

# Adams 14 History

A look at the district's academic performance, enrollment, graduation and leadership

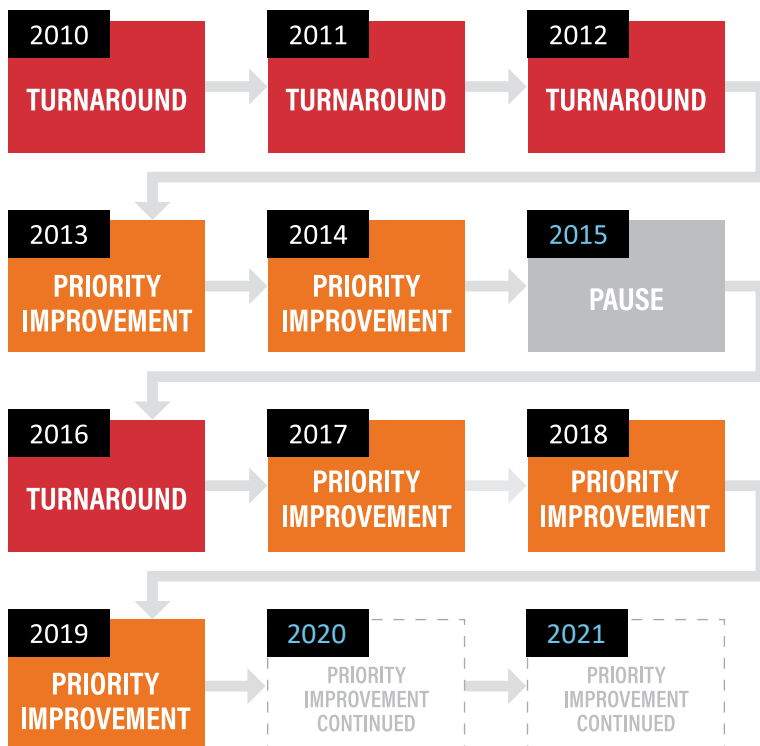


## Academic Performance of the District

Adams 14 has struggled with low academic performance for more than a decade. This can be most comprehensively seen in Adams 14's District Performance Framework, which is a tool that assesses Colorado school districts on measurements determined by the state's accountability act. The District Performance Framework factors in such things as academic performance of students on statewide assessments, student academic growth year to year and postsecondary measures such as dropout rates and graduation rates.

## Adams 14 has received Turnaround or Priority Improvement ratings – the two lowest ratings – since 2010.

Adams 14 has been on the Accountability Clock since the Accountability Act became law in 2009. From 2010 – the first year of the state's accountability system – to 2019, the district has only received the two lowest ratings on the scale. Ratings were not assigned in 2020 and 2021 due to COVID-19 disruptions. In addition, there was a pause in the system in 2015.

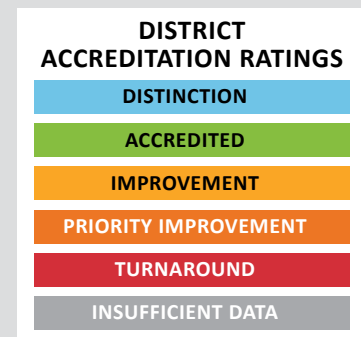


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Department of Education

## Background on School and District Ratings

The state assigns ratings based on the performance of specific measures, such as student performance on statewide assessments, student academic growth every year and postsecondary data including graduation rates, dropout rates and performance on college entrance exams. High performing districts have ratings of "Distinction" and "Accredited." Districts with the lowest ratings of "Turnaround" and "Priority Improvement" are not meeting or are only approaching expectations on most performance metrics. The state provides support and oversight to these districts until they improve.

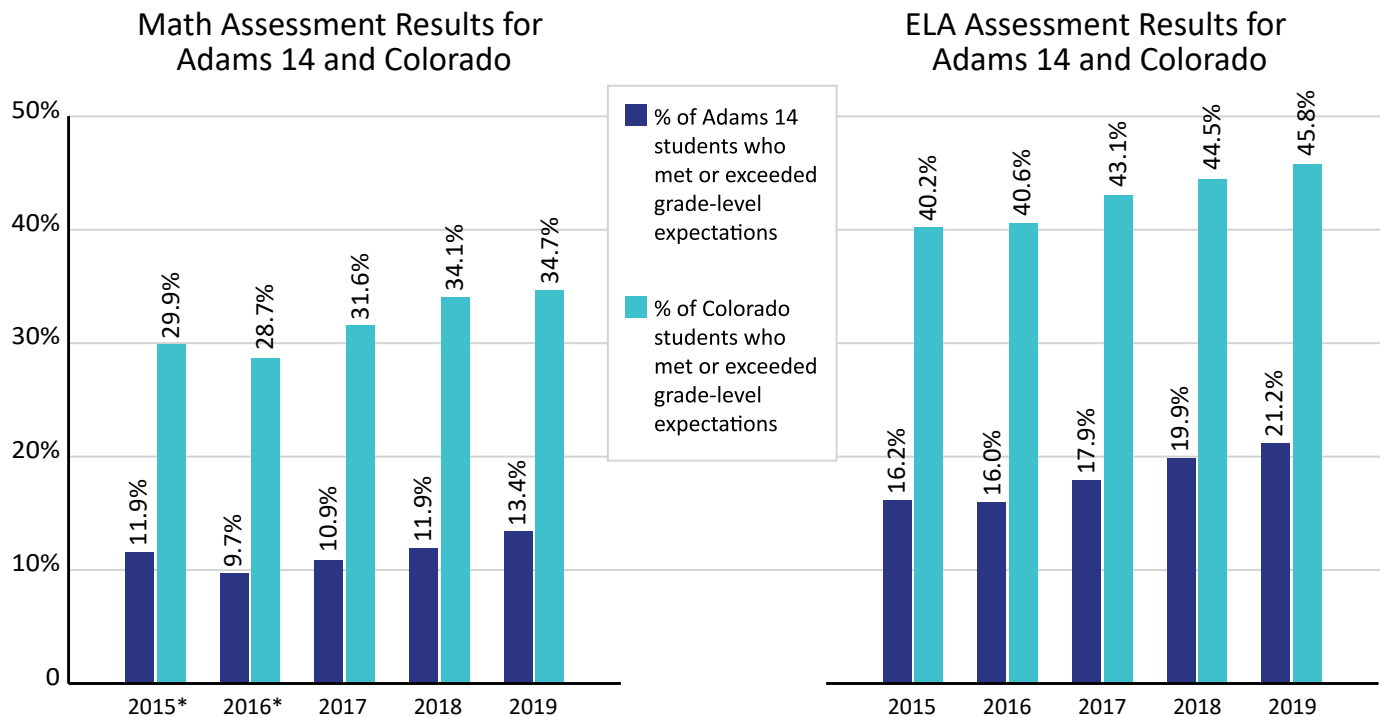


Districts with several consecutive years of low performance are put on performance watch, or what is also known as the "Accountability Clock," which only allows schools and districts to receive these low ratings for five years in a row. After that, they must come before the State Board of Education, which directs a course of action designed to increase student achievement.

## Performance on State Assessments

Approximately eight out of 10 students in Adams 14 are not reading at grade level. Even fewer are performing math at grade level.

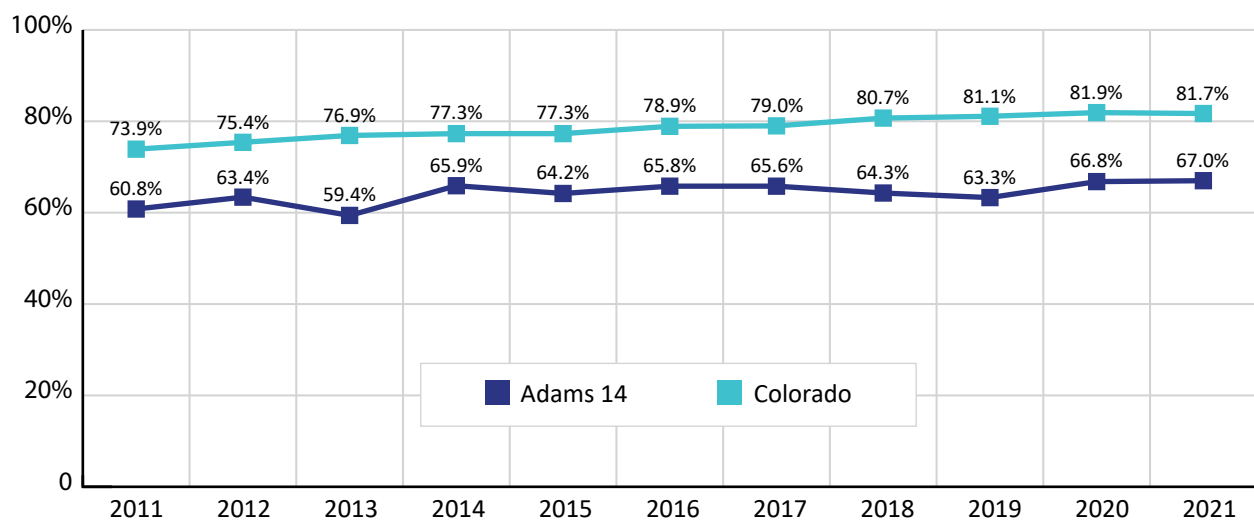
State assessment results for Adams 14 on CMAS for grades 3-8 compared to state average



\*HS math assessments were available for seventh and eighth grade students but only the grade-level specific assessments (MAT07 and MAT08) are included here.

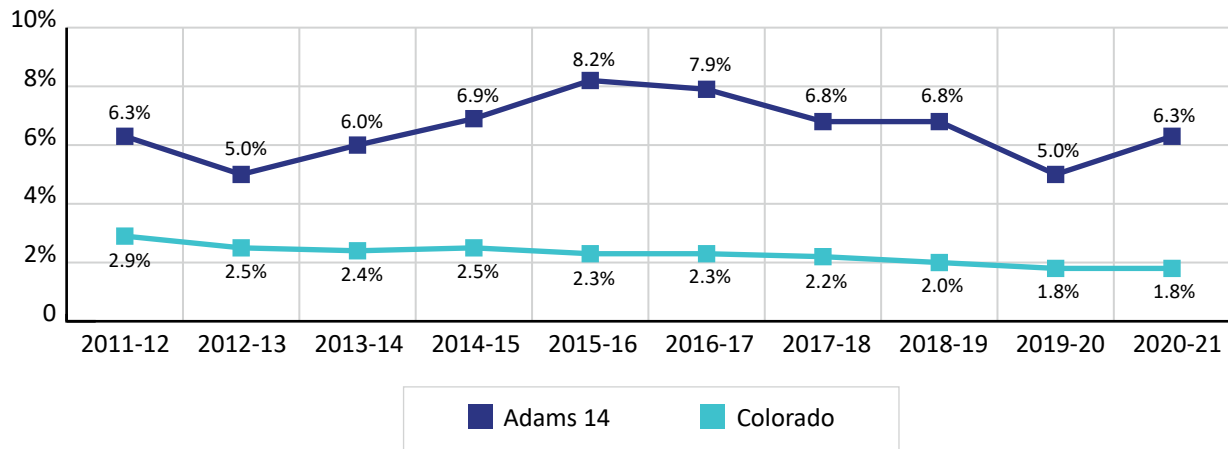
## Graduation Rates

Four-year graduation rates at Adams 14 are approximately 15 percentage points lower than the statewide average.



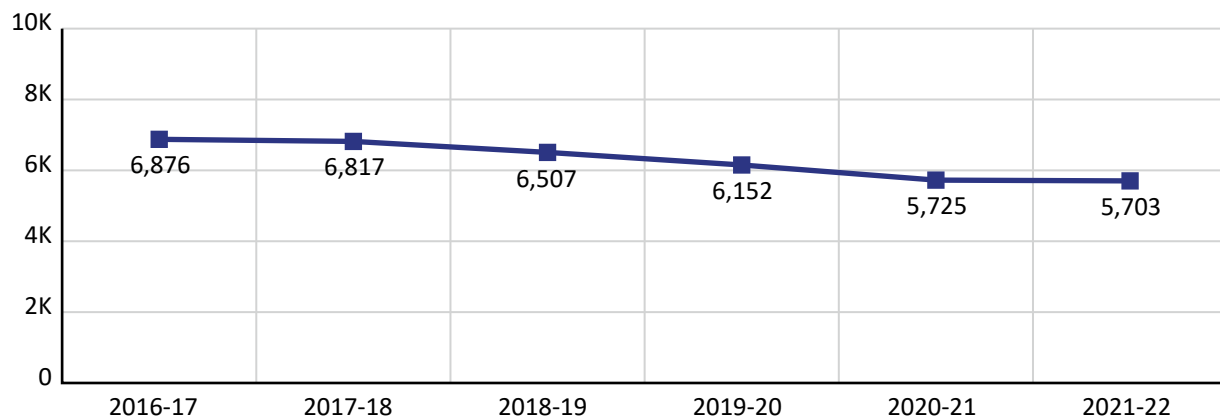
## Dropout Rates

**Dropout rates in Adams 14 are more than twice the statewide average.**



## Enrollment

**Adams 14 K-12 enrollment has dropped by 17% over the last five years, from 6,876 in 2015 to 5,703 in 2020-21.**



## Leadership Turnover

Adams 14 has had seven different superintendents since 2008, including interim or acting superintendents. None have stayed longer than four years.

**2008-12** Sue Chandler

**2012-16** Pat Sanchez

**2016** Kandy Steele, then Sandy Rolla (Interim sups)

**2016-19** Javier Abrego

**2019-21** Don Rangel, Acting Superintendent and MGT Project Lead for Adams 14

**2021 - Present** Karla Loria

## Board Actions

Colorado's Education Accountability Act requires schools and districts that receive Priority Improvement or Turnaround ratings for more than five years to come before the State Board of Education, which is required to direct a course of action designed to dramatically increase student achievement.

### Significant actions taken to date by the State Board of Education on Adams 14 School District:

5/11/2017	Following a hearing, the State Board of Education voted to suspend the statutory requirement to remove Adams 14's accreditation and instead approved the district's plan to partner with Beyond Textbooks to drive academic improvements. The state board did not direct separate, specific action for Adams City High School.
11/14/2018 & 11/27/2018	After no significant academic improvement in the district, the State Board of Education held a hearing where it directed the district to implement their proposal to turn over full management of the district to an external partner, for at least four years. Again, the state board did not direct separate, specific action for Adams City High School.
5/9/2019	State board approved MGT Consulting as the district's lead partner and voted not to take separate action on Central Elementary School.
9/9/2021	State board found the district was out of compliance with the November 2018 order.

## Board Actions Cont.

9/10/21	State board voted to require the district to return to full compliance with 2018 order by Sept. 27, 2021 and to submit a joint written statement with MGT by Oct. 1.
10/4/2021	State board voted to direct district to confirm its compliance by signing a Memo of Understanding with MGT by Oct. 7, 2021. Adams 14 signed a MOU with MGT after this directive.
11/11/2021	Following MGT and CDE's progress monitoring reports, the state board voted to set a hearing for Central Elementary School in February 2022.
1/28/2022	State board denies the district's request to amend the 2018 order and postpones hearing on Central Elementary to March 2022.
2/4/2022	State board sets an accountability hearing on the district for April 2022.

### State Board of Education Role in the Process for Schools and Districts on the Accountability Clock

Under Colorado's accountability system, if a school or district receives a plan type of Priority Improvement or Turnaround for five consecutive years they enter a statutory timeline often referred to as the "Accountability Clock." When a school and district reaches Year Five on the Accountability Clock, the Colorado State Board of Education must direct an action to the local board of education.

If the school or district continues to receive a Priority Improvement or Turnaround rating after state board-directed action, the State Review Panel must review the school or district at least every two years and the State Board of Education may direct new or additional actions.

Schools and districts on the Accountability Clock for any period of time should be implementing research-based strategies of appropriate scope and intensity to improve student outcomes. After five consecutive years, the local board will be directed by the State Board of Education as to which strategy, or pathway, to pursue. This may include school closure, converting schools to a charter school, working with an external management partner, seeking innovation status for a school or group of schools or district reorganization. In considering appropriate actions, the state board will refer to a recommendation from the State Review Panel and a report from the Commissioner of Education. School districts may also provide a proposal for their preferred pathway to the state board.

#### State Funding to improve student outcomes

In addition to the regular per pupil funding Adams 14 receives, CDE has awarded Adams 14 with \$5.2 million in grants for targeted work to improve student outcomes since 2019. This includes \$1.2 million in a School Transformation Grant as well as \$417,000 from the Early Literacy Grant and \$425,000 in the Expelled At-Risk Student Services Grant.