

INTERNAL MONITORING REPORT

October 15, 2014

Policy: **1.1.1 Preschool and Elementary**
Policy Category: **Ends**
Period Monitored: **October 17, 2013 – October 15, 2014**

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

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 Skills (BELLS) Assessment. The expectation is that 75% of all preschool students will meet the academic performance expectations on this assessment. The current performance expectation of 75% is a continuation of the target from the 2013-14 school year. Based on a transition to a new Director of Early Childhood Education, an ongoing program analysis, and the transition to an approved School Readiness and Early Childhood assessment, the measure and performance expectation used for this interpretation is under review and may change in the future.

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 in use by the district 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 BELL Expectations
Centennial	41	63.4%
Coronado Hills	38	29.0%
District Preschool	212	51.9%
Malley Drive	45	51.1%
Mountain View	12	33.3%*
North Mor	44	45.5%
North Star	37	35.1%
Riverdale	67	67.2%
Tarver	41	58.5%
Woodglen	72	75.8%
DISTRICT	609	53.2%†

*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 three 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 65%.

When the new state assessment program is introduced, a School Readiness and Early Childhood assessment is on track to be implemented to be part of the P-20 aligned system in the 2015-16 school year. At that time, all students in Early Childhood programs will be assessed for their proficiency in regard to Preschool Standards.

In 2013, the percentage of students meeting academic performance expectations on the BELLS assessment was 62.4%. In 2014, the percentage of students meeting academic performance expectations dropped to 53.2%. The cause of this significant drop in scores is currently being investigated by the Director of Early Childhood Education and other Learning Services staff through an ongoing program analysis. Early indicators point to a need for systemic staff training in assessment administration and best instructional practice.

A benchmark for 2014 was to increase the overall percentage of students meeting academic performance expectations on the BELLS assessment to 65%. 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 districtwide literacy focus, the Preschool program analysis, increased, effective staff training, and the new School Readiness and Early Childhood assessment will result in compliance by 2016.

If Adams 12 continues to utilize the BELLS assessment in the spring of 2015, a benchmark toward the goal of compliance will be 60%. Decision-making on the best assessment data for the purpose of this monitoring report will be finalized by March 2015, based on the Preschool program analysis and CDE guidance on early childhood assessments.

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 performance expectation is that 80% of all students will perform at or above grade level on PALS. The current performance expectation of 80% of students at or above grade level has been consistent for the last four years. Based on existing practice and the district literacy focus, this performance expectation will be examined in terms of its correlation with CMAS performance in later grades and adjusted as needed in the future.

2013-14 PALS PERFORMANCE

Overall Percentage of Students Reading on Grade Level

	Kindergarten	Grade 1[†]	Grade 2	Grade 3
Percentage of Students on Grade Level	88.7	78.3	76.7	74.1

†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 the following changes in the percentage of students reading on grade level by grade from Spring 2013 to Spring 2014:

- Kindergarten increased 5.0% and remains above the expected level of 80%
- Grade 1 increased 12.1% but remains below the expected level of 80%
- Grade 2 decreased 0.9% and remains below the expected level of 80%
- Grade 3 decreased 6.2% and is now below 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 during the 2011-12 school year.

2013-14 MAP PERFORMANCE

Overall Percentage of Students Scoring above the 50th Percentile – Spring 2014

Content Area	Kindergarten	Grade 1	Grade 2	Grade 3
Reading	56.3	54.6	45.9	45.2
Math	58.6	62.8	49.7	47.3

Change in Percentage of Students Scoring above the 50th Percentile – Spring 2013 to 2014

Content Area	Kindergarten	Grade 1	Grade 2	Grade 3
Reading	+5.2	+6.6	+3.0	-0.2
Math	+7.9	+4.9	+1.8	-1.0

A benchmark for 2014 was to improve the number of grade level/content area combinations showing an increase from 2013 to 6 of 8.

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. The performance expectation for the 2014-15 school year, is that all grades will meet the 80% expectation. In addition, this performance expectation will be examined in terms of its correlation with CMAS performance in later grades and adjusted as needed in the future.

The District’s performance has complied with the standards related to MAP data as the benchmark of increasing the number of grade level/content area combinations demonstrating improvement was exactly met. As a benchmark for measuring compliance with the policy standard for the 2014-15 school year, the number of grade level/content area combinations demonstrating improvement will increase from 6 of 8 to 7 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 2013-14 School Year
(Data for each school is included in the one-year School Performance Frameworks)**

	Reading	Writing	Math
Overall	20 of 39	22 of 39	23 of 39
Non-Charter	18 of 33	17 of 33	21 of 33
Charter	2 of 6	5 of 6	2 of 6

Change in number of schools Meeting or Exceeding Average State Growth – 2013 to 2014

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

As a benchmark toward compliance for the 2013-14 school year, last year's monitoring report stated that the number of schools meeting or exceeding average state growth would increase to 24 in Reading, 26 in Writing, and 26 in Math. The benchmark was not met in any content area.

COMPLIANCE STATEMENT:

The District's performance has not complied with the standards in any content area.

Establishing a benchmark toward compliance for the 2014-15 school year is challenging because CDE will not be creating DPFs or SPFs due to the full assessment transition to the CMAS Science and Social Studies assessments and the PARCC English Language Arts/Literacy and Math assessments. Given the impending transition, three potential options that could be considered are

- 1) Waiving this monitoring report due in October 2015 for one year until the new assessment system is fully in place and adequate baseline data are available;
- 2) Delaying this monitoring report until early 2016 when an "unofficial" DPF could be released by CDE after all new assessment proficiency and growth data have been analyzed and aggregated;
or
- 3) Presenting this monitoring report in October 2015, using whatever state and local data are available and applicable to existing interpretations.

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 State Board of Education has adopted content standards for all subject areas, and Adams 12 Learning Services has begun efforts to align district curriculum frameworks and units of study with the state's revised standards. Student mastery of standards outside of literacy, math, science, and social studies is challenging to report at this time, without common assessments across all content areas and courses.

One aspect of this district work is the development of teacher-created summative assessments in various content areas and alignment of student performance on those assessments to grading practices. Additional work related to the Measures of Student Learning Readiness Cohort could also result in the development of measures of student learning in content areas outside of literacy, math, science, and social studies.

In addition, CMAS assessments for social studies in grade 4 and science in grade 5 were administered for the first time in the spring of 2014. Because these assessments are new, the data in the table below are baseline results against which future progress can be measured.

CMAS Assessment	Adams 12 % Strong & Distinguished Command	Colorado % Strong & Distinguished Command
4 th Grade Social Studies	17%	17%
5 th Grade Science	30%	33%

COMPLIANCE STATEMENT:

The District’s performance has not yet complied with the standards. It is anticipated that overall district CMAS social studies and science data will improve in the spring of 2015, and that once the District supports professional learning for teachers in regard to development and implementation of meaningful summative assessments aligned to standards and shares that work across schools, there will potentially be a more consistent means of measuring student mastery of all academic standards.

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 2014 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	Approaching
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	Approaching
English Language Learners	Meets
Students Needing to Catch Up	Approaching
MATH	RATING
Free/Reduced Lunch Eligible	Approaching
Minority Students	Approaching
Students with Disabilities	Approaching
English Language Learners	Meets
Students Needing to Catch Up	Approaching
TOTAL	RATING
Overall	Approaching

Four of 15 individual growth gaps indicators were rated as Meets. The total percentage of points earned for the Growth Gaps Indicator was 56.7%.

A benchmark for 2014 was to increase the number of individual growth gap indicators rated as Meets to 5 of 15 and to increase the percentage of points earned for the Growth Gaps Indicator to 57%. Neither benchmark was met.

COMPLIANCE STATEMENT:

The District's performance has not complied with the standards.

Establishing a benchmark toward compliance for the 2014-15 school year is challenging because CDE will not be creating DPFs or SPFs due to the full assessment transition to the CMAS Science and Social Studies assessments and the PARCC English Language Arts/Literacy and Math assessments. Given the impending transition, three potential options that could be considered are

- 1) Waiving this monitoring report due in October 2015 for one year until the new assessment system is fully in place and adequate baseline data are available;
- 2) Delaying this monitoring report until early 2016 when an "unofficial" DPF could be released by CDE after all new assessment proficiency and growth data have been analyzed and aggregated;
or
- 3) Presenting this monitoring report in October 2015, using whatever state and local data are available and applicable to existing interpretations.

The Board acknowledged receipt of a monitoring report as of October 15, 2014 for the period October 17, 2013 through October 15, 2014 of the Superintendent concerning Ends Policy 1.1.1 Preschool and Elementary, and found the superintendent's interpretations were reasonable and supported by data that was relevant, justified and complete.