Mr. Robert Vashaw
President

Mr. Larry Quintana
Vice President

Mr. Adrian Schimpf
Secretary

Mr. David Rolla
Treasurer

Mrs. Mary Morton
Director

Mr. Patrick Sánchez
Superintendent

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

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

Adams County School District 14  
5291 East 60th Avenue  
Commerce City, Colorado  
adams14.org
My mother would often say, “deja, de seguir pidiendo la miseria,” which translates to our team’s vision that we will no longer expect the minimum of our students, and for our students.

We, as educators, can no longer accept the national academic disparities and troubling achievement gaps that exist between students of color, and those living in poverty, to their more affluent, Caucasian and Asian peers. Our time is now. This is our moment to acknowledge and address the disparities that exist in Adams 14 that are preventing racial educational equity.

If our students of color - which includes approximately 90 percent of Adams 14 students - are given equitable access to aligned and relevant curriculum, and high quality teachers who demonstrate culturally responsible instructional practices, we can break the ongoing, disproportionate academic achievement cycle.

Adams 14 will leverage Glenn Singleton’s definition of educational equity to enable real change in the District.

*Educational equity is raising the achievement of all students while narrowing the gaps between the highest- and lowest-performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.*

Our school leadership will exemplify cultural responsiveness, through aligned professional development and coaching that is focused on 1) retaining racially conscious and culturally responsive personnel, 2) providing equitable access to culturally responsive instructional strategies, 3) empowering families with more equitable access to school and District information and practices, and 4) collaborating with culturally aligned organizations that can provide support to students and families.

With 82 percent of all students in Adams 14 qualifying for free and reduced lunch, it's clear that our students face obstacles, and certainly have their share of variables that can affect academic achievement. However, we cannot expect less of our students because of these variables. Each and every Adams 14 student must be challenged, and expected to attain academic achievement, which will set them on the path to success in college, career and life!

The following Strategic Plan outlines the District’s plans to *inspire, educate and empower* our students, staff, families and entire community to participate in this journey, to enable all students to reach positive future narratives. I encourage staff, students, parents and community members to connect with me if there are questions regarding the strategies outlined in this plan.

Respectfully,

Pat Sánchez, Superintendent of Schools
Adams County School District 14 (Adams 14) is at a pivotal point in its narrative.

Like all districts in the state, Adams 14 has a District Performance Framework, the instrument by which districts are accredited in the state of Colorado.

The District Performance Framework Report is based on four scoring categories: Academic Achievement, Academic Growth, Academic Growth Gaps and Post-Secondary and Workforce Readiness. Because Adams 14 fell below 42 percent on the District Performance Framework, it was Accredited with Turnaround Plan in July of 2011.

By the fall of 2015, Adams 14 must significantly improve its classification status, and will work tirelessly to become accredited with Distinction. To meet this objective, the District must make a gain from 39.5 points, to a minimum of 80 points on the District Performance Framework.

The table below showcases the points Adams 14 earned on its current, three-year District Performance Framework, as well as the points possible in each Key Performance Indicator category.
The following expectations will assist Adams 14 in attaining a minimum of 80 points on the District Performance Framework.

1. Every grade level to meet or exceed proficiency cut points at 15th percentile band of Achievement.

2. Every content to meet a Median Growth Percentile (MGP) at or above 55.

3. Every sub-group to meet between 40-54 Median Growth Percentile (MGP).

4. Graduation rate of 80 percent or better; sub-groups to make graduation rates between 65 and 80 percent, and the ACT score to be 17 or above.
# Cut Points
## 15th Percentile Band of Achievement

<table>
<thead>
<tr>
<th>N of Schools</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem</td>
<td>1008</td>
<td>1007</td>
<td>1007</td>
<td>912</td>
</tr>
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<td>Middle</td>
<td>479</td>
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<td>407</td>
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<tr>
<td>High</td>
<td>327</td>
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</tr>
<tr>
<td>15th percentile</td>
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<td></td>
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<td>34.95</td>
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<tr>
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<td></td>
<td>73.33</td>
<td>33.52</td>
<td>50.00</td>
<td>50.00</td>
</tr>
<tr>
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<td>76.83</td>
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<td></td>
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<td></td>
<td>87.23</td>
<td>54.79</td>
<td>72.24</td>
<td>72.41</td>
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</table>
The District’s new Leadership Team has outlined clear strategies and tactics designed to improve academic achievement in Adams 14, and move the District in a new direction.

The following goals have been developed to guide Adams 14 as it works to improve the District’s achievement status:

1. To promote a culture and climate where students, staff and the community are not only proud to be a part of team Adams 14, but they also demonstrate exemplary day-to-day actions that support student success.

2. To move the District from being accredited with a Turnaround Plan to accredited with Distinction, by increasing the District’s Performance Framework performance indicator total of 39.5 points earned to a minimum of 80 points by the fall of 2015.

3. One hundred-percent of all Adams 14 students will graduate from high school on time, college and career ready, without the need for remediation.

4. Adams 14 will be committed to implementing aligned programs and initiatives, which have proven, long-term financial and academic sustainability.
To promote a culture and climate where students, staff and the community are not only proud to be a part of team Adams 14, but they also demonstrate exemplary day-to-day actions that support student success.

• **Adams 14 will host a variety of aligned community events, bringing in renowned speakers to inspire students, staff and the community with messages that promote Districtwide unity and equity.**
  - Present high-caliber speakers at two community events, including award-winning actor, producer, director and community activist, Edward James Olmos, and notable author, Carlos Cuauhtémoc Sanchez.
  - Host student-focused community events, including youth farmers’ markets, the annual Adams 14 Film Fest and Celebrate the Beat student performances.

• **Adams 14 will work diligently to maintain its current staff, and encourage future staff retention through a variety of strategic initiatives.**
  - Recognize and celebrate staff and schools at monthly Board of Education meetings, through the internal newsletter, website and in the Commerce City News.
  - Provide a competitive salary schedule, paired with comprehensive, District-funded benefits.
  - Offer new and innovative employee wellness initiatives, including a mini-grant program for staff-initiated wellness programs.
  - Enable employee relations initiatives that develop a positive climate and culture for staff, students and families, which includes tailored employee team-building activities.
  - Offer growth opportunities to employees, including Spanish classes with immersion programs during the summer.
  - Provide the most current and up-to-date professional development, with an intentional focus on culturally responsive teaching and learning.

• **Adams 14 will ensure parent, business and community groups associated with the District are aligned with the strategic plan.**
  - Work with local businesses and universities to host high quality career fairs, and organize college visits for parents and students starting at the elementary level.
  - Enable real-world work experiences for students in a variety of industries.
  - Empower families - especially underrepresented, families of color whose first language is not English - to become engaged partners in their child’s education, by creating welcoming environments Districtwide that reflect and support a culturally diverse population.
  - Improve communications Districtwide, to ensure families can access information efficiently and effectively.
To move the District from being accredited with a Turnaround Plan to accredited with Distinction, by increasing the District’s Performance Framework performance indicator total of 39.5 points earned to a minimum of 80 points by the fall of 2015.

- **Adams 14 will promote school-level autonomy and site-based decision-making.**
  - Empower each school with a high quality instructional coach to provide professional development and best practices, and align staffing to specific school needs to promote academic achievement and equity.
  - Return responsibilities of curriculum selection, school budget management and assessment routines back to schools.

- **Adams 14 will evaluate and realign long-standing District strategies and resources to more effectively enhance academic growth.**
  - Ensure Districtwide instructional alignment with the Colorado Academic Standards, and adopt a policy that includes a standards based grading system.
  - Redesign the elementary and secondary induction program for first-time teachers to better support their professional growth.
  - Maintain high quality teachers by increasing academic rigor Districtwide, specifically with the establishment of systems that promote grade-level proficiency in math.
  - Provide all students - from preschool to 12th grade - with equitable access to high quality and culturally relevant curriculum, instruction and learning environments.
  - Ensure all teachers have exemplary content knowledge, and are able to leverage student data to bring all students to grade level by the end of each school year.

- **Adams 14 will improve the identification process and programming for special education, and gifted and talented students.**
  - Evaluate misidentified special education students, and provide Individualized Education Program (IEP) development coaching and professional development.
  - Accelerate English Language Development (ELD) amongst English Language Leaners (ELL), and improve the overall identification of gifted and talents students, specifically amongst ELL.
  - Analyze the over-representation of students of color in special education, and the under-representation in programs such as gifted and talented.
  - Empower District principals to work with staff on the development of a Response to Intervention (RtI) process that includes Tier Two and Three levels of intervention to support students who are below proficient.

- **Adams 14’s Human Resources, Operations and Financial Departments will align all resources and efforts to promote student academic achievement.**
  - Implement strategic non-renewal and performance plans for ineffective teachers.
  - Actively strive to have the District’s administration and teachers reflect the diversity of the student population.
  - Align and monitor all resources in all departments to enhance and maintain fiscal responsibility Districtwide.
  - Audit all contracts, contractors, vendors and other entities, and develop a purchasing plan for school technology needs.
  - Establish school equipment cycles, and a facility master plan, which will be managed by a review committee.
  - Create building presentation standards of excellence, showcasing student work, art and photos that create welcoming and culturally relevant school environments.
  - Update and share crisis plans for departments Districtwide.
  - Initiate a fair and highly effective evaluation of all employees, which includes constructive feedback and growth opportunities.
One hundred-percent of all Adams 14 students will graduate from high school on time, college and career ready, without remediation.

- **Adams 14 will evaluate and redesign secondary structures to increase the academic challenge of all courses and initiatives, to better prepare students for post-secondary endeavors.**
  - Provide relevant ACT preparation courses for all high school students.
  - Refine and align Adams City High School’s master schedule, staffing and resources to the thematic career academy model, including health and medicine, engineering and humanities academies of study.
  - Launch a mentoring program to provide expanded learning opportunities to foster the lifelong success of Adams 14 students.
  - Develop a sixth-grade through 12th-grade course catalogue that will outline students’ future academic goals in fifth-grade, which aligns with academy pathways.
  - Initiate the transition from International Baccalaureate (IB) programming to Advanced Placement (AP) and Advancement Via Individual Determination (AVID) opportunities.
  - Support academic achievement by incorporating increased parent involvement throughout the District, especially at the secondary level.
  - Mandate that all seniors apply for college or post-secondary educational opportunities in collaboration with parents, guardians and school counselors.
  - Create a process where all high school students develop an Individual Career Academic Plan (ICAP) to ensure college and career readiness, and implementation of structured interventions where needed.
  - Enhance professional development for school counselors using the American School Counselor Association, to monitor and guide toward a 100 percent graduation rate.
  - Implement a primary-level program where all fifth-grade students visit a college campus to provide exposure, and reinforce that college is attainable for ALL students.
  - Align secondary staffing to support Adams 14’s Key Performance Indicators (Academic Achievement, Academic Growth, Academic Growth Gaps, and Postsecondary and Workforce Readiness), and delivery models in all schools.
  - Increase frequency of monitoring, and improve communications with parents and guardians, to improve graduation rates, improve attendance rates and reduce drop-out rates.
  - Restructure the academic programming at Lester Arnold High School and Intergenerational Learning Community.
Adams 14 will be committed to implementing aligned programs and initiatives, which have proven, long-term financial sustainability.

- **Adams 14 will create a sustainable approach to staff retention, by empowering leaders from within, and providing extensive professional development opportunities for growth.**
  - Invest in a Superintendent Advisory Council, with representation from each school, to ensure the District’s strategic plan is developed and implemented to fidelity, and supports the District’s new goal of achieving racial equity.
  - Empower administrators to provide teachers with feedback based on the new state evaluation tool.
  - Provide intensive leadership trainings to maintain highly qualified administrators who exemplify leadership in promoting rigorous, culturally responsive and engaging learning environments.
  - Invite high-caliber coaches, including Pedro Noguera and Glenn Singleton, to provide aligned coaching to teachers and administrators that focuses on eliminating racial predictability, and the disproportionate number of student groups who reach the highest and lowest achievement categories.
  - Implement a District leadership program to prepare internal candidates for available administrative positions.
  - Enlist a Hispanic Parent Advisory Council to provide support to teachers regarding culturally-sensitive instructional strategies.
  - Provide teacher cadet programs and paraprofessional training programs to connect students’ education to future plans for college, career and life.

- **Adams 14 will ensure all District funds are precisely aligned to attain all goals and objectives outlined in the strategic plan.**
  - Align District budget development to support the strategic plan, and hold quarterly budget reviews to assist in monitoring progress towards outlined budget goals.
  - Identify and pursue funding sources that support District initiatives aligned with Adams 14’s Key Performance Indicators and strategic plan.

- **Adams 14 will ensure parent, business and community groups associated with the District are aligned with the strategic plan.**
  - Inventory and support alignment of current District groups to ensure a collaborative, long-term focus on Adams 14’s strategic plan to increase student academic achievement.
  - Provide coaching to District groups, to ensure all activities align with Adams 14’s strategic plan, and achievement of racial equity.
The Academic Achievement Indicator on the Adams 14 District Performance Framework reflects the percentage of students scoring proficient or advanced on Colorado’s standardized tests. The following charts show District proficiency by content area for elementary (grades 3-5), middle (grades 6-8) and high schools (grades 9 and 10), as well as the District overall for the past four years. These numbers are from the 1-year District Performance Framework. For comparison purposes, overall State proficiency on the TCAP for the same grade levels is shown.
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The Postsecondary and Workforce Readiness Indicator on the Adams 14 District Performance Framework measures student preparedness for college or jobs, upon completion of high school. The following charts show Adams 14’s performance on three components of the indicator – graduation rate, dropout rate and ACT composite score.

**Historical Data Trends**

**Graduation Rates**

- 2009: 74.6% (Adams City High School), 39.9% (Lester Arnold High School), 3.6% (State)
- 2010: 72.5% (Adams City High School), 48.4% (Lester Arnold High School), 6.8% (State)
- 2011: 73.9% (Adams City High School), 43.6% (Lester Arnold High School), 6.3% (State)
- 2012: 75.4% (Adams City High School), 50.8% (Lester Arnold High School), 2.9% (State)

The District graduation rate used for the Performance Framework is the best rate of the most recent 4-, 5-, 6-, and 7-year rates. For comparison, State 4-year graduation rates for each year are included here.

**Dropout Rates**

- 2009: 8.7% (Adams City High School), 3.1% (Lester Arnold High School), 3.6% (State)
- 2010: 6.8% (Adams City High School), 3.0% (Lester Arnold High School), 3.1% (State)
- 2011: 5.4% (Adams City High School), 2.9% (Lester Arnold High School), 2.9% (State)
- 2012: 6.2% (Adams City High School), 2.9% (Lester Arnold High School), 2.9% (State)

Dropout rates for the past four years for Adams 14 high schools are provided here. State rates are included for comparison.
The Postsecondary and Workforce Readiness Indicator on the Adams 14 District Performance Framework measures student preparedness for college or jobs, upon completion of high school. The following charts show Adams 14’s performance on three components of the indicator – graduation rate, dropout rate and ACT composite score.

**ACT Composite Score**

ACT Scores: Average composite score on state-required ACT testing of 11th-grade students is shown here for both Adams 14 high schools. State averages for each year are included for comparison.

**Overall % of Postsecondary/Workforce Readiness Points Earned**

Points are earned on the district and school performance framework based on each component of the Postsecondary/Workforce Readiness indicator. This chart shows, by year, the overall percentage of points each Adams 14 high school earned on this indicator out of a possible 35 points.