep); start focusing early, elementary school, less need for trainings in HS*
   b. Training on what the scores (DIBELS) really mean, how to read them*
   c. Reach out to parent liaisons if they need training
   d. Training for community. How to use Google Docs (for example)
   e. Bilingual trainings

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**Question 3: The Role of Biliteracy within Adams 14**

What are your hopes, dreams, wishes, desires, and perspectives related to the role of biliteracy within Adams 14? What suggestions do you have when it comes to implementation?

**Responses in Spanish**

- Que la comunidad sea mas unidos
- Que se recibas mas educación para los padres nuevos que llegan a la comunidad.
- Que la gente se sienta mas confortable hablando en cualquier idioma.
- La gente (alumnos) deben mantener su cultura y lengua
- Una Buena relación entre las escuelas y los padres /familias.

1. **Consistency is needed to be successful**
   a. Start and see it through – empirically-researched, grounded in research
   b. Cycle of start and stop – never see what works
   c. Stabilize to understand results; take action too quickly; takes time to see impact (good or bad)
   d. Change is our only constant; need to see where we’re going

e. Consistency – always new terms, new tech; 3-4 years of implementation before making decision to discontinue, not just 1 year
f. Consistency across district, no grade gaps
g. Cannot be a pause
h. Importance for all grades
i. Hard to get continuity of instruction

2. Offer comprehensive biliteracy – English and Spanish, students and adults
   a. Hope a comprehensive model will be implemented
   b. Work in partnership – teach each other, learn together
c. Every subject matter needs classes taught in Spanish as well
   • What do these classes look like?
   • Need differentiation
d. 2-way program – open to native English and Spanish speakers
e. K-12 biliteracy options x 2
f. Ability to do everything in both languages – read, write, think, etc
g. Any stakeholder is important and should be supported in language
h. Really important – Spanish should be offered to English speakers as well
i. Adult classes for English speakers to learn Spanish
j. English speakers benefit from a second language
k. Should be teaching both cultures

3. Program should be adaptable to student / parent needs and wants
   a. Need different models/adapt to different schools and young people
   b. English and Spanish tracks should both be rigorous in preparing – teaching same standards
c. Could we have magnet school for biliteracy? Would this work for parents schedules / transportation?
d. Offer bi-literacy as a choice
   e. Will biliterate program and opt out be comparable education?
f. Could we have magnet school for biliteracy? Would this work for parents schedules / transportation?
g. Magnet school for biliteracy?
   • Could we have magnet school for biliteracy? Would this work for parents schedules / transportation?
   • New school option that provides a targeted biliteracy approach?
   • A new school because our current schools are working within turnaround right now – do it from “day one”. A new school can work alongside. We can do this full model. Market test for the entire district. “A school can only grow so fast.”
   • Assumption – If you are trying to split up, you are not uniting for a solution for everyone
h. Strong biliterate program that is voluntary; not everyone wants it
   i. Challenges to consider
      • Code switching is an issue – confusion
      • Fluency in both languages is a challenge
      • Reading and writing in Spanish is a challenge – learn Spanish at grade level first
      • How do you implement that? Early on skills can grow. Biliteracy is not growing the skills fast enough.
      • Regression is bigger and tougher to overcome – if we can’t do it really well, we should do English well.
   j. KIPP is a bilingual model from parental response
   k. Should extend the school day
4. **Help educators to communicate effectively with students and families**
   a. More support to biliteracy teachers…provide them with more… for this
   b. (illegible)
   c. Training around cultural norms – all teachers
   d. Help teachers become bilingual
      - Basic and build
      - Need a path – teachers want to be able to get to the next level
      - Not speaking language of parents; immediate distrust
   e. Educators in the district would like to be bilingual.
   f. Training new teachers in the first years with necessary training for anything they’re teaching; constructing meaning is a good start but it’s not enough. ex. Programming – SIOP, scaffolding
   g. Hope that we will approach teaching with the needs of our clientele in mind – not how we have been doing it. “It’s not about us (the teachers).”
   h. Teachers that are qualified is an issue

5. **Take a research informed approach**
   a. Start young – biliteracy done right works well; universal subjects can be taught in both languages and reinforced in both languages
   b. Need constant reinforcement in language to keep that language – If Spanish is not being reinforced enough, children can lose it; this makes it difficult to communicate with family members
   c. Important to start as early as possible
      - Brain develops differently when exposed to 2 languages
      - Continues positive impact in other subjects
   d. Be true to it – bring people that know in (e.g. CU BUENO Center), train teachers, don’t swap for something just because it’s cheaper
   e. Research shows biliterate students progress faster, biliteracy is a best practice
   f. Evaluate
   g. A mediocre program doesn’t help anyone – has to be high quality

6. **Promote biliteracy positively and with pride; unique community positioning**
   a. Biliteracy should be promoted as a positive – only country that doesn’t endorse multilingualism
   b. Could be a bubble where biliteracy is embraced and promoted; it’s our right
      - History of Adams 14
      - Increase pride in community; 48.9% Latino throughout Commerce City, and about 80% at the core of the city
   c. Seal of biliteracy
      - Need role models to explain what this is and how it can provide value; celebrate uniqueness
      - Teachers need info on what this is and how to help kids progress
      - We see more student in HS graduating with a seal of biliteracy (college and career ready)
      - Take students who have the background already and move them forward
      - Opportunity learn another language (Spanish as a second language)
      - Have substance to it – need more industry buy-in with seal, needs to mean something to others; demonstrated value to other stakeholders
   d. Can converse in business world
   e. Hopefully give students a leg up in the job market – Europeans know more than one language
f. Decision based on whether it will create opportunities for students not just test scores

g. Improving mental potential across board

h. 2 languages is a big benefit

i. Running biliteracy well would look like a point of pride in the district

7. Community interest / education assistance
   a. A lot of parents want this; families crying out for this choice
   b. Clarity around different programs
   c. Community needs / wants to know more about biliteracy / bilingual programming options (dual immersion, one way, etc)
   d. Importance based on community needs
   e. Students falling backward as they go – content in Spanish
   f. Many households are dual language households
   g. Importance of using L1 to help with L2
   h. Important – high Spanish speaking population
   i. Helps with communication
   j. Spanish prevalent with community
   k. Important because if we don’t have comprehension, we can’t teach concepts should be doing at all levels
   l. A lot of external interest groups, noble message, strategy is very poor, resorted to name callings, needs more community involvement
   m. Community engagement has been poor, How do you get community to engage?
   n. 80+% Spanish speakers – need to remember CMAS is English; Economy is English dominant
   o. Dream for me – biliteracy is great for newcomers but kids need to be prepared to be successful in English. All understand the rigor in English is important.

8. Equity / treat parents with respect
   a. Be more open to community/parents – accept culture
      • School / parent relationships strengthened
      • Educate parents
   b. Parents want kids to speak English to be able to succeed, but youth can in turn lose relationships with their community. Unfair tradeoff.
   c. Biliteracy one way (Spanish to English Only) sends message to Spanish speaker that they need to change; need to offer program for English speakers to create equity
   d. Parents were upset because they weren’t notified “why” it was not continued and data
   e. Home language survey is an issue
   f. Some of our monolingual parents (SPA) struggle to help their students in a English only environment
   g. Beyond Textbooks replaced biliteracy – ESL went away too
   h. Spanish CMAS
   i. ESL lane used to exist

9. Other considerations for biliteracy in the Adams 14 School District:
   a. Student leaders – trained in helping youth transition; bridge gap of communication; earn service hours
   b. What is the transience of our Spanish speakers?
c. Kids need English to be successful

d. Biliteracy is controversial because it has been put on the back burner

e. Do we serve other minority languages (Somalian)

f. Accessible to every student – need other languages than Spanish

g. How to get over the hump?

**Question 4: Strengthening Student Performance**

Describe your views on the ways Adams 14 will be most successful in making meaningful, rapid progress in driving up student-related performance?

**1. Strengthen relationships with students**
   a. Teacher consistency to improve student growth
   b. Social emotional needs – why are the students not coming to class?
   c. Support systems in HS for kids – build relationships!!
   d. Letting the students vent, talk to other adults
   e. Show students you care, stop negativity
   f. Be aware
   g. Building a relationship with students
   h. Students hear “teachers / counselors / principals don’t care for us”
   i. Focusing on individual students and their needs verses “test score”
   j. Students don’t trust teachers to help them. Teachers and students need to trust each other. Students need to trust teachers to ask for help. Students aren’t always comfortable asking for help and speaking with teachers.
   k. Some teachers are not energetic, need to be more confident. Make class more engaging, more activities. Build relationships.
   l. Teachers need to attend student events.
   m. Teachers need to learn how to connect with students more than teaching how to test.
   n. Need to build relationships beyond academics supporting kids at lunch, outside of the classroom.

**2. Meet student where they are and address their needs**
   a. Tiered supports
   b. Many homeless students in the community
   c. Needs a safe haven for all kids in the evening within the schools
   d. Teaching to the test is wrong in impoverished areas
   e. Just because you have less doesn’t main you are less
   f. Teach to empower each child
   g. Recognize the challenges at home 1st – what is the baggage they had come to school with that day
   h. Why doing a “one size fits all will work”
   i. Building on a child’s success and knowing where to go with that. Ex. Pre-school students know letter sounds, where do they go next? Division, let them move on.
   j. Are there other ways to show growth and improvement besides test taking? (some students don’t test well)
   k. Is there a “catch-up” time to get extra help?
3. **Provide voice / choice / power to youth**
   a. Students make their own goals to reach their desires / passion
   b. Student-led conferences
      - Students communicate with the parents and other peers
      - Builds more pride
   c. Shift □ what can students do? NOT what they can’t do
   d. Listening to the students
   e. Needs – making them important
   f. Students need to be respected, recognized, listen to, have voice
   g. Student school board that meets with the actual school board. Implementing a student council @ each school and president goes to talk with school board.
   h. Student involvement – knowing what the students want

4. **Increase student interest in school and future**
   a. Increase attendance by offering guest speakers, motivational speakers at MS, HS to offer passion and motivation
   b. Support higher education opportunities – SAT prep, tours, speakers, pathway support, individualized guidance
   c. How is the PSAT/SAT important? Adults in schools need to support students (other clubs, students get involved)
   d. More exposure to higher education would encourage kids to do better in school (guide to get to higher education □ developing a pathway)
   e. Variety of specialty classes – Offer other opportunities in school beside math, reading, science, ie. Arts, music, clubs
      - HS only has one elective.
   f. Opportunities to further education in all/any areas
      - High school need more options for technical careers: diesel mechanic, nursing, welding
   g. Peer mentors / tutors
      - Small group support by peers
   h. At the end of the day, the kids need to want to come to school
      - Making school fun again
      - Students need to be engaged in their education, want to come to school

5. **Set high expectations and provide resources to meet expectations**
   a. School district have own SPF – higher than the state
   b. More coaching around instructional practices and teacher evaluation
   c. Need to support teachers with strong instructional practices
   d. High teacher turnover – need to have consistency
   e. Need longer teacher work day. More time for professional development (PD), planning. Extend school year or school day.
   f. Coordinators and guidance along the way rather than judgment.
   g. Teachers’ progress monitoring bi-weekly, which is taking away from instructional time like small groups. Need more systems of supports for intervention.
   h. Can’t have excuses, need to have expectations of kids. “We mean business”. This is their future.
   i. Teach students how to study, what does that mean? How to do homework, and where?
6. Accountability
   a. Are there performance rubrics for each level, school, subject?
   b. In order to move performance at a rapid rate, do parents and students know the academic expectations?
   c. More parent involvement
   d. System of accountability – if trends continue
   e. “Pay for performance” paying teacher for staying and increasing student performance
   f. Holding students accountable to meet grade expectations (2.0+ = sports) to play sports
   g. Accountability systems. SPF on district level before state SPF comes out. With common assessments to adapt.
   h. Use data
      - How do we develop short term data (short cycles) – rather than the summative data
      - Grow the students point by point
      - Predict the growth of students based on the indicators, i.e. DIBELS, STAR, assessments

7. Build rapport with parents and community
   a. Takes a village to move mountains but why didn’t we include the village
   b. Parent involvement – need more ways to get parents involved. Auto dialers. More advanced noted.
   c. Parents need to get more involved to help students.
   d. Have to have parent involvement. Parents need to be educated on where their kids are and how to advance them and make them grow. Can’t use the excuse, parents don’t have the education. They need the passion to help their kids.
   e. Through advisory program, report card pick up. Parent has to come in to get grades and feedback on grades. Scores are included, etc. Meeting before can get report cards. Multiple times throughout each semester.
   f. Honesty – be transparent, have trust
   g. Gains/loses with data
   h. Show the real data to community
   i. Hard to swallow – being real
   j. Communicate to all stakeholders – students, staff, city council, etc

8. Support teachers to work effectively with all stakeholders
   b. Better and more consistent coaching around differentiation etc. Rewarding teachers for doing well. Pay for performance for teachers with high growth.
   c. As a teacher, in the past, we have done so many programs. Resources are just laying around. Need consistency in trainings. Incomplete programs. Are we relying on tried and true interventions?
   d. Where did courageous conversations go?
   e. Celebrating teachers who stay, are doing well
   f. Teacher trainings and retention
   g. If students see negativity and unhappiness in teachers, they will feel that too. Teachers and students need to feel respected and heard to focus better.
   h. Lack of teachers in Colorado. How do we get them in the door and get them to stay.
   i. Teacher retention. If we keep teachers here, get more performance.
   j. Keep teachers that show willingness to become part of the community (not as in living here, but being involved in students personal lives; some cities do provide financial benefit to buying a home in the community)
k. Teacher attendance at high school is low. Have subs constantly.
l. Teachers need to be trained on lots of different programs. New teachers didn’t’ dive deep enough.
   Example: How to put things into Infinite Campus (IC). Trainings on IC, Randa, etc. in smaller groups.
m. Teachers need to know where they can go and to who for trainings.
n. Not every teacher wants to be “iron fisting it”.
o. Master teachers cannot be selfish with resources, guidance, supporting with others. Don’t leave others to drown. Master teachers need to be able to mentor.
p. Goes beyond sharing of resources. It’s not pay, its’ relationships they build with the community and students. It’s hard to do when so much going on.
q. Teachers need to help with how do I teach students skills for the 21st century. How can I present that to you? Needs of kids are changing. Need to teach history but with 21st century skills.
r. Recognize there is a growth curve when you have a new teacher in the building. They will be either too hard or too lenient. Need time to adjust to environment.

9. Curriculum feedback
   b. Need to stop changing so much. Consistency with tried and true curriculum.
   c. Too much testing. Teachers are geared to teach how to test rather than actual learning going on.
   d. Inadequate time to teach prior to assessing. Feel like haven’t even had time to teach it.
   e. We need a solid core / universal curriculum.
   f. Need a curriculum like “Benchmark Advanced” that has resources actually teaching content / skills.
   g. Stop experimenting and changing things up. Go slower and give more time.
   h. Constantly changing, so never know if it’s working. Can’t measure growth
   i. Implement something new, it’s not working, so try something else. Need time to see.
   j. Make sure what teachers do to in 6th grade links to 7th. Time to vertically plan.
   k. Different incremental stages for students. Tools and skills specific to different grade levels.
      Example: kinder having a very specific set of time for working on specific skills prior to first – note taking skills for high school; certain math skills, science, writing skills
   l. Use tried and true, proven curriculum and assessments. And expectation that they are being used. What’s being done at Alsup should be happening at Hanson. Trainings, make sure teachers have trainings to the tools available to them.

10. Leadership feedback
    a. In general, in America, we have missed the boat
    b. Inequity in school funding from district to district
    c. More proactiveness rather than reactivity.
    d. Too many changes in principals. Makes it so new systems come in all the time.
    e. Need better leadership.
    f. Need leadership where students feel respected so they have a more positive outlook on school.

Question 5: District Leadership
What guidance would you share with the leadership of Adams 14 related to their role in creating and maintaining a healthy Adams 14 school district? What feedback would you give them?

- Closed minded – Listen to all stakeholders
- Respect all stakeholders
- Step back and look at what they are doing wrong as leadership team and Board of Education
- Treat all staff like family. Be respectful.
- Take into account the students whole needs
- Consider the students needs
- Open mind. Open line of communication
- Listen!! and feedback/follow through
- Lack of trust throughout all stakeholders
- Be available and listen
- Create systems / 5 year plan that is sustainable. Policy.
- Need to walk the talk. Listen to community.
- Have open lines of communication. Be open-minded.
- Lack of open-mindedness
- Leadership – accessible, be available, know your role; education on what role is; professional development
- Create a sustainable environment.
- Retain quality staff
- Long term student/staff relationship
- Community change with students – feedback, engage more to interact, follow through, support systems, lead by example
- New leadership, new Board of Education
- Retain quality staff
- Maintain quality leadership. Be consistent
- Walk the talk. Follow through.
- See that voice is being heard.
- Better listening / better feedback – 2 way communication, 360 degrees
- Want my voice to be heard
- Stability – secure, support, environment
- Need collaboration
- Lack of trust in management. Fear of retaliation
- Que se tenga una buena relación entre la comunidad y el distrito
- Ofrecerle a los padres de familia cursos de varias capacitaciones como
  - Participar en educación
  - Como trabajar con los niños
  - Ayudarles en varias áreas
  - Como hablar con adolescentes
  - Como mantener las lenguas
- Mantener a los padres involucrados en actividades escolares y como voluntario activos
- Enseñarle a los padres como estar envolveremos
- Aceptar a todos los padres con o sin educación.
- Falta de confianza
• La falta de inclusión como padre para ayudar a mis hijos
• Falta de enfoque
• Falta de currículo general

Guidance

• Be servants; adopt a mindset of servitude
• Be open and honest; no hidden agendas
• Known and listen to our clientele
• Disseminate information in timely manner
• Trust the people you hire; train them
• Focus on basic student needs 1st, then academics
• We are ALL learners, not matter the position; learn together
• Better communication – decisions are made and why, what, and how are missing
• Shared decision-making, partnerships
• Increase TRUST
• Get parents involved early and welcomes; make everyone feel welcomed
• Celebrate great things going on in schools
• Value teachers, students, and administrators through celebrations every day
• Maintain culture and climate with academic pressure
• Board of Education needs to hold superintendent accountable for his performance
• Be bold and make tough decisions that are best for students
• Strengthen district infrastructure (stronger, proactive reaction when the data comes in)
• More welcoming environment for parents during school board meetings
• Regular and transparent information about school performance
• Stronger accountability system

Feedback

• Acknowledge we are not perfect and help
• Culture of fear for employees when they speak their truth; retaliation
• STOP sugar-coating a bad situation!! (data)
• Given direction and emphasize togetherness moving forward (students, staff, parents, admin)
• No clear direction
• Is there a clear direction with all the turnover
• Feel like (outside) people treat community as less than
• Schools are inconsistent (showing up – voices are not heard)
• Need to retain teachers better
• Appreciate teachers (ALL) better to retain students as well
• Increased retention will increase student relationships
• Increase/improve systems to improve transitions
Appendix F

Observaciones del Distrito Adams 14

Comité de Educación
9 de octubre de 2018
equipo Tipton
1424 W Market St., Suite 202
Denver, CO 80202
www.EquipoTipton.com

Adams 14 School District Observations

School Board Meeting
October 9, 2018
Team Tipton
1424 W Market St., Suite 202
Denver, CO 80202
www.TeamTipton.com
¿Qué problema estamos tratando de resolver?
Cambiar actitudes, comportamientos, pensamientos, y acciones a nombre de Adams 14.

Adelantados

Neceidades Emergentes

Enfoques Historicos

Complejidad / Dificultad

Tiempo

Getting Ahead

Emerging Needs

Historic Approaches

Complexity / Difficulty

Time
Resumen de la Fase Uno

Estatísticas Clave:

- Realizamos 56 entrevistas únicas y 2 grupos de enfoque
- Perspectivas de las 81 partes interesadas representadas.
  - 36% empleados de Adams 14
  - 32% organizaciones de la comunidad / defensores
  - 15% oficiales electos
  - 14% estudiantes
  - 11% padrés
  - 6% comunidad / padres organizadores
- Observamos 4 reuniones de distrito
- Facilitamos el Retiro del Comité de Educación de Adams 14 y la Reunión de Liderazgo

Phase One Snapshot

Key Statistics:

- Conducted 56 unique interviews and 2 focus groups
- Views of 81 stakeholders represented
  - 36% employees of Adams 14
  - 32% community organizations / advocates
  - 15% elected officials
  - 14% students
  - 11% parents
  - 6% community / parent organizers
- Observed 4 district meetings
- Facilitated Adams 14 Board of Education Retreat and Leadership Meeting

Organizations Represented:

- A+ Colorado
- ACABE Padres
- Comité de Educación de Adams 14
- Fundación de Educación de Adams 14
- Distrito Escolar Adams 14
- Adams City High School
- Adams City Middle School
- Bondadosa
- Central Elementary School
- Asociación de Maestros de Salón de Clases (CTA)
- Climb Higher Colorado
- Asociación de Educación Bilingüe de Colorado (CAEB)
- Departamento de Educación de Colorado
- Asamblea General de Colorado
- Comité de Educación del Estado de Colorado
- Consejo de la Ciudad de Commerce City
- CUPE
- Fundación Donnell-Kay
- INSPIRAR
- Cuidado de Salud KidsFirst
- Our Lady Mother of the Church
- Fundación Temple Hoyne Buell
- Transformación de la Educación Ahora (TEN)
- Centro SUENO de la Universidad de Colorado
Resumen de la Fase Uno

**Entrevistas**

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**Grupos de Enfoque**

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**Observaciones de Reuniones**

- Reunión del Comité ELO de Adams 14 | 17 de mayo de 2018
- Reunión de Reunión Diagnóstica del Departamento de Educación de Colorado | 11 de junio de 2018
- Reunión del Comité de educación de Adams 14 | 12 de junio de 2018
- Reunión de la Comunidad de Adams 14 | 13 de septiembre de 2018
- Reunión del Comité de Asesoría y Rendición de Cuentas del Distrito | 26 de septiembre de 2018
- Retiro del Comité de Educación de Adams 14 | 12-14 de septiembre de 2018
- Reunión de Liderazgo del Distrito Adams 14 | 20 de septiembre de 2018

Phase One Snapshot

**Interviews**

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Conducted</th>
<th>Women</th>
<th>Men</th>
<th>Invited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>12</td>
<td>2</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Community</td>
<td>21</td>
<td>15</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Senior leaders</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>School leaders</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>56 interviews, 64 people</td>
<td>50%</td>
<td>50%</td>
<td>66 interview invitations</td>
</tr>
</tbody>
</table>

**Focus Groups**

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Present</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHS Students</td>
<td>11 students</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>CUPC</td>
<td>6 miembros</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>17 people</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Meeting Observation**

- Adams 14 FLD Committee Meeting | May 17, 2018
- Colorado Department of Education Diagnostic Review Meeting | June 11, 2018
- Adams 14 Board of Education Meeting | June 12, 2018
- Adams 14 Community Meetings | September 18, 2018
- District Accountability Advisory Committee Meeting | September 26, 2018
- Adams 14 Board of Education Retreat | September 12 – 14, 2018
- Adams 14 District Leadership Meeting | September 20, 2018
Resumen Perspectivo (Observación Simple)

Esta es lo que esperamos ver en una organización típica. Una distribución de opiniones y actitudes "curva bimodal, en forma de campana" totalmente extendida.

Summary Perspective (Simply Observe)

This is What "You'd Expect to See" in a Typical Organization

- A fully-spread, "bimodal, bell-shaped curve" distribution of opinions and attitudes
Resumen Perspectivo (Observación Simple)

Las actitudes dentro de Adams 14 parecen ser mucho más negativas que una organización “típica”. No hay distribución completamente extendida, “una curva bimodal, en forma de campana” de opiniones y actitudes.

La interpretación del Equipo Tipton de la propagación de actitudes relacionadas con el Distrito Escolar Adams 14 basado en nuestras entrevistas / grupos focales.

Unos creen que todo está completamente mal, y necesita romperse. Ahora.

La mayoría cree aspectos significativos de la cultura relacionados con el Adams 14 necesita mejorar urgentemente.

Algunos creen que todo está bastante bien como está, y que queda muy poco por hacer.

Summary Perspective (Simply Observe)

Attitudes within Adams 14 seem to be much more negative than a “typical” organization.

* Not a fully-spread, “bimodal, bell-shaped curve” distribution of opinions and attitudes.

Team Tipton’s interpretation of the spread of attitudes related to the Adams 14 school district based upon our interviews / focus groups.

A few believe everything is completely wrong, and needs to be broken up. Now.

Most believe significant aspects related to the Adams 14 culture are in urgent need of improvement...

A few believe everything is pretty good as it is, and very little needs to be done.
Each dot represents Team Tipton's subjective perspective related to a single interview / focus group.

Confidence in the Current Leadership (Board and Superintendent) at Adams 14
Resumen de Perspectivas

1. Comunicación deficiente: unidireccional, no transparente, deficiente, no responda
2. Falta de acuerdos fundamentales: misión, visión, valores, alineación, prioridades, responsabilidades de posición
3. Inestabilidad: inconsistencia, cambio constante, rotación
4. Desconectado de la comunidad: falta de compromiso y relaciones, ignorado, no escuchado, mal entendido
5. Incompetencia, no calificado
6. Liderazgo ineficaz: equivocado, faltante, de arriba hacia abajo
7. Basado en amenazas: miedo, intimidación, acoso, acoso, conformidad, cumplimiento, regresividad
8. No satisfacer las necesidades de los niños; no importa / pesar en niños
9. Predeterminado de desconfianza
10. Falta de sistemas, procesos y protocolos
11. Insulto: mirada hacia adentro, construyendo muro, placa, cerrado
12. Dividido: frustrado, asumido, profesionalismo
13. Ceo: crisis, dificultad, insensible, leche
14. Falta de responsabilidad
15. Inseguridad: racistas, discriminación, zago
16. El interés propio: el revolucionario, el anguloso, el nepotismo, la corrupción, el vengador, el ego
17. Reactivas: a corto plazo, bajos expectativas
18. Insultable: estancado, falta de respeto, atrasado
19. Culpeando, encontrando fault: acusando de sinónimo
20. Irreverencia: abusivo, manejado, no profesional

El tamaño de la burbuja indica la frecuencia de la respuesta, mientras que el color indica la intensidad.

Summarized Perspectives

1. Poor communication: one-way, not transparent, lacking, unresponsive
2. Absence of aligned foundation: mission, vision, values, strategy, priorities
3. Instability: inconsistency, constant change, turnover
4. Disconnected from community: lacking engagement and relationships, ignored, unheard, misunderstood
5. Incompetence: unqualified
6. Poor leadership: wrong, lacking, top down
7. Fear-based: threats, intimidation, bullying, forced compliance, retaliation
8. Children are left behind: Not meeting needs, don’t think / care about
9. Default of mistrust
10. Lack of systems, processes, & protocols
11. Insults: inward looking, walls, silded, cloistered isolated. “we’ve got this”
12. Divided: fractured, disjointed, factionalized
13. Chaos crisis: dysfunction, unhealthy, struggle, mess, toxic
14. Missing accountability
15. Inequity: racism, discrimination, bias
16. Self-interest: favoritism, cronies, nepotism, corruption, ego
17. Reactive, short-term, low expectations
18. Status quo: time machine, false nostalgia, stuck in ways
19. Finger-pointing: blame, fault, scapegoat
20. Disrespectful: talked down to, belittled, unprofessional

The size of the bubble indicates the frequency of the response, while the shading indicates the intensity.
Línea de Tiempo | 2008 - Presente

High-Level Timeline | 2008 - Present
10 Percepciones Más Significativas

- Hay un deseo compartido de crear un “Distrito Escolar Adams 14 saludable.”
- Hay optimismo para lograr esto, pero una falta de confianza en el liderazgo actual para que esto ocurra.
- Los comportamientos reactivos a corto plazo dominan las acciones del distrito debido a una ausencia de visión y estrategia compartidas.
- En términos generales, la comunicación, la toma de decisiones y la divulgación son altamente ineptas, en todos los niveles, en todas las áreas.
- La participación de las partes interesadas en el distrito que es escasa o divisoria refleja las comunicaciones y el liderazgo inconsistentes del distrito.
- La rotación continua del liderazgo del distrito y en las escuelas ha resultado en una interrupción significativa y continua.
- Una dinámica de “nosotros contra ellos” es común en el distrito como resultado de desacuerdos vocales y profundos entre varios grupos.
- Los grupos e individuos en todos los lados de las problemas a menudo asumen la peor intención debido a la desconfianza generalizada.
- Las mejores son de corta duración como resultado de una capacidad organizativa, capacidad y estabilidad inadecuadas necesarias para sostener el progreso.
- Históricamente, las decisiones no se han basado en los datos, y la ausencia de sistemas, protocolos y expectativas claros contribuye a una rendición de cuentas insuficiente en todo el distrito.

Top 10 Insights

- There is a shared desire to create a “healthy Adams 14 school district.”
- There is optimism for achieving this healthy state, but a lack of confidence in the current leadership to make it happen.
- Short term, reactive behaviors dominate district actions due to an absence of shared vision and strategy.
- Generally speaking, communication, decision-making, and outreach are highly ineffective – at all levels, in all areas.
- Low and/or divisive stakeholder engagement in the district is reflective of inconsistent district communications and leadership.
- Ongoing district leadership and school-based turnover has resulted in significant and continuous disruption.
- An “us against them” dynamic is common in the district as a result of vocal and profound disagreements among various groups.
- Groups and individuals on all sides of issues often assume worst intent due to pervasive mistrust.
- Improvements are short lived as a result of inadequate organizational capability, capacity, and stability necessary to sustain progress.
- Historically, decisions have not been data-driven, and the absence of clear systems, protocols, and expectations contributes to insufficient accountability across the district.
Gracias.

El propósito principal del Equipo Tipton es ofrecer servicios profesionales de consultoría y entrenamiento diseñados para forjar un cambio auténtico, sustentable y transformacional en las organizaciones que sirven a la humanidad y para el bien del público.

Thank you.

Team Tipton’s principal purpose is to deliver professional consulting, coaching, and training services designed to forge authentic, sustainable, and transformational change in organizations that serve humanity and the public good.
# Organizational Coherence through Capacity Development focused on Improved Student Achievement

## ACHS ORGANIZATIONAL COHERENCE

<table>
<thead>
<tr>
<th>LEADERSHIP CAPACITY</th>
<th>ORGANIZATIONAL CAPACITY</th>
<th>INSTRUCTIONAL CAPACITY</th>
<th>STUDENT OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMIN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Principal</td>
<td>Classroom Consistency</td>
<td>RANDA</td>
<td>Discipline Referrals – 0%</td>
</tr>
<tr>
<td>4 Assistant Principals</td>
<td>Protocols</td>
<td>Learning Environment</td>
<td>Attendance – 95%</td>
</tr>
<tr>
<td>1 Athletic Director</td>
<td>DBI cycle</td>
<td>AGPAs</td>
<td>On track to Graduate – 100%</td>
</tr>
<tr>
<td></td>
<td>Grading practices</td>
<td>SLOs</td>
<td>Graduation Rate – 100%</td>
</tr>
<tr>
<td></td>
<td>Unit/Credit recovery</td>
<td>Observations</td>
<td>College applications – 100%</td>
</tr>
<tr>
<td></td>
<td>Advisory</td>
<td>Bite-size feedback</td>
<td>FAFSA Completion 100%</td>
</tr>
<tr>
<td></td>
<td>Home Visits</td>
<td>PD plan</td>
<td>College acceptance 100%</td>
</tr>
<tr>
<td></td>
<td>No Nonsense Nurturing</td>
<td>Differentiated PD</td>
<td>Scholarships 100%</td>
</tr>
<tr>
<td></td>
<td>Labs classes</td>
<td>Learning Labs/Instructonal Rounds</td>
<td>Seal of Biliteracy</td>
</tr>
<tr>
<td><strong>Teacher Leaders</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 College Readiness Instructional Coaches (ELD, ELA and math)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Climate and Culture Deans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 College Readiness Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Data/Assessment Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Data/Logger Schedular Dean Department Leads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 PLC Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Part cycle of strategic planning (UFI/project managing/progress monitoring)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DAM5 14
Appendix H

ACHS Informal Observation Tracker 2018-2019 (Outline)

- **Logistical Information** (Observer name, date, period, content area)
- **Learning Environment Checklist**
  - Learning Environment
    - Uncluttered - neat and done with care
    - Word walls - each word has a definition and an example
    - Words are directly related to current content and students know where to look for support
  - Student Work Exemplars
    - Titled: Student work on [name specific standard]
    - Rubric/criteria posted
    - Specific teacher comment on work giving descriptive feedback [1 strength and 1 next step]
  - Homework Posted (yes/no)
  - Evidence of students tracking own progress on focus standards
  - Evidence of classroom level tracking of progress
  - College Pride/College Corner (yes/no)
  - School delivered materials posted (behavioral expectations, core values, academic planning poster, bell schedule, calendar, emergency route and go folder, LE labels)
- **Classroom Observation Evidence**
  - Strong Start
    - Greeting at the door
    - Do Now posted and routine for starting
    - Attendance in the first 10 minutes
    - Positive narration to reinforce growth mindset
    - Clear, concise, strong voice directions
    - Timed bell-to-bell agenda
    - Use of signal for attention and transitions
  - Rigor of Content
    - Standards-based CLO posted
    - Grade level materials scaffolded for content and language
    - Exemplar/model and rubric provided for students
    - Student work aligned to ’proficiency’ (based on unwrapped documents)
  - Essential questions posted
- **Student Engagement**
  - Student engagement sweeps #1-3 (frequency & percent)
○ Evidence of lesson structures to maximize learning
○ Evidence of structures to support individual think time
○ Evidence of strategies to require 100% participation
○ Higher order questioning strategies

● Active Monitoring
○ Evidence of planning for monitoring specific to CLO
○ Evidence of immediate feedback as students work
○ Evidence of tracking progress and noes tied to CLO
○ Evidence of checks for understanding tied to CLO
○ Evidence of purposeful exit tickets tied to CLO
To: Colorado Department of Education  
From: Superintendent Javier Abrego and Board of Education President Connie Quintana, Adams County 14 School District  
Date: October 14, 2018  
RE: Adams City High School Request to Reconsider Application

Adams City High School (ACHS) has been charged with serving a high population of at-risk students. The majority of our population comprises English language learners, highly mobile students (migrants), undocumented students, minority students, and students from low socioeconomic backgrounds. Research has shown that students with these demographics do not perform as well on standardized assessments and high-stake tests due to such factors as language proficiency and cultural bias (Briggs, 2002; Freedle, 2003). The School Performance Framework (SPF) system, as it currently stands, does not capture the ability of a school to meet the diverse needs of these students nor their academic knowledge or growth.

The 2018 School Performance Framework gave Adams City High School a rating of 39.5%, which resulted in a Priority Improvement Plan: Meets 95% Participation. This number is not comprehensive as the framework is not a valid measure of achievement for our student population. We believe that we have reached IMPROVEMENT status through the following measures: remediation rates (via concurrent enrollment), concurrent enrollment, matriculation, and the Seal of Biliteracy.

Remediation

Remediation is not a measure captured by the SPF, and yet it should be included because it helps students become career and college ready. When students are remediation free (as measured via ACT, SAT, Accuplacer, or college credit), they do not have to take remedial, non-credit math and English courses in college. ACHS has worked to increase the number of opportunities for students to become remediation free.
Table 1 shows the number of seniors from the last three academic school years who became remediation free via concurrent enrollment. We could not include Accuplacer scores because 95% of the 12th grade students did not take the assessment. What’s important to notice is that 9% of 12th grade students from the 2017-2018 school year who did not score a rating of Meets or Exceeds became remediation free by the end of their senior year.

<table>
<thead>
<tr>
<th>12th Grade Year</th>
<th>Seniors (N)</th>
<th>Students Remediation Free (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>466</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0)</td>
</tr>
<tr>
<td>2016-2017</td>
<td>381</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(8.1)</td>
</tr>
<tr>
<td>2017-2018</td>
<td>432</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(9.0)</td>
</tr>
</tbody>
</table>

Table 2 shows averages for the Evidence-Based Reading and Writing (ERW) and math section of the SAT pre- and post-remediation. Post-remediation averages were calculated by replacing the scores of those students who did not score a Meets or Exceeds on the SAT but became remediation free via concurrent enrollment with the minimum score for the Meets category (492 for math and 510 for ERW, respectively). All averages increased from pre- to post-remediation. The 2016-2017 math SAT average grew from Approaching to Meets from pre- to post-remediation. It is important to note that all those students who were concurrently enrolled in a math course, chose not to take the SAT, thus negatively affecting our scores.

<table>
<thead>
<tr>
<th>SAT Administration Year vs. Remediation Free Year</th>
<th>ERW SAT Average</th>
<th>Math SAT Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Remediation</td>
<td>Post-Remediation</td>
</tr>
<tr>
<td></td>
<td>(n)</td>
<td>(n)</td>
</tr>
<tr>
<td></td>
<td>Pre-Remediation</td>
<td>Post-Remediation</td>
</tr>
<tr>
<td></td>
<td>(n)</td>
<td>(n)</td>
</tr>
<tr>
<td>2015-2016</td>
<td>13.99</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>(362)</td>
<td>(362)</td>
</tr>
<tr>
<td>2016-2017</td>
<td>443.78</td>
<td>453.35</td>
</tr>
<tr>
<td></td>
<td>430.37</td>
<td>518.15</td>
</tr>
</tbody>
</table>
Concurrent Enrollment

One of the goals of the current administration is to increase students’ opportunity to attend college by providing students with opportunities to enroll in college courses during their time at ACHS. As shown in Figure 1, the number of graduates who participated in concurrent enrollment courses and successfully earned college credit increased from 2.1% in 2015-2016, to 22.6% in 2016-2017, and to 35.9% in 2017-2018.

Figure 1. Concurrent Enrollment

ACHS continues to add college courses to the course options, as they decrease remediation rates and increase students’ opportunities to attend college. We believe that concurrent enrollment is better for our student population than AP classes and measures of standardized assessments, as many of our students have been affected by trauma and/or are English language learners, minority students, migrant students, and students from low socioeconomic status backgrounds.
Matriculation

While we are aware that we cannot recode our matriculation data, we have some concerns regarding the accuracy of the matriculation data for our school. Many of our students do not follow the traditional secondary to post-secondary path. Additionally, many of our students are undocumented and enroll in college under a different identity (Personal Communication, September 14, 2018), and they are not included in our matriculation numbers. As reported in the 2018 SPF, 43.2% (n=294) of the student body at ACHS attended or is attending a post-secondary institution. Because we do not think this number captures the matriculation rate of our unique student population, we started some initial work calling the students who have been identified as not attending a post-secondary institution (n=261). Table 3 reports the results of our initial work.

Table 3
Matriculation – Phone Survey Sample Results

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>82</td>
</tr>
<tr>
<td>Calls</td>
<td>137</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>27</td>
</tr>
<tr>
<td>No Post-Secondary</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>261</td>
</tr>
</tbody>
</table>

Of the 137 phone calls made, 82 answered and responded to our “survey” (59.9%). Of the 82 responses, 27 (32.9%) reported that they had or are attending a post-secondary institution. Due to time restraints, we were not able to call all students. If we extrapolate our results to the entire student population, then an additional 86 students will report that they have or are attending a post-secondary institution. Thus, the number of students under matriculation in the SPF should be 380 instead of 294, thus increasing the matriculation rate to 68.5% (MEETS).
Seal of Biliteracy

Adams 14 is one of five districts to offer students with a Seal of Biliteracy upon graduation. The seal recognizes students who have attained proficiency in English and at least one other language by high school graduation. The seal certifies the “attainment of biliteracy” for students for employers and universities. To receive the seal, students must demonstrate grade level abilities in English by achieving 3.0 or above in English courses and scoring proficient on AP English Language or Literature, ACT Reading, SAT reading, or Accuplacer; demonstrate grade level abilities in a non-English language by scoring proficient on an AP foreign language assessment; students must also participate in a total of 20 community service hours. The number of students receiving the Seal of Biliteracy has increased 163.4% (Table 4, thus increasing the college and career readiness of ACHS students. Using our data, 109 students will receive a Seal of Biliteracy upon this year’s graduation (2018-2019).

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>N</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>466</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2016-2017</td>
<td>381</td>
<td>41</td>
<td>10.8</td>
</tr>
<tr>
<td>2017-2018</td>
<td>432</td>
<td>67</td>
<td>15.5</td>
</tr>
</tbody>
</table>

Request to Reconsider

Using the results of these analyses, we request that you reconsider our rating of *Priority Improvement* to *Improvement*, increasing our score by at least 2.5 points. Our analyses have shown that we have increased the number of students who are remediation free over the last three years via concurrent enrollment. Our matriculation rate should be increased to at least 68.5% (*Meets*), as we investigated the inaccuracy of the Clearing House to capture the number of migrant and undocumented students attending post-secondary institutions. Additionally, matriculation rates did not include those students who were concurrently enrolled in college courses up to their senior years, even though they received college credit. Lastly, the number of students who have received the Seal of Biliteracy, which is a trait deemed important by universities and businesses, has increased by 4.7% over the last two years. We believe this data is a more accurate measure of the
college and career readiness of our students in addition to those measures included in the SPF.

Dr. Javier Abrego
Superintendent