INTERNAL MONITORING REPORT
November 7, 2012

Policy: **2.05 Schooling**
Policy Category: **General Operating Limitations**
Period Monitored: **October 20, 2011 – November 7, 2012**

This is my monitoring report on the Board of Education's General Operating Limitations Policy "Schooling." I certify that the information is true and complete. This report will monitor the policy starting at its more detailed provisions and end with the global provision.

Chris Gdowski, Superintendent
November 2, 2012

POLICY WORDING:

The Superintendent shall not fail to create and sustain a high performing organization focused on its core business of teaching and learning. Furthermore, the Superintendent shall not fail to increase academic achievement across the District in the most effective and efficient manner.

Additionally, without limiting the scope of the foregoing by this enumeration, the Superintendent shall not fail to:

1. *Provide quality instruction that includes effective teaching, a comprehensive, rigorous curriculum that is research based, ongoing assessment of student learning, and the use of data to inform and guide instructional practices.*

INTERPRETATION:

I interpret *"a comprehensive, rigorous curriculum that is research based and data driven"* to mean:
School-based instructional materials for all core content areas are adopted through the procedures outlined in Superintendent Policy 6230. All school-based instructional materials have been extensively researched by school staff, principals, content coordinators, and the Chief Academic Officer to meet the educational needs of our students. These instructional materials have been adopted to support the delivery of the Colorado Academic Standards.

COMPLIANCE STATEMENT:
The District's performance has complied with the standard.

INTERPRETATION
I interpret *"effective teaching"* to mean:
Teacher Effectiveness as defined by the State Council for Educator Effectiveness:

> Effective teachers in Colorado have the knowledge, skills and commitments that ensure equitable learning opportunities and growth for all students. They strive to close achievement gaps and to prepare a diverse student population for postsecondary success. Effective teachers facilitate mastery of content and skill development, and identify and employ appropriate strategies for students to develop the skills, interests, and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and find ways to engage them in a mutually-supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

1) *Throughout the 2012-2013 school year, 80% of District teachers will be evaluated through an evaluation process that meets the requirements of Senate Bill 10-191.*

DATA REPORTED:
The District will implement the requirements of Senate Bill 10-191 with teachers who have volunteered to pilot the SB-191 Teacher Effectiveness Evaluation tool during the 2012-13 school year. All teachers will be evaluated with the Teacher Effectiveness Evaluation tool in the 2013-2014 school year.

COMPLIANCE STATEMENT:
The District has not implemented the full evaluation system which meets Senate Bill 10-191 requirements and so its performance does not comply with Standard 1. Compliance is expected with full implementation of the new evaluation system in 2013-14.

INTERPRETATION
I interpret *"ongoing assessment"* to mean:

Interim assessments shall be implemented as defined by the Colorado Department of Education. CDE describes interim assessment as:
"An assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (e.g., by course, grade level, school, or district)."

DATA REPORTED:
The NWEA MAP assessment system was implemented in the 2011-2012 school year and is administered to students in grades K-10 in reading and math in the fall, winter and spring. The District also administers fall/spring PALs to all K-3 students and the fall/spring writing assessment to all students.

The NWEA MAP assessment system is aligned to Colorado Academic Standards. The available research, both nationally and locally, indicates that the MAP assessments show high levels of both reliability and validity. Based on national research, the internal consistency reliability of the MAP assessments is routinely 0.90 or higher, which meets stringent industry standards. The correlation between MAP and Transitional Colorado Achievement Program (TCAP) for Adams 12 students is very high: 0.87 for Reading and 0.90 for Math. Additionally, projected proficiency from MAP is a strong predictor of concurrent TCAP proficiency. In terms of students scoring below proficient and proficient or above, the correct prediction rate in Adams 12 for the 2011-2012 school year for the Reading MAP was 85% and for the Math MAP was 89%. Those correlations and proficiency prediction rates represent strong evidence of the validity of the MAP test.

COMPLIANCE STATEMENT:

The District's performance has complied with the standard.

POLICY WORDING:
2. Provide similar academic, elective and technology offerings to all students.

INTERPRETATION
The phrase "*similar academic, elective and technology offerings to all students*" is clear and does not require interpretation.

DATA REPORTED:
At the elementary level, schools provide similar courses/content in reading, writing, mathematics, science, and social studies. Each school offers music, art, and physical education to students on a periodical/rotational basis, and all students receive instruction in technology skills on a periodic/rotational basis through instruction supported by teacher librarians/digital literacy TOSAs or by classroom teachers. Seven of our elementary schools offer an additional specials class to support the large student population and cover four classroom rounds at any given grade level. The schools below offer a technology class for their students:

- Cotton Creek
- Meridian
- Silver Creek
- Arapahoe Ridge
- Stellar
- Eagleview
- Mountain View

Middle schools provide similar courses/content in language arts, mathematics, science, and social studies. Each school offers music, art, technology/computers, world languages, and physical education. There are slight differences in the elective offerings that each school provides for their students. Elective course offerings are dependent upon student requests for a certain course at each school. When schools offer courses to students during registration, the only courses that can be sustained are those that have a significant amount of students who choose to register for the course. Generally, schools cannot offer an elective class of 24 or fewer students enrolled, given budgetary limitations.

High schools provide similar courses in English, mathematics, science, and social studies. Each school offers multiple courses/content in music, art, technology/computers, world languages, drama/theater, and physical education. High schools differ in elective courses offered based upon differences in student interest/demand for specific elective courses.

COMPLIANCE STATEMENT:
The District's performance has complied with the standard.

POLICY WORDING

3. Provide equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence. Providing equal access to high quality education for every child may require the investment of unequal resources to ensure an equitable outcome.

INTERPRETATION:

The policy language that requires the District to "*provide equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence"* is clear and does not require interpretation.

DATA REPORTED:

a) All students in Five Star Schools are assigned to attend a specific school based upon the geographical attendance area of their residence. However, parents/guardians have other options based on a state law requiring open enrollment in all Colorado school districts. If students wish to attend another school, they can apply through the district's Schools of Choice Program. The District will determine the specific schools open to choice by December 1 of each year. A list of the schools will be published on the District web site and through other district publications. That decision is based upon space, adequate budget, and sufficient staffing at each school to accommodate additional students.
The District had 20 out of 32 elementary schools, 3 out of 3 magnet schools, 5 out of 8 middle schools, and 3 out of 5 high schools in 2012-2013 school year open for choice.

Choice Elementary Schools:
- Arapahoe Ridge   Kindergarten through 5th grade open
- Centennial   Kindergarten through 5th grade open
- Cherry Drive   Kindergarten through 5th grade open
- Eagleview   Kindergarten through 5th grade open
- Glacier Peak   Kindergarten through 5th grade open
- Hunters Glen   Kindergarten through 3rd grade open
- Leroy Drive   Kindergarten through 5th grade open
- Malley Drive   Kindergarten through 5th grade open
- McElwain   3rd through 5th grade open
- North Mor   1st through 5th grade open
- North Star   Kindergarten through 5th grade open
- Prairie Hills   1st through 3rd grade open
- Riverdale   Kindergarten through 5th grade open
- Skyview   Kindergarten through 5th grade open
- Stellar   Kindergarten through 3rd grade open
- Stukey   Kindergarten through 5th grade open
- Tarver   Kindergarten through 5th grade open
- Thornton   Kindergarten through 5th grade open
- Westview   Kindergarten through 5th grade open
- Woodglen   Kindergarten through 5th grade open

Choice Middle Schools:
- Rocky Top   6th grade: 10 spaces available for District 12 residents only, 7th and 8th grade: 10 spaces available per grade
- Shadow Ridge   Grades 6-8 open
- Silver Hills   6th grade: 20 spaces available for District 12 residents only, 7th and 8th grade: 20 spaces available per grade
- The International School   Grades 6-8 open
- Westlake   Grades 6-8 open – 20 spaces per grade

Choice High Schools:
- Horizon   9th grade: 75 spaces available, 10th grade: 25 spaces available
- Northglenn   9th through 11th grade open
- Thornton   9th through 11th grade open

MAGNET SCHOOLS:

All grades are posted open at our magnet schools but it does not necessarily mean there is space available in all grades. Kindergarten is always open to fill 50 spaces at each school (75 at Hulstrom Options). Applications received for grades that do not have space available will be kept on file for the 2012-13 wait list to fill as needed.

- Hulstrom Options   Kindergarten through 8th grade open
- STEM Schools   Kindergarten through 8th grade open
- The Studio School   Kindergarten through 5th grade open

b) The District has adopted the International Baccalaureate programming for Leroy Drive Elementary, Coronado Hills Elementary, Thornton Elementary, McElwain Elementary, and The International School at Thornton Middle School. These schools are beginning their second year of implementation.

c) The District closed Niver Creek Middle School at the end of the 2011-2012 school year and opened STEM Launch for the 2012-2013 school year, which is a sister school of the STEM Lab school. Currently a little over 75% of the students come from the old Niver Creek boundary.

d) The District offers arts integration at The Studio School; Hulstrom offers opportunity for students who are seeking advanced curricular and instructional support.

e) The District is currently under a Department of Justice Agreement regarding the delivery of instruction for our English Language Learners. We have made significant changes in order to meet the needs of all students at all schools in the District.

COMPLIANCE STATEMENT:
The District's performance has complied with the standard.

INTERPRETATION:
I interpret *"Providing equal access to high quality education for every child may require the investment of unequal resources to ensure an equitable outcome"* to mean:

The allocation of district resources is considered in a manner that recognizes the current performance and needs of diverse students throughout the District and provides opportunities for students and parents who earnestly engage in these opportunities to have equitable educational experiences and outcomes to those of other district students.

DATA REPORTED:
The District allocates greater resources to ensure an equitable outcome for our students living in lower socio-economic status (SES) areas of our district. For example:

District funds are allocated to provide:
- Assistant principals to our 12 Title I schools where other schools of equal student population are not allocated this resource
- .5 Primary Years Program Coordinator for Leroy Drive, McElwain, Coronado Hills, and Thornton Elementary Schools
- .5 Teaching/Learning Cycle Coach for all Title I elementary schools
- .5 Middle Years Program Coordinator for The International School at Thornton Middle School and Thornton High School
- 1.0 STEM Coordinator at STEM Launch
- 2.0 campus supervisors at STEM Launch
- 1.0 Dean of Students at STEM Launch

Federal Title funds are allocated to provide:
- 1.0 T/LC coach to each Title I school
- Full-day kindergarten for elementary Title I schools
- Additional teachers at The International School at Thornton Middle beyond what the school's general budget allows
- 1.0 Student Achievement Coach at The International School at Thornton Middle
- All Title I schools have either a .5 or 1.0 Parent Liaison to support more parent involvement
- Parent engagement/activity resources

COMPLIANCE STATEMENT:
The District's performance has complied with the standard.

POLICY WORDING:
4. Allocate equitable human resources and curricular and instructional resources among schools.

INTERPRETATION:
I interpret "*Allocate equitable human resources and curricular and instructional resources among schools."* to mean:
Deployment of the most qualified staff and funding for instructional materials shall be dispersed to schools in a fair and objective manner.

DATA REPORTED:

    a) The District's Human Resources department ensures that all schools have Highly Qualified educators, as defined by the State of Colorado, in every classroom throughout our district. During the 2012-13 school year, the District's non-charter schools have a 100% compliance rate. The Districts' Charter Schools had a 97% compliance percentage, with Global Village being the only charter school out of compliance. At the time of this report, Global Village had a 73% compliancy rate. Global Village has assured the District that they will be at 100% by November 15, 2012.

    b) All schools are allocated an equal proportion of curricular and instruction funding each year based on their student enrollment numbers. All content areas (literacy, math, science, social studies, art, music, physical education/health, and theater/drama) are allocated textbook adoption money every seven years to update materials and supplies for each school.

COMPLIANCE STATEMENT:
The District's performance is not in compliance with sub-standard (a). Compliance is expected on November 15, 2012.

POLICY WORDING:
 5. Ensure a principal with strong leadership and management skills is placed in each school.

INTEPRETATION:
I interpret *"Ensure a principal with strong leadership and management skills is placed in each school"* to mean:
Principal *Effectiveness as defined by the State Council for Educator Effectiveness:*
        Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the school's primary instructional leader, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports the school's ability to promote equity and to continually improve its positive impact on students and families.

1) 100% of principals and assistant principals throughout the District are evaluated each school year through an evaluation process that meets the requirements of Senate Bill 10-191, including but not limited to its requirement that student performance data be incorporated into the evaluation.
2) 100% of principals rated "Not Evident" are removed from duty
3) Principals rated as "Partially Proficient" may be removed or may be given further support to improve performance.

DATA REPORTED:
The District has implemented a new evaluation system that meets the requirements of Senate Bill 10-191 in the 2012-2013 school year and will generate baseline data to evaluate the District's compliance with this interpretation by the end of the 2012-13 school year.

COMPLIANCE STATEMENT:
The District's performance has complied with the standard.

POLICY WORDING:
6. While raising student achievement for all students, eliminate the achievement gap between and within student groups.

INTEPRETATION:
I interpret '*While raising student achievement for all students"* to mean:

The District Performance Framework shall reflect a greater percentage of points achieved each year.

DATA REPORTED:
- 2009-2010 Performance Framework reflected a total score of 56.7%
- 2010-2011 District Performance Framework reflected a total score of 56.6%
- 2011-2012 District Performance Framework reflected a total score of 55.0%

COMPLIANCE STATEMENT:
The District's performance has not complied with the standard. The District will achieve compliance by its performance in the 2012-2013 school year and has set a performance benchmark of 56.7% for the 2012-2013 school year.

INTEPRETATION:
I interpret *"eliminate the achievement gap between and within student groups"* to mean:

The District Performance Framework shall reflect a "Meets" rating in regard to state expectations for closing Academic Growth Gaps or shall demonstrate annual growth consistent with performance at the "Meets" level by 2016.

DATA REPORTED:
- 2010-2011 District Performance Framework, Adams 12 received an "Approaching" rating in regard to State expectations for closing Academic Growth Gaps and with a percentage of 53.3%
- 2011-2012 District Performance Framework, Adams 12 received an "Approaching" rating in regard to State expectations for closing Academic Growth Gaps and with a percentage of 51.1%.

COMPLIANCE STATEMENT:
The District's performance has not complied with the standard. The District will achieve compliance by 2016 and has set a performance benchmark of 53.3% for the 2012-2013 school year.

POLICY WORDING:
7. Provide timely, appropriate interventions and supports to those students who are not demonstrating adequate growth to catch up and keep up as defined by the District and School Performance Frameworks.

INTEPRETATION:
I interpret "*Provide timely, appropriate interventions and supports to those students who are not demonstrating adequate growth to catch up and keep up as defined by the District and School Performance Frameworks*" to mean:

All Adams 12 schools will have a team dedicated to supporting interventions that are timely, researched-based and rigorous to at least 95% of students who require additional growth to "Catch Up" or "Keep Up" as defined by the performance framework.

DATA REPORTED:
100% of schools have a response to intervention/problem solving team established; however, many of our schools are still not providing timely, research-based, and rigorous interventions to 95% or more of the students in the "Catch Up" and "Keep Up" categories.

COMPLIANCE STATEMENT:
The District's performance has not complied with the standard. The District will achieve compliance by 2016.

POLICY WORDING:
8. Provide timely, appropriate interventions and supports to any school that is not in the Accredited with Performance Plan category or higher.

INTEPRETATION:
I interpret "*Provide timely, appropriate interventions and supports to any school that is not in the Accredited with Performance Plan category or higher*" to mean:

1) 100% of schools Accredited with Improvement Plan, Priority Improvement Plan or Turnaround Plan shall develop an Unified Improvement Plan receiving approval from the Colorado Department of Education, and
2) The Chief Academic Officer certifies that the District has provided the interventions and supports required by each UIP to each school designated as a Turnaround, Priority Improvement or Improvement School.

DATA REPORTED:

Unified Improvement Plans for all District schools were developed during the 2011-2012 school year and submitted to the Colorado Department of Education (CDE) and approved by the Colorado Department of Education in June of 2012. Revised/updated UIPs will be developed by January 2013 for all the schools identified in the 2012 column.

SCHOOL	LEVEL	PLAN TYPE 2010	PLAN Type 2011	PLAN Type 2012
CORONADO HILLS	E	Priority Improvement	Priority Improvement	Turnaround
FEDERAL HEIGHTS	E	Priority Improvement	Priority Improvement	Priority Improvement
HILLCREST	E	Improvement	Priority Improvement	Turnaround
STUKEY	E	Priority Improvement	Performance	Priority Improvement
THORNTON ES	E	Priority Improvement	Priority Improvement	Priority Improvement
INTERNATIONAL at THORNTON MIDDLE	M	Improvement	Priority Improvement	Priority Improvement
COVA	K-12	Priority Improvement	Priority Improvement	Priority Improvement

The Chief Academic Officer has executed the attached certification confirming the District has provided the interventions and supports described in the 2011 Unified Improvement Plans approved by CDE in June of 2012.

COMPLIANCE STATEMENT:
The District's performance has complied with the standard.

POLICY WORDING:
9. Ensure that the learning and work environments are safe and secure so that each student and staff member will achieve high levels of performance.

INTEPRETATION:
I interpret "*Ensure that the learning and work environments are safe and secure so that each student and staff member will achieve high levels of performance*" to mean:

The District shall have processes and procedures in place that commit resources to maintenance of safe schools and other district-owned facilities for students and staff.

DATA REPORTED:
Superintendent Policies have been adopted at all work locations and are adhered to in order to establish an environment that supports quality learning and a safe and supportive working environment.

Policy 1200 Visitors to Schools
Policy 3500 Safe Schools
Policy 3510 Emergency Response Plan
Policy 4000 General Personnel Policy
Policy 5000 Student Conduct, Discipline and Due Process
Policy 5030 Student Use of Cell Phone and Other Personal Electronic Devices
Policy 5080 Gangs, Secret Societies and Disruptive Groups
Policy 5110 Student Bullying, Harassment, Hazing, Intimidation and Threatening Behavior
Policy 8200 Internet Safety

Beyond the Superintendent Policies, the District has allocated resources to support a safe and secure learning environment for all staff, students, and community members.

- Each middle school has a full-time Student Resource Officer in the building to support the safety of students and staff.
- STEM Launch (K-8) has two campus supervisors and a dean to support student/staff safety and development of a positive learning environment.
- Each high school has one full-time Student Resource Officer and three campus supervisors to support the safety of students and staff.
- Each high school has two Deans to assist in the development of a positive learning environment within the building.

The District's Safe and Secure Environments Department operates the Communication Center 24 hours a day year round, and has security officers that it can quickly deploy to District schools and work sites on an as-needed basis to secure students, staff, and assets. In addition, the Communication Center's staff can interact on an expedited basis with dispatchers for local law enforcement and fire protection agencies so that those resources are deployed quickly in emergency situations.

COMPLIANCE STATEMENT:
The District's performance has complied with the standard.

Global Policy Prohibition: *The Superintendent shall not fail to create and sustain a high performing organization focused on its core business of teaching and learning. Furthermore, the Superintendent shall not fail to increase academic achievement across the District in the most effective and efficient manner.*

I submit that the Board's policy is comprehensively interpreted in the preceding provisions.

Compliance Statement:
I report compliance in eight areas and non-compliance in four areas.

Comply with Standards:
- Comprehensive curriculum
- Ongoing Assessment
- Effective teaching
- Ensure highly effective principal
- Provide similar course offerings at all four levels: Elem., K-8, Middle, and High
- Equal access to quality education
- Allocation of resources to support equitable student outcomes
- Work environments that are safe and secure for students and staff

Non-compliance of Standards:
- Raising student achievement for all students
- Eliminate the achievement gap between and within student groups
- Allocate equitable human resources
- Timely, appropriate interventions to students

All compliance targets are expected to be met at the conclusion of the 2015-2016 school year, with interim annual progress to be made in meeting performance benchmarks in student achievement and reducing achievement gaps as set forth in the annual 2.05 monitoring reports

The Board acknowledged receipt of a delayed monitoring report as of November 7, 2012 for the period October 20, 2011 through November 7, 2012 of the Superintendent concerning Operating Limitations Policy 2.05 Schooling, and the Board found the superintendent's interpretations were reasonable and supported by data that was relevant, justified and complete, except for areas of non-compliance which it required to be updated by the next scheduled monitoring report.