

INTERNAL MONITORING REPORT

November 19, 2014

Policy: **1.1.3 High School and Transition Services**
Policy Category: **Ends**
Period Monitored: **2013-14 School Year**

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 19, 2014

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**

To meet mastery expectations the 4-year district graduation rate must increase from the previous year while the district remediation rate decreases from the previous year.

DATA REPORTED:

The following 4-year graduation rates and remediation rates were produced for Adams 12 for the 2011 and 2012 graduating classes. It is important to note that data are reported for graduating classes two years in areas to allow for matriculation to postsecondary institutions for that remediation data can be collected.

	Class of 2011	Class of 2012	Change
4-year Graduation Rate	65.3%	69.9%	+4.6%
Remediation Rate	45.0%	40.2%	-4.8%

Given the last two years of data available, the 4-year graduation rate increased 4.6% while the remediation rate declined 4.8%.

COMPLIANCE STATEMENT:

The District's performance has complied with the standards.

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 2014 District Performance Framework indicates that Adams 12 has received an 'Approaching' rating on the Postsecondary and Workforce Readiness Indicator, earning 54.7% of the possible points. In 2013 the District also received a rating of 'Approaching' and earned 46.9% of the possible points for the Postsecondary and Workforce Readiness indicator.

COVA and The Academy have transferred to different authorizers for the 2014-15 school year. If the results for both COVA and The Academy were excluded when calculating the Postsecondary and Workforce Readiness Indicator for the 2014 DPF, the District would have earned 62.5% of the possible points and achieved a 'Meets' rating.

A benchmark for the 2014 DPF was to increase the percentage of points earned for the postsecondary workforce readiness indicator from 46.9% on the 2013 DPF to 50% on the 2014. That benchmark was met.

COMPLIANCE STATEMENT:

The District's performance has complied with the standards, as it has met the improvement benchmark toward full compliance

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:

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 2014-15 school year, a delay of one year per CDE communication.

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 2014-15 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 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*
Overall	5 of 9	4 of 10	3 of 9	4 of 10	2 of 9	5 of 10
Non-Charter	3 of 7	2 of 7	2 of 7	2 of 7	2 of 7	3 of 7
Charter	2 of 2	2 of 3	1 of 2	2 of 3	0 of 2	2 of 3

*The number of schools serving high school students increased by one with the addition of Westgate Charter School

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

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

Of schools serving students in grades 9 and 10, 4 of 10 met or exceeded average state growth in reading and writing and 5 of 10 met or exceeded average state growth in math. The number of schools meeting or exceeding average state growth decreased by 1 in reading, but increased in 1 writing and increased by 3 in 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 6 in reading, 5 in writing, and 5 in math. The benchmark was not met for reading and writing, but was met in math.

COMPLIANCE STATEMENT:

The District's performance has not complied with the standards, though the benchmark for math was met.

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:

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 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.

COMPLIANCE STATEMENT:

The District’s performance has not yet complied with the standards. It is anticipated 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:

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 2013	Fall 2014
Reading	20.8%	23.3%
Math	26.6%	30.0%

	Percentage of 10 th Grade Students College Ready*	
	Fall 2013	Fall 2014
Reading	25.7%	21.8%
Math	28.7%	27.3%

* 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 2.5% in 9th grade but decline 3.9% in 10th grade. The percentage of students meeting the college readiness score for math increased 3.4% in 9th grade but declined 1.4% in 10th grade.

COMPLIANCE STATEMENT:

The District’s performance has complied with the standard for 9th grade for both reading and math, but has not complied for 10th grade in either content area. Compliance with the standard in both content areas is expected in next monitoring cycle in November 2015.

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:

	2013 Composite	2014 Composite	Change
Colorado	20.1	20.3	+0.2
Adams 12 – All schools	19.3	19.5	+0.2
Adams 12 – Non-charters only	19.2	19.5	+0.2
Adams 12 – Charters only	20.0	20.3	+0.3

COMPLIANCE STATEMENT:

The District's performance has complied for all schools, non-charter schools, and charter schools.

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:

	2013 % Ready	2014 % Ready	Change
Adams 12 – All schools	17.3	19.5	+2.2
Adams 12 – Non-charters only	17.6	19.3	+1.7
Adams 12 – Charters only	14.5	20.1	+5.6
The Academy	15.0	25.0	+10.0
COVA	14.1	15.7	+1.6
Horizon	16.4	21.7	+5.3
Legacy	32.5	35.4	+2.9
Mountain Range	17.2	17.1	-0.1
Northglenn HS	8.6	9.6	+1.0
Pathways	0.0	2.1	+2.1
Thornton HS	15.7	13.0	-2.7
Vantage Point	1.2	1.4	+0.2

COMPLIANCE STATEMENT:

The District's performance has complied for all schools, non-charter schools only, and charter schools only.

Seven individual schools complied with the standard: The Academy, COVA, Horizon, Legacy, Northglenn HS, Pathways, and Vantage Point, and two schools did not comply with the standard: Mountain Range and Thornton HS.

In the November 2013 monitoring report, a benchmark of 5 individual schools increasing the percentage of students meeting College Readiness Standards was established for the 2013-14 school year. That benchmark was met. Compliance with the standard in both content areas is expected in next monitoring cycle in November 2015.

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 2014 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 2014 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 2013 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 2014 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.

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;
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- 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 1.1.3 High School, and found the superintendent's interpretations were reasonable and supported by data that was relevant, justified and complete.