

## **INTERNAL MONITORING REPORT**

March 20, 2013

**POLICY:** 1.4 Schooling - Aspirations  
**POLICY CATEGORY:** Ends  
**PERIOD MONITORED:** February 16, 2012 – March 20, 2013

This is my monitoring report on the Board of Education's Ends Policy 1.4 Schooling – Aspirations. I certify that the information contained in this report is true and complete, and presented in accordance with the routine monitoring report schedule. This report begins with interpretation of the global provision and proceeds to monitor compliance with the policies more detailed provisions.

Chris Gdowski, Superintendent  
March 15, 2013

**GLOBAL POLICY WORDING:** *In order to achieve General Ends Policy 1.0 and for all Adams 12 Five Star Schools' students to become more effective learners, aspirations of the District are prioritized below.*

*Being responsive to the vision(s) of our community, the goals are as follows:*

**Interpretation:**

I interpret "aspirations" and "goals" to mean: a) the six identified items in this policy are of a lower priority for achievement than the Ends described in Board Policies 1.1, 1.2, and 1.3, and b) that resources should be allocated to accomplish Aspirations only when such resource allocation is also likely to assist in achieving the Ends described in 1.1, 1.2, and 1.3, unless the District's performance already complies with all of the Ends expectations in 1.1, 1.2, and 1.3. The District's performance does not currently comply with all of the Board Ends, and so resources have been allocated to Aspirations only in those cases in which we expect that the allocation will also assist in achieving the Board's higher priority Ends.

**1. POLICY WORDING:** *Throughout Adams 12 Five Star Schools, there will be consistent technology resources provided to all schools.*

**Interpretation:**

I interpret "consistent technology resources" to mean that at each level -- elementary, middle, and high school -- students in each building i) have access to computer labs which allow all students to complete computer-based assessments (e.g., MAPS and TCAP), ii) which is similar in quantity (plus or minus ten percent) when measured on a per pupil basis, and iii) similar in quality (e.g., provides students access to critical education applications as defined by the District's instructional technology staff, and with adequate network access to allow efficient utilization).

More specifically, current guidelines established by the Instructional Technology Department concerning quantity of computers set a four student to one computer ratio at the elementary classroom level, and a six student to one computer ratio at the middle and high school classroom levels. The quantity and quality standards established by the Instructional Technology Department provide that technology resources, whether desktop computers, laptops, netbooks, or mobile technology devices, should adequately support student access in classrooms to internet resources, presentation and authoring tools, and digital content.

**Data Reported:**

Computers for student use are purchased primarily through school budgets with the exception of a) technology resources awarded by the Five Star Education Foundation, and b) computers in schools replaced by the Information Technology department, as department resources allow, because the specific school's computers fall well short of the foregoing quantity and/or quality standards.

The District's Information Technology Department completed a review of technology resources present in District schools in December 2012 and concluded that 1) approximately 5000 computers, or approximately 1/3 of the 15,000 computers present in schools, are at the end of

their useful life and require replacement at an approximate annual cost of \$750,000 per year, assuming acquisition through a lease-purchase agreement; 2) that most of the computers requiring replacement are found in classrooms rather than computer labs, and that the greatest number of outdated computers are in the “middle” of the District defined roughly as those schools between 104<sup>th</sup> and 120<sup>th</sup> Avenues; 3) that a majority of classrooms at both the elementary and secondary levels, do not have quality computers to meet the 1:4 and 1:6 ratios; and 4) that District networking services provide inadequate bandwidth to support expanded usage of computers and mobile technology devices in the District, and that bringing bandwidth to minimal adequacy levels would require an investment of \$750,000 in the 2013-14 school year.

### **Compliance Statement:**

The District's performance has complied with the computer lab standard for the 2012-13 school year but has not complied with the classroom quantity or quality standards. Allocation of limited existing technology resources for the 2013-14 school year and subsequent school years will prioritize those schools which do not meet the quality standards. The expected date of compliance with the policy standard cannot be determined with confidence as this time, as it will turn upon financial resources available to the District and the degree to which resources need to be invested in the higher priority Ends described in policies 1.1, 1.2, and 1.3.

- 2. POLICY WORDING:** *Adams 12 Five Star Schools will develop and expand the offerings of relevant and current magnet schools and programs at various locations throughout the District.*

### **Interpretation:**

I interpret "magnet schools and programs" to mean: a) schools and programs implemented by District staff rather than by means of a third-party initiative resulting in approval of a charter school by the Board of Education, b) that such schools/programs have a curriculum focus or philosophy which differs from that provided in the majority of the District's peer schools, and c) that such schools/programs have space available each year for enrollment by students who reside outside of the school's attendance boundaries, if applicable.

### **Data Reported:**

The District's STEM programming for the 2012-13 school year a) expanded at STEM Lab to serve students in grades K-8; b) the STEM Launch K-8 school opened in the former Niver Creek Middle School facility; and c) Principles of Engineering and Principles of Biomedical Sciences were added at Northglenn High School in order to expand the breadth of the STEM pathway at the secondary level. The number of biomedical sciences and engineering courses at NGHS is currently expected to increase from 6 sections during the 2012-13 school year to 13 sections for the 2013-14 school year due to growing enrollment at Northglenn HS and growing demand for its STEM programming.

The International Baccalaureate curriculum framework was implemented during the 2011-12 school year at Thornton, Coronado Hills, and McElwain elementary schools and Thornton Middle School. The Middle Years component of the IB curriculum, which serves students in

grades 6 through 10, was expanded in the 2012-13 school year to serve all ninth grade students at Thornton High School.

The Studio School, which emphasizes arts integration throughout its curriculum, expanded to grade 5 for the 2011-12 school year. The school's planned expansion to grades 6, 7, and 8 has been suspended at this time because of facility and resource limitations.

The staff at Rocky Mountain Elementary School has taken steps during the 2012-13 school year to implement instruction with an expeditionary learning focus. Implementation of expeditionary learning will go deeper in the 2013-14 school year, and this learning opportunity will be made available to a limited number of students from throughout the District as space allows.

### **Compliance Statement:**

The District's performance has complied with the standard during the current school year and is expected to comply with the standard during the 2013-14 school year.

- 3. POLICY WORDING:** *Adams 12 Five Star Schools will develop and expand the offerings of relevant and current technical educational programs at various locations throughout the District.*

### **Interpretation:**

I interpret "technical educational program" to mean courses offered to high school students in the six career and technical education (CTE) concentrations identified by the Colorado Community College System: 1) agricultural and natural resources; 2) business and public administration; 3) hospitality, human services, and education training; 4) health sciences and public safety; 5) STEM, arts, design, and information technology; and 6) skilled trades and technical sciences.

### **Data Reported:**

The District provided 42 career and technical education (CTE) programs in District high schools and the Bollman Technical Education Center (BTEC) during the 2011-12 school year. Eleven of those programs were provided at BTEC; two at the District's central office (ESC); and 29, including Alternative Cooperative Education, Business Education, Family and Consumer Sciences, and Marketing Education, were offered at the District's six high schools.

BTEC's programming has expanded during the past two school years to include Multi Media/Video Production and Power Sports and Equipment Technology. In addition, BTEC has expanded the number of sections offered to students in Medical Sciences and Engineering during that same time frame. BTEC's total enrollment has grown by 34 percent during the past two years.

BTEC has also, during the past two school years, provided the opportunity for students to earn Career Ready Colorado Certificates in the disciplines of a) Reading for Information, b) Applied Mathematics, and c) Locating Information.

During the 2011-12 school year, BTEC piloted a concurrent enrollment opportunity for students in partnership with Front Range Community College (FRCC). The cooperative agreement

allows students enrolled in Automotive Technology II to earn credit toward graduation with the District as well as credit with FRCC. The District and FRCC plan to explore extension of these concurrent enrollment options to other program areas in future school years. Finally, BTEC made further program expansion for the 2012-13 school year, including a) the addition of an aerospace engineering course; b) addition of an Emergency Medical Technician -- Basic course; and c) Power Motor Sports and Equipment Technology Level II.

During the 2012-13 school year, Mountain Range expanded its CTE programming by adding the Alternative Cooperative Education course. Legacy High School expanded its programming to include a Nutrition and Wellness course as part of the Family and Consumer Sciences career pathway. Finally, Northglenn High School expanded its 2012-13 course offerings to include Principles of Engineering and Principles of Biomedical Sciences. The new course offerings at Northglenn High will not initially be within the District's CTE umbrella, but we anticipate they will be in future years through collaborative efforts of BTEC and Northglenn High staff.

#### **Compliance Statement:**

The foregoing data demonstrates that the District has expanded relevant and current technical education programming. The District's performance has complied with the standard during the current school year.

#### **4. POLICY WORDING:** *Adams 12 Five Star Schools will develop and offer full day kindergarten programs at each elementary school throughout the District.*

#### **Interpretation:**

There are two reasonable interpretations that can be made of the term “offered” as explained in the compliance statement below. Clarification of the policy language is requested by the Superintendent.

#### **Data Reported:**

During the 2012-13 school year, the District has provided full-day kindergarten opportunities at 27 traditional and magnet schools serving kindergarten students. Full-day kindergarten opportunities are provided tuition free at the District’s Title I schools on a space available basis. At the non-Title schools, for parents able/willing to pay tuition of \$300 per month, full-day programs are also available. Full-day programs have not been provided this year at Westview, Riverdale, Skyview, Woodglen, and Leroy Drive elementary schools because of inadequate enrollment demand/inability to pay tuition by parents.

The District is currently registering students for full day kindergarten for the 2013-14 school year at 26 traditional/magnet schools. Inadequate demand/inability to pay tuition persists at the five schools noted above, and this dynamic will also extend to Centennial Elementary for the 2013-14 school year. The reason why full-day kindergarten is not provided in the five elementary schools identified above is that an inadequate number of parents in those schools are able/willing to pay the tuition. Compliance with the standard turns upon interpretation of the term “offered” and whether it is satisfied simply by making available a full-day opportunity at each school or whether it requires that full-day kindergarten is provided to all students who desire it, regardless of facility space limitations or family financial resources. Under the latter interpretation, the District’s performance does not comply with the standard.

## **Compliance Statement:**

The District has offered, for both the current school year and the 2013-14 school year, full day or expanded day kindergarten at each elementary school in which facility space is available and in which it is reasonable to believe that parent demand for such services will be adequate.

- 5. POLICY WORDING:** *Adams 12 Five Star Schools will expand the world language programs to the elementary level beginning between 1<sup>st</sup> and 3<sup>rd</sup> grade and until serving all grades kindergarten through 12<sup>th</sup> grade.*

## **Interpretation:**

I interpret "world language programs" to mean: the delivery of instruction to assist students in developing basic vocabulary, speaking and writing skills in a language other than English. A "world language program," for purposes of this policy, does not require daily instruction in the second language nor does it require intensity of instruction that would allow the student to become proficient or advanced in the second language.

I interpret "expand" to mean that the a) depth/intensity of foreign language instruction, or b) the breadth/scope of foreign language instruction (e.g., the number of languages offered to students), increases in one or more District elementary schools during the monitoring period.

## **Data Reported:**

The Board of Education granted Global Village Academy a charter to commence operations in grades K-4 beginning in August 2011. Global Village immerses students in Chinese, Spanish, or Russian with the objective of developing students who are fluent in one or more of these languages and English. Global Village's enrollment grew substantially during the 2012-13 school year and is expected to increase further for the 2013-14 school year.

Thornton Elementary, Coronado Hills Elementary, and McElwain Elementary transitioned to the International Baccalaureate system of learning, also known as the Primary Years Program (PYP), in August 2011. Leroy Drive Elementary adopted PYP in August 2010. PYP at each of these schools includes 45 minutes per week of Spanish instruction for all students. Foreign language programs were not expanded, as interpreted above, during the 2012-13 school year and are not expected to expand for the 2013-14 school year.

All District middle schools offer instruction in at least one language other than English, and each District high school offers instruction in at least two languages other than English. In addition, the International School at Thornton Middle offered Arabic during the 2012-13 school year with grant funds, and plans to continue programming during the 2013-14 school year. Except for the International School at Thornton Middle, the number of foreign language courses offered at middle and high schools did not increase for the school year due to resource limitations and the absence of strong student interest in such courses. Expansion of foreign language programming is not anticipated at the secondary level for the 2013-14 school year for similar reasons.

### **Compliance Statement:**

The District has not expanded its world language programs at the elementary level as required by the policy, and so its performance does not comply with the standard.

**6. POLICY WORDING:** *Adams 12 Five Star Schools will develop and offer pre-school programs at each elementary school throughout the District.*

### **Interpretation:**

The Board's policy statement is clear and does not require further interpretation.

### **Data Reported:**

The District currently provides preschool services at nine elementary schools and at the Early Childhood Center located near the Thornton High School campus. Preschool services are provided to students who qualify for special education services and to those students with poverty/risk factors that qualify for state funding through the Colorado Preschool Program. In addition, the District provides tuition-based preschool services at the "Bright Horizons" center located on the Horizon High School campus.

The District's focus during the 2012-13 school year has been to improve the quality of existing programming services to second language learners. Title I resources were first allocated in the 2011-12 school year to hire two early childhood English as a Second Language (ESL) teachers, and these teachers continue to provide direct and consulting services for the benefit of 300 preschool students throughout the District.

During the 2013-14 school year, District staff will study the feasibility of expanding preschool programming at select elementary schools. It is hoped that such expanded learning opportunities will a) improve long-term student achievement for participating pupils, and b) attract students to enroll at participating schools for the duration of their elementary education. Preschool expansion will be dependent upon the availability of financial resources to modify available facility space to serve preschool children and the availability of financial resources to support operation of such programs.

### **Compliance Statement:**

The District does not offer preschool programming at each elementary school; has not expanded the number of schools providing preschool during the 2012-13 school year; and does not expect to expand preschool sites during the 2013-14 school year. Given the earlier interpretation of the global provisions regarding "aspirations" and "goals", the District's current resource limitations, and the Board's designation of preschool expansion as its lowest priority Aspiration, the non-expansion of preschool sites complies with the policy standard.

**The Board acknowledged receipt of a delayed monitoring report as of March 20, 2013, for the period February 16, 2012 through March 20, 2013, concerning Ends Policy 1.4 Schooling - Aspirations, and found the superintendent's interpretations were reasonable and supported by data that was relevant, justified and complete.**