

INTERNAL MONITORING REPORT

October 16, 2013

Policy: **1.1.1 Preschool and Elementary**
Policy Category: **Ends**
Period Monitored: **October 18, 2012 – October 16, 2013**

This is my monitoring report on the Board of Education's Ends Policy 1.1.1 Preschool and Elementary. This report is presented in accordance with the Board's monitoring schedule. I certify that the information is true and complete.

Chris Gdowski, Superintendent
October 10, 2013

POLICY WORDING:

At a minimum, students shall demonstrate competency by meeting all state mastery expectations.

- a. As measured by appropriate pre-school assessments, students in each pre-school will meet Academic Performance and Growth Expectations.*
- b. As measured by District assessments, students in each school will meet District Academic Performance and Growth Expectations, in grades K-3, in all content areas.*
- c. As measured by the Colorado District and School Performance Framework, students in each school will demonstrate adequate growth, in grades 4-5, in reading, writing and math.*
- d. As measured by the appropriate District assessments, students in each school will meet District Academic Performance and Growth Expectations, in grades 4-5, in all other academic standards and electives.*

Using appropriate assessment data the policy interpretations shall include district, school and sub-group performance.

INTERPRETATION:

I interpret the following language:

- a. As measured by appropriate pre-school assessments, students in each pre-school will meet Academic Performance and Growth Expectations.*

to mean:

Students attending Adams 12 preschool programs shall meet expectations as articulated by Colorado Department of Education Preschool Standards. Until the state preschool assessment is developed, Adams 12 is administering the Building Early Language and Literacy (BELLS) Assessment. The expectation is that 75% of all preschool students will meet the academic performance expectations on this assessment.

DATA REPORTED:

Adams 12 administers the Spring BELLS Assessment in May each year to all preschool students enrolled in the district. The assessment measures Language Use, Phonological Awareness and Print Awareness. The assessment has been correlated with the Kindergarten PALS assessment to determine if students meet pre-Kindergarten Literacy Expectations. The BELLS Assessment is not designed to measure academic growth and does not measure each preschool standard.

Math skills are not assessed at the preschool level as there are no valid instruments for determining developmentally appropriate emerging math skills.

Percent of PK Students Meeting Academic Performance Expectations on the BELLS Assessment

Preschool Site	Number of Students	% Meeting BELLS Expectations
Coronado Hills	44	50.0%
District Preschool	199	61.8%
Malley Drive	41	63.4%
Mountain View	8	37.5%*
North Mor	37	51.4%
North Star	36	33.3%
Riverdale	66	78.8%
Studio School	44	65.9%
Tarver	41	65.9%
Woodglen	66	75.8%
DISTRICT	582	62.4%†

*The percentage for Mountain View is not consistent with other measures due primarily to a small sample size and the fact that it is comprised of self-contained deaf and hard of hearing students.

†The District preschools serve a disproportionate percentage of special education students (approximately four times as many as in the general population). Given a comparable percentage of special education students, as compared to the District’s k-12 student population, the percentage of students meeting BELLS expectations would be roughly 75%.

When the new state assessment program is introduced, a School Readiness and Early Childhood assessment is proposed to be part of the P-20 aligned system (2014-15). At that time, all students in Early Childhood programs, as well as those entering Kindergarten, will be assessed for their proficiency in regard to Preschool Standards.

In 2012, the percentage of students meeting academic performance expectations on the BELLS assessment was 64.9%. In 2013, the percentage of students meeting academic performance expectations dropped to 62.4%.

A benchmark for 2013 was to increase the overall percentage of students meeting academic performance expectations on the BELLS assessment to 67%. The benchmark was not met.

COMPLIANCE STATEMENT:

The District’s performance has not complied with the standards. It is anticipated that the District’s ongoing implementation of the teaching and learning cycle and the new State Readiness and Early Childhood assessment will result in compliance by 2016.

As a benchmark toward the goal of compliance in 2016, the change in the percentage of students meeting expectations will increase to 65% in 2014.

INTERPRETATION:

I interpret the following language:

b. As measured by District assessments, students in each school will meet District Academic Performance and Growth Expectations, in grades K-3, in all content areas.

to mean:

Evidence shall be presented to confirm that students meet the District Academic Performance and Growth Expectations, in grades K-3, for all content areas. Such expectations are interpreted to be benchmarks as articulated in the Adams 12 Curriculum Frameworks as aligned with the newly adopted State Content Standards.

DATA REPORTED:

In compliance with the Colorado READ Act, Adams 12 assesses all elementary students in grades K-3 using the Phonological Awareness Literacy Screening (PALS). The district expectation is that 80% of all students will perform at or above grade level on PALS.

2012-13 PALS PERFORMANCE

Overall Percentage of Students Reading on Grade Level

	Kindergarten	Grade 1[†]	Grade 2	Grade 3
Percentage of Students on Grade Level	83.7	66.2	77.5	80.3

[†]There is a significant drop in the number of schools meeting expectations between kindergarten and 1st grade because the content of the assessment and performance expectations differ significantly.

The tabulated data above for PALS represent represents the following changes in the percentage of students reading on grade level by grade:

- Kindergarten decreased 0.4% but remains above the expected level of 80%
- Grade 1 increased 0.7% but remains below the expected level of 80%
- Grade 2 increased 7.6% but remains below the expected level of 80%
- Grade 3 increased 14.1% and is now above the expected level of 80%

In addition to PALS, the District began administering the Measures of Academic Progress (MAP) tests in grades K-3 in Reading and Math in 2011-12.

2012-13 MAP PERFORMANCE

Overall Percentage of Students Scoring above the 50th Percentile – Spring 2013

Content Area	Kindergarten	Grade 1	Grade 2	Grade 3
Reading	51.1	48.0	42.9	45.4
Math	50.7	57.9	47.9	48.3

Change in Percentage of Students Scoring above the 50th Percentile – Spring 2012 to 2013

Content Area	Kindergarten	Grade 1	Grade 2	Grade 3
Reading	+6.1	+3.1	-1.4	-0.9
Math	+8.6	+3.2	+1.7	+2.8

The benchmark for 2013 was to increase the percentage of students scoring at the 50th percentile at each grade level in each content area by 2%. The benchmark was met in 5 of 8 cases.

COMPLIANCE STATEMENT:

The District’s performance has not complied with the standards related to PALS data, though the expectation of 80% of students reading at grade level was reached for kindergarten and grade 3. As benchmarks for 2013-14, kindergarten, 2nd grade and 3rd grade will meet the 80% expectation and 1st grade will increase to 70%.

The District’s performance has not complied with the standards related to MAP data. As a benchmark for 2013-14, the number of grade level/content area combinations showing and increase from 2012-13 will increase to 6 of 8.

INTERPRETATION:

I interpret the following language:

c. As measured by the Colorado District and School Performance Framework, students in each school will demonstrate adequate growth, in grades 4-5, in reading, writing and math.

to mean:

As indicated on the School Performance Frameworks, each elementary school will be determined to have made growth meeting or exceeding the state average in Reading, Writing and Math.

DATA REPORTED:

**Number of Schools Meeting or Exceeding Average State Growth 2012-13 School Year
(Data for each school is included in the one-year School Performance Frameworks)**

	Reading	Writing	Math
Overall	22 of 39	24 of 39	23 of 39
Non-Charter	19 of 33	19 of 33	19 of 33
Charter	3 of 6	5 of 6	4 of 6

Change in number of schools Meeting or Exceeding Average State Growth – 2012 to 2013

	Reading	Writing	Math
Overall	+2	+9	0
Non-Charter	0	+8	0
Charter	+2	+1	0

As a benchmarks toward compliance for 2013, the number of schools meeting or exceeding average state growth would increase to 23 in Reading, 20 in Writing, and 25 in Math. The benchmark was met in Writing, but not in Reading or Math.

COMPLIANCE STATEMENT:

The District’s performance has not complied with the standards in all content areas, though it did for Writing. It is anticipated that the District’s ongoing implementation of the teaching and learning cycle and standards-based grading system will result in compliance by 2016.

As a benchmark toward the goal of compliance in 2016, the number of schools making adequate growth will increase to 24 in Reading, 26 in Writing, and 26 in Math in 2014.

INTERPRETATION:

I interpret the following language:

d. As measured by the appropriate District assessments, students in each school will meet District Academic Performance and Growth Expectations, in grades 4-5, in all other academic standards and electives.

to mean:

Evidence shall be presented that confirms that students meet the District Academic Performance and Growth Expectations, in grades 4-5, for all content areas. Such expectations are interpreted to be the benchmarks as articulated in the Adams 12 Curriculum Frameworks as aligned with the newly adopted State Content Standards.

DATA REPORTED:

At the current time, the Colorado Department of Education has adopted content standards for all subject areas, and Adams 12 Learning Services has completed efforts to align district curriculum frameworks and units of study with the state’s revised standards. One aspect of this district work is the development of a standards-based grading system. For the 2013-14 school year, elementary, middle, and K-8 schools are implementing standards-based grading, and a high school is conducting a full school pilot. Once established in all district schools, which is planned for the 2014-15 school year, standards-based grading practices will provide evidence of students’ competency in meeting the state mastery expectations in all content areas.

COMPLIANCE STATEMENT:

The District’s performance has not yet complied with the standards. It is anticipated that the District’s system-wide implementation of a standards-based grading system, will provide a consistent means of measuring student mastery of all academic standards in the 2014-15 school year. The 2014-15 grading data will provide a baseline for measuring current student mastery of the academic standards and the degree of improvement necessary in future school years.

INTERPRETATION:

I interpret the following language:

Using appropriate assessment data the policy interpretations shall include district, school and sub-group performance.

to mean:

District level data shall be provided in the 1.1 Schooling Monitoring Report. School level data for middle schools is included in the 1.1.2 Middle School Monitoring Report. School level data for high schools is included in the 1.1.3 High School and Transition Services Monitoring Report.

School level data for elementary schools follows.

All district and school Performance Frameworks are accessible at:

<http://www.schoolview.org/performance.asp>

All district and school Growth Summaries are accessible at:

<http://www.schoolview.org/ColoradoGrowthModel.asp>

Sub-group performance is interpreted to be that reported by CDE on the District/School Performance Frameworks for Reading, Writing and Math. For each of the following subgroups, data is provided to indicate if Adequate Median Growth Percentile is met for each of the following subgroups:

- Free/Reduced Lunch Eligible
- Minority Students
- Students with Disabilities
- English Language Learners
- Students Needing to Catch Up.

The district shall earn a Meets or Exceeds State Expectations Rating for Academic Growth Gaps on the DPF.

DATA REPORTED:

On the 2013 DPF, Adams 12 received the following Elementary School ratings (in regard to State Expectations) for closing of Academic Growth Gaps for the sub-groups identified above. Data supporting these ratings are included in the District Performance Framework. Data for each school is included in its School Performance Framework.

READING	RATING
Free/Reduced Lunch Eligible	Meets
Minority Students	Meets
Students with Disabilities	Approaching
English Language Learners	Meets
Students Needing to Catch Up	Approaching
WRITING	RATING
Free/Reduced Lunch Eligible	Approaching
Minority Students	Approaching
Students with Disabilities	Does Not Meet
English Language Learners	Approaching
Students Needing to Catch Up	Approaching
MATH	RATING
Free/Reduced Lunch Eligible	Approaching
Minority Students	Approaching
Students with Disabilities	Approaching
English Language Learners	Approaching
Students Needing to Catch Up	Approaching
TOTAL	RATING
Overall	Approaching

Three of 15 individual growth gaps indicators were rated as Meets. The total percentage of points earned for the Growth Gaps Indicator was 53.3%.

A benchmark for 2013 was to increase the number of individual growth gap indicators rated as Meets to 4 of 15 and to increase the percentage of points earned for the Growth Gaps Indicator to 53%. The first benchmark was not met, but the second benchmark was met.

COMPLIANCE STATEMENT:

The District's performance has not complied with the standards. It is anticipated that the District's ongoing implementation of the teaching and learning cycle and standards-based grading system will result in compliance by 2016.

As a benchmark toward the goal of compliance in 2016, the number of individual growth gap indicators rated as Meets will increase to 5 of 15 and the percentage of points earned for the Growth Gaps Indicator will increase to 57% on the 2014 DPF.

The Board acknowledged receipt of a revised monitoring report as of October 16, 2013 for the period October 18, 2012 through October 16, 2013 of the Superintendent concerning Ends Policy 1.1.1 Preschool and Elementary, and the Board found the superintendent's interpretations were reasonable and supported by data that was relevant, justified and complete.