

INTERNAL MONITORING REPORT

October 15, 2014

Policy: **1.1 Schooling**
Policy Category: **Ends**
Period Monitored: **October 16, 2013 – October 15, 2014**

This is my monitoring report on the Board of Education's Ends Policy 1.1 Schooling. 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:

Students enrolled in Adams 12 Five Star Schools shall have the knowledge, learning and life skills necessary to prepare them for further learning in the next grade level.

a. Students shall demonstrate competent skills by meeting state mastery expectations of all Academic Standards.

b. Students shall obtain 21st century learning and life skills as described by the Colorado Department of Education and Department of Higher Education Postsecondary and Workforce Readiness Definition.

c. Each year, a greater percentage of Adams 12 students shall score at the proficient or advanced achievement level.

d. Each year, a greater percentage of Adams 12 students will demonstrate adequate growth to catch up as compared to the state average (the state average being a minimum comparison) in reading, writing and math.

e. Each year, a greater percentage of Adams 12 students will demonstrate adequate growth to keep up as compared to the state average (the state average being a minimum comparison) in reading, writing and math.

Each of the schools in Adams 12 Five Star Schools shall be in the Accredited with Distinction or Accredited with Performance Plan category. Any school not at the Accredited with Performance Plan category or higher shall demonstrate median adequate growth each year.

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

INTERPRETATION:

I interpret the following language:

a. Students shall demonstrate competent skills by meeting state mastery expectations of all Academic Standards.

to mean:

Evidence shall be presented to confirm that students meet the state mastery expectations in all content areas. State mastery expectations are interpreted to be the Colorado Academic Standards as adopted by the Colorado Board of Education.

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 overall district Colorado Measures of Academic Success (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:

b. Students shall obtain 21st century learning and life skills as described by the Colorado Department of Education and Department of Higher Education Postsecondary and Workforce Readiness Definition

to mean:

The 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.

Consistent with CDE expectations, Adams 12 currently embeds these standards across the curriculum. CDE has developed measures of students' 21st Century Skills and included them in the CMAS that will be administered in the 2014-15 school year. Accordingly, 2014-15 CMAS data will set a benchmark for measuring whether students are obtaining 21st century learning and life skills as required by this policy standard.

At this time, state measures of Postsecondary and Workforce Readiness now include Graduation Rate, Disaggregated Graduation Rate, Dropout Rate, and composite ACT scores as reported in the District

Performance Framework (DPF). The district shall earn a ‘Meets’ or ‘Exceeds’ rating for the Postsecondary and Workforce Readiness Indicator on the DPF.

DATA REPORTED:

The 2014 DPF indicates that Adams 12 has received an ‘Approaching’ rating on the Postsecondary and Workforce Readiness Indicator. The District has received 8.75 of 16 points for this indicator on the 2014 DPF. A ‘Meets’ rating would have required 10 of 16 points.

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 10 points and achieved a ‘Meets’ rating.

On the 2013 DPF, the District received 7.5 of 16 points for the Postsecondary and Workforce Readiness Indicator. A benchmark of earning 8.5 of 16 points on the DPF was set in last year’s monitoring report for the 2014 DPF. That benchmark was met.

COMPLIANCE STATEMENT:

The District’s performance has complied with the standards, as it surpassed the desired level of performance set in last year’s monitoring report. It is anticipated that the District’s ongoing implementation of a standards-based education system as well as an early alert system identifying likely non-graduates and students at risk of course failure, will result in full compliance at the conclusion of the 2015-16 school year.

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, a greater percentage of Adams 12 students shall score at the proficient or advanced achievement level.

to mean:

The percent of students scoring Proficient and Advanced at each level in each TCAP content area, as indicated in the DPF, will increase from the previous year.

DATA REPORTED:

Percent of Students Proficient and Advanced on TCAP Assessments

	Reading		Writing		Math		Science	
	2013	2014	2013	2014	2013	2014	2013	2014*
Elementary	66.5	66.5	48.2	48.0	69.4	68.8	46.5	N/A
Middle	64.3	65.7	52.0	52.4	54.0	55.2	51.2	N/A
High	65.7	64.5	46.4	46.2	33.8	35.5	51.0	N/A

*Science data not available for 2013-14 due to transition to new CMAS Science assessment

Elementary – Percentage Proficient and Advanced increased in 0 of 3 areas

Middle – Percentage Proficient and Advanced increased in 3 of 3 areas

High – Percentage Proficient and Advanced increased in 1 of 3 areas

A benchmark of increasing the percentage of students scoring Proficient and Advanced in 8 of 9 areas was established last year for the 2013 DPF. That benchmark was not met as the percentage increased in 4 of 9 areas.

Initial CMAS assessments for Social Studies in grades 4 and 7 and for Science in grades 5 and 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
4 th Grade Social Studies	17%	17%
5 th Grade Science	30%	33%
7 th Grade Social Studies	16%	17%
8 th Grade Science	33%	32%

COMPLIANCE STATEMENT:

In terms of TCAP performance, the District’s performance has not complied with the standards.

In terms of the CMAS Social Studies and Science assessments, the District’s performance has not yet complied with the standards, as only baseline data are available. It is anticipated that overall district CMAS social studies and science data will improve in the spring of 2015.

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

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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.

INTERPRETATION:

I interpret the following language:

d. Each year, a greater percentage of Adams 12 students will demonstrate adequate growth to catch up as compared to the state average (the state average being a minimum comparison) in reading, writing and math.

to mean:

The percentage of students catching up at each level in each TCAP content area, as reported in the Growth Summary, will increase from the previous year at a rate greater than the state average.

DATA REPORTED:

**Percent of Students Catching Up as Compared to the State
Reading**

	Adams 12			Colorado		
	2013	2014	% Change	2013	2014	% Change
Elementary	37	35	-2	38	35	-3
Middle	27	31	+4	31	32	+1
High	25	26	+1	27	26	-1

Writing

	Adams 12			Colorado		
	2013	2014	% Change	2013	2014	% Change
Elementary	38	35	-3	38	36	-2
Middle	21	23	+2	26	25	-1
High	14	14	0	16	16	0

Math

	Adams 12			Colorado		
	2013	2014	% Change	2013	2014	% Change
Elementary	22	21	-1	23	20	-3
Middle	10	10	0	13	13	0
High	3	4	+1	5	4	-1

The change in the percentage of students catching up exceeded the change for the State in 4 of 9 areas in 2013. In 2014, the change in the percentage of students catching up exceeded the change for the State in

6 of 9 areas (4 of 9 were overall increases with 2 of 9 being declines less than state declines). A benchmark for 2014 was to increase the number of areas in which the percentage of students catching up exceeded the change for the State to 6 of 9 areas. That benchmark was met.

COMPLIANCE STATEMENT:

The District’s performance has complied with the standards, as it equalled the desired level of performance set in last year’s monitoring report.

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.

INTERPRETATION:

I interpret the following language:

e. Each year, a greater percentage of Adams 12 students will demonstrate adequate growth to keep up as compared to the state average (the state average being a minimum comparison) in reading, writing and math.

to mean:

The percent of students keeping up at each level in each TCAP content area, as reported in the Growth Summary, will increase from the previous year at a rate greater than the state average.

DATA REPORTED:

Percent of Students Keeping Up as Compared to the State

Reading

	Adams 12			Colorado		
	2013	2014	% Change	2013	2014	% Change
Elementary	77	77	0	78	78	0
Middle	77	78	+1	79	78	-1
High	88	89	+1	90	89	-1

Writing

	Adams 12			Colorado		
	2013	2014	% Change	2013	2014	% Change
Elementary	73	72	-1	74	74	0
Middle	66	66	0	71	69	-2
High	77	76	-1	80	77	-3

Math

	Adams 12			Colorado		
	2013	2014	% Change	2013	2014	% Change
Elementary	66	67	+1	65	64	-1
Middle	55	57	+2	58	58	0
High	69	73	+4	71	70	-1

The change in the percentage of students keeping up exceeded the change for the State in 4 of 9 areas, in 2013. In 2014, the change in the percentage of students keeping up exceeded the change for the State in 7 of 9 areas (5 of 9 were overall increases with 2 of 9 being no change or a decline less than the state decline). A benchmark for 2014 was to increase number of areas in which the percentage of students keeping up exceeded the change for the State to 6 of 9 areas. That benchmark was met.

COMPLIANCE STATEMENT:

The District’s performance has complied with the standards, as it met the desired level of performance set in last year’s monitoring report.

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:

Each of the schools in Adams 12 Five Star Schools shall be in the Accredited with Distinction or Accredited with Performance Plan category. Any school not at the Accredited with Performance Plan category or higher shall demonstrate median adequate growth each year.

to mean:

Schools Accredited with Improvement Plan, Priority Improvement Plan or Turnaround plan in 2012-13 shall have a Median Growth Percentile equal to or greater than the state in 2013-14.

DATA REPORTED:

School Level	School	Accreditation Status	Growth Exceeded State?
Elementary	Centennial	Improvement	No
	Coronado Hills	Improvement	Yes
	Federal Heights	Priority Improvement	No
	Hillcrest	Turnaround	Yes
	Leroy Drive	Priority Improvement	Yes
	Malley Drive	Improvement	No
	McElwain	Improvement	No
	North Mor	Improvement	Yes
	North Star	Priority Improvement	Yes
	Riverdale	Priority Improvement	No
	Rocky Mountain	Improvement	No
	Stukey	Improvement	No
Thornton	Priority Improvement	No	
K-8	STEM Launch	Priority Improvement	Yes
Middle	International School at Thornton Middle	Priority Improvement	No
	Northglenn	Improvement	No
	Shadow Ridge	Improvement	No
	Silver Hills	Improvement	No
High	Northglenn	Improvement	No
	Thornton	Improvement	No
	Westgate	Improvement	Yes

Of the schools whose accreditation ratings were Improvement, Priority Improvement, or Turnaround, 7 of 21 (33.3%) made growth exceeding the average growth percentile of the State.

The October 2013 monitoring report noted that 4 of 22 schools in these accreditation categories made growth exceeding that of the State. A benchmark for 2014 was to increase percentage of schools on Improvement, Priority Improvement or Turnaround exceeding the growth percentile of the State to 30%. That benchmark was met.

COMPLIANCE STATEMENT:

The District’s performance has complied with the standards, as it met the desired level of performance set in last year’s monitoring report.

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

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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:

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

to mean:

District level data has been included in this Monitoring Report.

School level data shall be provided in the following Monitoring Reports: 1.1.1 Preschool and Elementary, 1.1.2 Middle School, and 1.1.3 High School and Transition Services.

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 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 2013 DPF, Adams 12 received an “Approaching” rating in regard to State expectations for closing Academic Growth Gaps and earned 51.7% of the points for this indicator. On the 2014 DPF, Adams 12 received an “Approaching” rating in regard to State expectations for closing Academic Growth Gaps and earned 55.0% of the points for this indicator. Data supporting this rating is included in the attached DPF. The District needed 62.5% of the points for this indicator to receive a “Meets” rating.

A benchmark for 2014 was to increase the percentage of framework points earned to 56% of points possible in for the Academic Growth Gaps Indicator. That benchmark was not met.

COMPLIANCE STATEMENT:

The District’s performance has not complied with the standards, as its performance fell 1% shy of the benchmark.

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 Schooling, and found the superintendent’s interpretations were reasonable and supported by data that was relevant, justified and complete.