

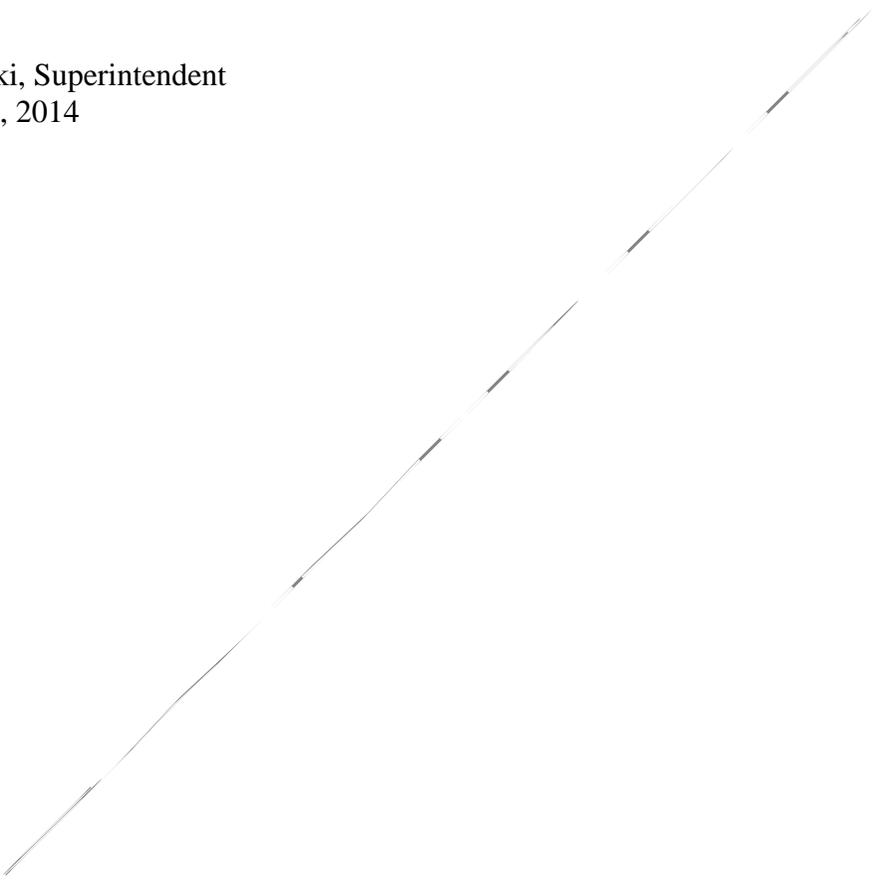
## **INTERNAL MONITORING REPORT**

November 19, 2014

Policy: **1.1.2 Middle School**  
Policy Category: **Ends**  
Period Monitored: **2013-14 School Year**

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 19, 2014



**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 2013-14 School Year  
(Data for each school is included in the one-year School Performance Frameworks)**

	Reading		Writing		Math	
	2013	2014	2013	2014	2013	2014
<b>Overall</b>	5 of 16	10 of 16	3 of 16	7 of 16	4 of 16	3 of 16
<b>Non-Charter</b>	1 of 11	6 of 11	0 of 11	3 of 11	2 of 11	2 of 11
<b>Charter</b>	4 of 5	4 of 5	3 of 5	4 of 5	2 of 5	1 of 5

**Change in number of schools Meeting or Exceeding Average State Growth – 2012-13 to  
2013-14**

	Reading	Writing	Math
<b>Overall</b>	+5	+4	-1
<b>Non-Charter</b>	+5	+3	0
<b>Charter</b>	0	+1	-1

Of schools serving students in grades 6, 7 and/or 8, 10 of 16 schools met or exceeded average state growth in reading, 7 of 16 schools met or exceeded average state growth in writing, and 3 of 16 schools met or exceeded average state growth in math. The number of schools meeting or exceeding state growth increased for both reading and writing, but declined for math.

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 8 in reading, 7 in writing, and 7 in math. The benchmarks for reading and writing were met, but the benchmark for math was not.

### **COMPLIANCE STATEMENT:**

The District's performance has complied with the standards for reading and writing, but has not complied for math.

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:

*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 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 7 and science in grade 8 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
7 <sup>th</sup> Grade Social Studies	16	17
8 <sup>th</sup> Grade Science	33	32

**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 begins the work across schools via the Measures of Student Learning Readiness Cohort during the spring of 2015 and the 2015-16 school year, there will be a more consistent means of measuring student mastery of all academic standards.

**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 8<sup>th</sup> 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 8 <sup>th</sup> Grade Students College Ready*	
	Fall 2013	Fall 2014
Reading	17.0	18.6
Math	28.1	26.6

\* 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 increased by 1.6% from Fall 2013 to Fall 2014, and the percentage of students meeting the college readiness score for math declined 1.5% from Fall 2013 to Fall 2014.

## **COMPLIANCE STATEMENT:**

The District's performance has complied with the standard for reading, but not for math. Compliance with the standard in both content areas is expected in next monitoring cycle ending in November 2015 because of the district literacy PD focus and the piloting of new math programs at the middle school level during the 2014-15 school year.

## **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	Meets
Students Needing to Catch Up	Approaching
WRITING	RATING
Free/Reduced Lunch Eligible	Approaching
Minority Students	Approaching
Students with Disabilities	Approaching
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
OVERALL	RATING
	<b>Approaching</b>

The District’s middle schools obtained an overall rating of ‘Approaching’ for the Academic Growth Gaps indicator on the 2014 DPF. Only 2 of 15 individual content area subgroup categories received a ‘Meets’ rating. The total percentage of points earned for the Academic Growth Gaps indicator was 53.3%.

On the 2013 DPF, the District’s middle schools obtained a rating of ‘Approaching’ for the Academic Growth Gaps indicator, earning 46.7% of the points for that indicator.

A benchmark for 2014 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%.

**COMPLIANCE STATEMENT:**

The District’s performance has complied with the performance expectations in terms of increasing the percentage of points earned for the Academic Growth Gaps indicator, but has not complied in terms of the number of subgroup categories receiving a ‘Meets’ rating.

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 November 19, 2014, for the period July 1, 2013 through June 30, 2014, 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.**