

INTERNAL MONITORING REPORT

November 20, 2013

Policy: **1.1.3 High School and Transition Services**

Policy Category: **Ends**

Period Monitored: **July 1, 2012 – June 30, 2013**

This is my monitoring report on the Board of Education's Ends Policy 1.1.3 High School and Transition Services. 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:

High school students in Adams 12 Five Star Schools will have the knowledge, skills and behaviors essential to be successful in institutions of higher learning, the workforce and the global economy.

- a. High school students will meet state mastery expectations as part of meeting District graduation requirements.*
- b. High school students will have 21st century learning and life skills.*
- c. Each year students who received transition services will achieve positive post-school outcomes at a rate greater than the State.*
- d. As measured by the Colorado District and School Performance Framework, students in each school will demonstrate adequate growth, in grades 9-10, in reading, writing and math.*
- e. As measured by the appropriate assessments, students in each school will meet District academic performance and growth expectations, in grades 9-12, in all other academic standards and electives.*
- f. The percentage of 9th and 10th grade students meeting College Readiness Benchmarks based on Fall MAP Reading and Math scores will increase over the previous year.*
- g. Adams 12 Five Star Schools will consistently advance its composite ACT performance at a rate greater than the State.*
- h. As measured by ACT, each high school will consistently increase the percentage of its college ready students.*

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

INTERPRETATION:

I interpret the following language:

- a. High school students will meet state mastery expectations as part of meeting District graduation requirements.*

to mean:

State Mastery Expectations are interpreted to be the State Content Standards. The current Adams 12 Graduation Requirements are:

Students must earn twenty-three (23) credits in grades 9-12 distributed in the following areas of instruction:

English - 4
Math - 3
Science - 3
Social Studies - 3
P.E. - 2
Fine & Practical Arts - 2
Electives - 6
TOTAL - 23

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 all high school coursework to 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:

b. High school students will have 21st century learning and life skills.

to mean:

Colorado Department of Education has defined the standards for 21st Century Skills to be innovation, critical thinking and reasoning, information literacy, self-direction and collaboration. These skills are the synthesis of the essential abilities students must apply in a rapidly changing world.

CDE is currently working to develop measures of students’ 21st Century Skills which are to be included in the new state assessment program beginning in 2014-15. At this time, state measures of Postsecondary and Workforce Readiness include Graduation Rate, Disaggregated Graduation Rate, Dropout Rate, and ACT scores as reported in the District Performance Framework. The district shall meet state expectations by earning a ‘Meets’ or ‘Exceeds’ rating on the Postsecondary and Workforce Readiness indicator on the District Performance Framework.

DATA REPORTED:

The 2013 District Performance Framework indicates that Adams 12 has received an ‘Approaching’ rating on the Postsecondary and Workforce Readiness Indicator, earning 46.9% of the possible points. In 2012 the District also received a rating of ‘Approaching’ and earned 46.9% of the possible points for the Postsecondary and Workforce Readiness indicator.

A benchmark for 2013 was to increase the percentage of points earned for the postsecondary workforce readiness indicator from 46.9% in 2012 to 50% in 2013. That 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, including an early alert system (to be implemented as a pilot during the 2012-2013 school year) for potential non-graduates, will result in compliance by 2015-2016 school year.

As a benchmark toward the goal of compliance by the conclusion of the 2015-16 school year, the percentage of points earned for the postsecondary workforce readiness indicator will increase to 52% in 2014. An increase of roughly 5% of points annually between 2014 and 2016 would result in the District’s attainment of a ‘Meets’ rating in 2016.

INTERPRETATION:

I interpret the following language:

c. Each year students who received transition services will achieve positive post-school outcomes at a rate greater than the State.

to mean:

Adams 12 students with disabilities who receive transition services in any given school year shall achieve the Student Outcomes identified by CDE at a rate higher than students across Colorado.

DATA REPORTED:

Student outcome data is collected by CDE and reported every 3-4 years. The next expected report is for the 2013-14 school year.

Adams 12 conducts progress monitoring of each transition student’s Individual Education Plan goals. Outcomes in regard to such goals cannot be compared to school districts throughout the state.

COMPLIANCE STATEMENT:

The District’s performance cannot be evaluated objectively at this time. Compliance is expected upon receipt of the next CDE report on student outcomes to be received following the 2013-14 school year.

INTERPRETATION:

I interpret the following language:

d. As measured by the Colorado District and School Performance Framework, students in each school will demonstrate adequate growth, in grades 9-10, in reading, writing and math.

to mean:

As indicated on the School Performance Frameworks, each high 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	2 of 8	5 of 9	4 of 8	3 of 9	3 of 8	2 of 9
Non-Charter	1 of 6	3 of 7	2 of 6	2 of 7	2 of 6	2 of 7
Charter	1 of 2	2 of 2	2 of 2	1 of 2	1 of 2	0 of 2

*The number of schools serving high school students increased by one with the addition of Pathways Futures Center

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

	Reading	Writing	Math
Overall	+3	-1	-1
Non-Charter	+2	0	0
Charter	+1	-1	-1

Of schools serving students in grades 9 and 10, 5 of 9 met or exceeded average state growth in reading, 3 of 9 met or exceeded average state growth in writing, and 2 of 9 met or exceeded average state growth in math. The number of schools meeting or exceeding average state growth increased by 3 in reading, but declined by 1 for both writing and math. Similarly, the benchmark set for reading was exceeded by one school, but the benchmarks for writing and math were not met.

COMPLIANCE STATEMENT:

The District’s performance has not complied with the standards, though the benchmark for reading was met. 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 meeting or exceeding the state average in growth will increase to 6 of 9 in reading, 5 of 9 in writing, and 5 of 9 in math by 2014.

INTERPRETATION:

I interpret the following language:

e. As measured by the appropriate assessments, students in each school will meet District academic performance and growth expectations, in grades 9-12, 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 9-12, for all other 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 all high school coursework to 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:

f. The percentage of 9th and 10th 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 9th graders obtaining a Fall MAP test scale score of 232 for Reading and 244 for Math, indicating College Readiness when equated to the EXPLORE test, will increase each year.

The percentage of 10th graders obtaining a Fall MAP test scale score of 233 for Reading and 248 for Math, indicating College Readiness when equated to the PLAN test, will increase each year.

DATA REPORTED:

	Percentage of 9 th Grade Students College Ready*	
	Fall 2012	Fall 2013
Reading	22.7%	20.8%
Math	27.7%	26.6%

	Percentage of 10 th Grade Students College Ready*	
	Fall 2012	Fall 2013
Reading	33.9%	25.7%
Math	29.7%	28.7%

* 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 1.9% in 9th grade and 8.2% in 10th grade. The percentage of students meeting the college readiness score for math decreased 1.1% in 9th grade and 1.0% in 10th grade.

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 in November 2014.

INTERPRETATION:

I interpret the following language:

g. Adams 12 Five Star Schools will consistently advance its composite ACT performance at a rate greater than the State.

to mean:

Each school year, the district will increase its average composite ACT score at a rate that meets or exceeds the change in the State’s average ACT composite score.

DATA REPORTED:

	2012 Composite	2013 Composite	Change
Colorado	20.0	20.1	+.1
Adams 12 – All schools	19.5	19.3	-.2
Adams 12 – Non-charters only	19.4	19.2	-.2
Adams 12 – Charters only	20.1	20.0	-.1

COMPLIANCE STATEMENT:

The District’s performance has not complied for all schools, non-charter schools, or charter schools. Compliance with the standard in both content areas is expected in next monitoring cycle in November 2014.

INTERPRETATION:

I interpret the following language:

h. As measured by ACT, each high school will consistently increase the percentage of its college ready students.

to mean:

Each year the district and each school will increase the percentage of students meeting the College Readiness Standards on the ACT assessment in all four content areas measured: English, Math, Reading and Science.

DATA REPORTED:

	2012 % Ready	2013 % Ready	Change
Adams 12 – All schools	16.7	17.3	+.6
Adams 12 – Non-charters only	16.7	17.6	+.9
Adams 12 – Charters only	16.7	14.5	-2.2
The Academy	17.8	15.0	-2.8
COVA	15.9	14.1	-1.8
Horizon	14.6	16.4	+1.8
Legacy	33.1	32.5	-.6
Mountain Range	17.4	17.2	-.2
Northglenn HS	6.7	8.6	+1.9
Pathways		0	N/A
Thornton HS	11.5	15.7	+4.2
Vantage Point	0.8	1.2	+.4

COMPLIANCE STATEMENT:

The District’s performance has complied for all schools and non-charter schools but has not complied for charter schools.

Four schools complied with the standard: Horzion, Northglenn, Thornton, and Vantage Point, and four schools did not comply with the standard: The Academy, COVA, Legacy, and Mountain Range. In the December 2012 monitoring report, a benchmark of 3 schools increasing the percentage of students meeting College Readiness Standards was established for the 2012-13 school year. That benchmark was met.

As a benchmark toward the goal of compliance by the conclusion of the 2015-16 school year, the total number of schools demonstrating an increased percentage of students meeting College Readiness Standards will increase to from 4 of 8 to 5 of 8 by the conclusion of the 2013-14 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.

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 2012 District Performance Framework, Adams 12 received the following High 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	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	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
TOTAL	RATING
	Approaching

The District’s high schools obtained an overall rating of ‘Approaching’ for the Academic Growth Gaps indicator on the 2013 DPF. Three of 15 individual content area subgroup categories receive a ‘Meets’ rating. The total percentage of points earned for the Academic Growth Gaps indicator was 55%.

On the 2012 DPF, the District’s high schools obtained a rating of ‘Approaching’ for the Academic Growth Gaps indicator, earning 55% of the points for that indicator.

A benchmark for 2013 was to increase the number of individual growth gap categories rated as ‘Meets’ to 5 of 15 and to increase the percentage of points earned for the Academic Growth Gaps indicator to 57%. Neither benchmark was met.

COMPLIANCE STATEMENT:

The District’s performance has not complied with the standards, as the District received a rating of ‘Approaching’. 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 at the conclusion of the 2015-16 school year, the number of individual growth gap indicators rated as ‘Meets’ will increase to 5 of 15 and the percentage of points earned for the Academic Growth Gaps indicator will increase to 57.5% 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 1.1.3 High School and Transition Services, and found the superintendent’s interpretations were reasonable and supported by data that was relevant, justified and complete.