INTERNAL MONITORING REPORT
November 20, 2013

Policy:	**1.1.2 Middle School**
Policy Category:	**Ends**
Period Monitored:	**July 1, 2012 – June 30, 2013**

This is my monitoring report on the Board of Education's Ends Policy 1.1.2 Middle School. This report is presented in accordance with the Board's monitoring schedule. I certify that the information is true and complete.

Chris Gdowski, Superintendent
November 15, 2013

POLICY WORDING:

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

a. As measured by the Colorado District and School Performance Framework, students in each school will demonstrate adequate growth, in grades 6-8, in reading, writing and math.

b. As measured by appropriate District assessments, students in each school will meet District Academic Performance and Growth Expectations, in grades 6-8, in all other academic standards and electives.

c. The percentage of 8th grade students meeting College Readiness Benchmarks based on Fall MAP Reading and Math scores will increase over the previous year.

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 the Colorado District and School Performance Framework, students in each school will demonstrate adequate growth, in grades 6-8, in reading, writing and math.

to mean:

As indicated on the School Performance Frameworks, each middle 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	
	2012*	**2013**	**2012***	**2013**	**2012***	**2013**
Overall	6 of 13	5 of 16	4 of 13	3 of 16	5 of 13	4 of 16
Non-Charter	6 of 9	1 of 11	3 of 9	0 of 11	4 of 9	2 of 11
Charter	0 0f 4	4 of 5	1 of 4	3 of 5	1 of 4	2 of 5

*The number of schools serving middle school students increased by three as grade levels were added or new school could be included for Prospect Ridge Academy, STEM Launch, and STEM Lab

Change in number of schools Meeting or Exceeding Average State Growth – 2011-12 to 2012-13

	Reading	Writing	Math
Overall	-1	-1	-1
Non-Charter	-5	-3	-2
Charter	+4	+2	+1

Of schools serving students in grades 6, 7 and/or 8, 5 of 16 met or exceeded average state growth in reading, 3 of 16 met or exceeded average state growth in writing, and 4 of 16 met or exceeded average state growth in math. Each of those values represents a decline from the 2011-12 monitoring report; consequently, none of the benchmarks established for 2012-13 were 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 a standards-based grading system will result in compliance by the conclusion of the 2015-16 school year.

As a benchmark toward the goal of compliance by the conclusion of the 2015-16 school year, the number of schools making adequate growth will increase to 8 of 16 in reading, 7 of 16 in writing, and 7 of 16 in math based on 2014 assessment data.

INTERPRETATION:

I interpret the following language:

> *b. As measured by appropriate District assessments, students in each school will meet District Academic Performance and Growth Expectations, in grades 6-8, 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 6-8, 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:

> c. *The percentage of 8th grade students meeting College Readiness Benchmarks based on Fall MAP Reading and Math scores will increase over the previous year.*

to mean:

The percentage of 8th graders obtaining a Fall MAP test scale score of 231 for reading and 240 for math, indicating College Readiness when equated to the EXPLORE test, will increase each year.

DATA REPORTED:

	Percentage of 8th Grade Students College Ready*	
	Fall 2012	**Fall 2013**
Reading	19.0	17.0
Math	28.1	28.1

* Students meeting College Readiness Standards are demonstrating probable readiness for college-level work in English, Reading, Math and/or Science by the time they graduate from high school.

The percentage of students meeting the college readiness score for reading declined 2.0% from Fall 2012 to Fall 2013, and the percentage of students meeting the college readiness score for math remained flat at 28.1% from Fall 2012 to Fall 2013.

COMPLIANCE STATEMENT:

The District's performance has not complied with the standard for either reading or math. Compliance with the standard in both content areas is expected in next monitoring cycle ending in November 2014.

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 this report.

School level data for elementary schools is included in the 1.1.1 Preschool and Elementary Monitoring Report. School level data for high schools is included in the 1.1.3 High School and Transition Services Monitoring Report.

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 and each school shall, at minimum, meet State expectations.

DATA REPORTED:

On the 2013 District Performance Framework, Adams 12 received the following Middle 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 the School Performance Frameworks.

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

The District's middle schools obtained an overall rating of 'Approaching' for the Academic Growth Gaps indicator on the 2013 DPF. Only 1 of 15 individual content area subgroup categories received a 'Meets' rating. The total percentage of points earned for the Academic Growth Gaps indicator was 46.7%.

On the 2012 DPF, the District's middle schools obtained a rating of 'Approaching' for the Academic Growth Gaps indicator, earning 50% of the points for that indicator.

A benchmark for 2013 was to increase the number of individual growth gap categories rated as 'Meets' to 3 of 15 and to increase the percentage of points earned for the Academic Growth Gaps indicator to 53%. Neither 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 a standards-based grading system will result in compliance by the conclusion of the 2015-16 school year.

As a benchmark toward the goal of compliance by the conclusion of the 2015-16 school year, the number of individual growth gap indicators rated as Meets will increase to 3 of 15 and the percentage of points earned for the Academic Growth Gaps indicator will increase to 52% on the 2014 DPF.

The Board acknowledged receipt of a monitoring report as of November 20, 2013, for the period July 1, 2012 through June 30, 2013, of the Superintendent concerning Board Policy 1.1.2 Middle School, and found the superintendent's interpretations were reasonable and supported by data that was relevant, justified and complete.