



# The Buzz

A consolidated federal programs newsletter

Issue 6

February 2004

## English Language Learners Inclusion/Exclusion in AYP Calculations for 2003-2004

The following documentation details how CDE will include, exclude, and define English Language Learners (ELL) for 2003-2004 AYP calculations.

### Data Elements:

The ELL subgroup ("Limited English Proficient" in 2002-2003 reports) is defined by the language proficiency code in the student biographical data section. Students coded as "Language Proficiency" =1, 2, or 3 (a NEP, LEP or FEP student) are included in the ELL subgroup for 2003-2004.

ELL students are excluded from Proficiency Target and Safe Harbor calculations on the basis of three codes: language proficiency, language background, and continuous in U.S. The exact exclusions are noted below.

### Participation:

To count as a reading participant for AYP, a student classified as an English Language Learner, as described above, must take one of the following assessments:

- CSAP Reading
- Lectura (only NEP or LEP students, with Language Background = 1 or 2 [Spanish or Other], and in U.S. for less than 3 years are included as participants)
- CSAP-A

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## Professional Development and School Support Services Website

The Consolidated Federal Programs Unit is pleased to announce the launch of the Professional Development and School Support website.

Are you a . . .

- ✓ Title I school
- ✓ School or District on School or Program Improvement
- ✓ School or District wanting information on professional development opportunities for your staff
- ✓ School involved in continuous improvement activities
- ✓ Member of an educational organization such as CASE, CASB, CPTA
- ✓ Resident of another state

If you fall into any of the above categories, this website may have interesting information that can benefit you or your school. The website can assist in answering the following questions:

- ? Want to find out about professional development activities sponsored by the Consolidated Federal Programs Unit?
- ? Want to learn what the state is doing in the area of school support?
- ? Would you like to know what the research says about various school support, professional, and/or staff development theories?
- ? Want to find what assistance is available to Title I schools and districts on School Improvement, Program Improvement, and/or Corrective Action?

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- CSAP-A online
- English Language Assessment (only NEP or LEP students, with Language Background = 1 or 2 [Spanish or Other], and in U.S. for less than 3 years are included as participants)

To count as a math participant for AYP, a student classified as an English Language Learner, as described above, must take one of the following assessments:

- CSAP Math
- CSAP-A
- CSAP-A online
- English Language Assessment (only NEP or LEP students, with Language Background = 1 or 2 [Spanish or Other], and in U.S. for less than 3 years are included as participants)

### Reading Proficiency:

ELL students who have been in the U.S. for less than three years (coded as "Continuous in US" = 0), have a language background of Spanish or Other (coded as "Language Background" = 1 or 2), **and** are NEP or LEP (coded as "Language Proficiency" = 1 or 2) will be excluded from 2003-2004 AYP reading performance calculations, *if they take CSAP reading exam or CSAP-A in English*. Whether or not the test invalidation field is blank, the students will be excluded from the AYP calculation. If the student's native language is Spanish, and they take the Spanish CSAP reading assessment (Lectura), they will be included in 2003-2004 reading performance calculations.

Districts can appeal state results with these exclusions based on the inclusion of **all** ELL students who have been in the US less than three years, with a Language Background not English, are NEP/LEP, *and do not have a test invalidation code*.

### Math Proficiency:

ELL students who have been in the US for less than three years (coded as "Continuous in US" = 0), have a language background of Spanish or Other (coded as "Language Background" = 1 or 2), **and** are NEP or LEP (coded as "Language Proficiency" = 1 or 2) will be excluded from 2003-2004 AYP math performance calculations. Whether or not the test invalidation field is blank, the students will be excluded from the AYP calculation.

Districts can appeal state results with these exclusions based on the inclusion of **all** ELL students who have been in the US less than three years, with a Language Background not English, are NEP/LEP, *and do not have a test invalidation code*.

### Safe Harbor and 2002-2003 Data:

ELL students will be included in the same way as they were in 2002-2003 for that data. Please see <http://www.cde.state.co.us/ayp/download/DataElements.pdf> for the detailed elements.

## Use of Required 5% Set Aside

All districts that receive Title I funds must set aside 5% of their allocation for professional development. These dollars are intended to help ensure that all Title I teachers and paraprofessionals in targeted assistance programs or all teachers in schoolwides are highly qualified by the end of the 2005-2006 school year. However, some districts are finding that, for many reasons, much of this set aside is not needed in this area. For example, all of their teachers already meet the definition of highly qualified as established by No Child Left Behind. The following, then, is a set of guidelines for using this set aside:

- The first priority for the 5% set aside is to ensure that Title I teachers meet the highly qualified definition.
- If most/all Title I teachers and paraprofessionals in targeted assistance programs or all teachers in schoolwide programs do meet this requirement, this set aside should be used to support high quality professional development.
- Finally, when the above two points have been addressed through the set aside, the district may use the remaining amount to support other planned professional development activities. This could include software, teacher libraries, and professional development materials.

In essence, administrators need to be sure that documentation exists for having met the first two priorities. Note that on-site monitoring visits will require this documentation. We are aware that for districts with schools on Improvement or other funding sources for professional development at the school and district level, resources for professional development may exceed what is possible and feasible. We request that districts wanting to use this set aside for any other expenditure submit a waiver request. Ed-Flex waivers are available at [www.cde.state.co.us/cdeunified/edflexintro.htm](http://www.cde.state.co.us/cdeunified/edflexintro.htm). Waivers should be submitted with the district's Consolidated Application.



# CALENDAR OF EVENTS

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## February 4<sup>th</sup>

Parent Involvement Toolkit Workshop  
Grand Junction, 12-3 p.m.  
Contact Clara Sanchez at [sanchez\\_c@cde.state.co.us](mailto:sanchez_c@cde.state.co.us)

## February 5<sup>th</sup>

Parent Involvement Toolkit Workshop  
Glenwood Springs, 1-4 p.m.  
Contact Clara Sanchez at [sanchez\\_c@cde.state.co.us](mailto:sanchez_c@cde.state.co.us)

## February 5<sup>th</sup>-7<sup>th</sup>

CCIRA 37<sup>th</sup> Annual Conference  
Visit [www.ccira.org](http://www.ccira.org) for more information.

## February 7<sup>th</sup>-10<sup>th</sup>

National Title I Conference 2004  
Closing the Achievement Gap One Step at a Time  
New Orleans, LA  
Visit [www.aplusevents.com](http://www.aplusevents.com) for more information.

## February 11<sup>th</sup>

Parent Involvement Toolkit Workshop  
Colorado Springs, 1-4 p.m.  
Contact Clara Sanchez at [sanchez\\_c@cde.state.co.us](mailto:sanchez_c@cde.state.co.us)

## February 15<sup>th</sup>-18<sup>th</sup>

Beyond School Hours: A national conference on quality  
extended-day programs. San Diego, CA  
Visit [www.foundationsinc.org](http://www.foundationsinc.org) for more information.

## February 18<sup>th</sup>

Parent Involvement Toolkit Workshop  
Alamosa, 1-4 p.m.  
Contact Clara Sanchez at [sanchez\\_c@cde.state.co.us](mailto:sanchez_c@cde.state.co.us)

## February 19<sup>th</sup>

Parent Involvement Toolkit Workshop  
Lamar, 1-4 p.m.  
Contact Clara Sanchez at [sanchez\\_c@cde.state.co.us](mailto:sanchez_c@cde.state.co.us)

## February 27<sup>th</sup>

Parent Involvement Toolkit Workshop  
Durango, 1-4 p.m.  
Contact Clara Sanchez at [sanchez\\_c@cde.state.co.us](mailto:sanchez_c@cde.state.co.us)

## March 3<sup>rd</sup> and 4<sup>th</sup>

Accountability Conference  
Radisson Southeast, Denver

## March 8<sup>th</sup>

Supplemental Services RFP due to CDE (postmarked  
March 5). Contact Laura Hensinger at  
[hensinger\\_l@cde.state.co.us](mailto:hensinger_l@cde.state.co.us)

## May 2<sup>nd</sup> - 6<sup>th</sup>

49<sup>th</sup> Annual International Reading Association Conf.  
Reno-Tahoe, Nevada  
Visit [www.reading.org](http://www.reading.org) for more information.

? Would you like to know about assistance available to schools and districts involved in improvement processes, but not on Title I School and/or Program Improvement or Corrective Action?

? Are you struggling with how to implement professional development and support strategies to ensure that your school has highly qualified principals, teachers, and paraprofessionals?

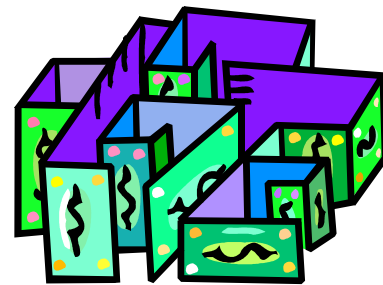
? Do you need information on best practices?

To find the website:

- Click on the **State and Federal Grants** on the home page of the CDE website.
- Under the Consolidated Information tag, click on **Professional Development/School Support**.

For more information on the website and its capabilities, Arti Winston will be providing a demo of the website at the Accountability Conference in March.

## Colorado's Accountability Conference:



## Navigating the Maze of Accountability

March 3 & 4, 2004

Radisson Hotel  
3200 South Parker Road  
Denver, Colorado  
Parker & I 225

Registration will be available online at  
CDE's website beginning February 6, 2004.

# No Child Left Behind Word Search



S S L P X L P L Z M T M B Y E H L N Z S  
 C J A V K H W A Q I O A T M O M V L U M  
 H Y W K V M B L R N Z I M E H E Y P T A  
 O W Y D L A W K I E L S O J W W P X H R  
 O S R O E M T T B I N B L C N L L Z F G  
 L C E I T I O A B A I T F K E V C Q B O  
 W G D Y M R F A J T F G P M K Z Y E R R  
 I H W Y I Y T I Z P X Y E O L B F C A P  
 D O C N M N Y U L M F N M J L T W I G L  
 E W G K U N W S V A T E C S Y I U T O A  
 L S D O H W T A S A U R H S Y J C I M R  
 E C C A G X J H L I A Q D Z T P Y Y V E  
 N C S Q A I I S Y Y K V Y N B Q N I D D  
 A C T N E M E V O R P M I L O O H C S E  
 P M B S L R M S C H O O L C H O I C E F  
 X Y T B V R N Q B S M M Q A Q G H W N U  
 Z L A I E A D X L P G Y G V H D I V M F  
 W I C C C H G C E X E K L B A Z H H Z J  
 E E K S W S D V D J S Q B Q E O S W F U  
 S H I H C U Z J E A A G S C A V L W E D

- |                       |               |
|-----------------------|---------------|
| ACCOUNTABILITY        | PARENT POLICY |
| SCHOOL IMPROVEMENT    | SCHOOL CHOICE |
| FEDERAL PROGRAMS      | NCLB          |
| HIGHLY QUALIFIED      | SCHOOLWIDE    |
| MONITORING            | AYP           |
| SUPPLEMENTAL SERVICES |               |

## *No Child Left Behind State Report Card*

The Colorado No Child Left Behind State Report Card is a annual report to the public from the Colorado Department of Education. The report is required under the No Child Left Behind Act. It provides statewide information concerning reading and mathematics proficiency data from the CSAP and CSAP-A. This information is provided both by grade level and grade span (elementary, middle and high). Additionally, information about Adequate Yearly Progress (AYP) participation rates is included by grade level; highly qualified teacher data from 2002-2003; background information and data concerning the graduation rate for 2002-2003; district AYP determinations; and a current list of Title I Schools on Improvement and their AYP status. The state report card can be downloaded from CDE's website at [www.cde.state.co.us/cdeunified/nclbstaterpt.htm](http://www.cde.state.co.us/cdeunified/nclbstaterpt.htm)

### **What is the difference between Program Improvement and School Improvement?**

Program Improvement is a classification for school districts that have not made adequate yearly progress (AYP) for two consecutive years. School Improvement is a classification for schools that have not made AYP. Presently, there are no districts in the state on program improvement. However, districts that did not make AYP for the 2002-2003 school year and do not make it again for the 2003-2004 school year will be placed on program improvement in the fall of 2004.

### **Is it possible for all schools in a district to make AYP while the district as a whole does not? Conversely, is it possible for the district as a whole to make AYP while some of its schools do not?**

The answer to both questions is yes. A district's AYP is calculated using an aggregate of all CSAP results for each of three grade spans: elementary, middle, and high. A district's AYP is calculated using an aggregate of all student results from the district as opposed to an average of school results. As results are aggregated across schools, the likelihood that there are 30 or more students in any one subgroup of students increases, which means the number of targets to be met by the district is likely to be higher than the number of targets to be met by individual schools. In general, the higher the number of targets to be reached, the less likely it is that a school or district will make AYP.

The data field used to identify children for inclusion in the AYP calculation is also different for schools and districts. For schools, the "continuously enrolled in school" field is used. For districts, the "continuously enrolled in district" field is used to identify students for inclusion. In districts that have more than one school per grade span, there is the possibility that students that may not be included at the school level will be included in making the AYP determination for the district.



## UPDATES

Free Books For Younger Readers. Bruce Larkin, the author of over two hundred children's books, has generously offered to donate to every kindergarten and first grade child in the United States a supply of his books to call their own.

**Books From Bruce**, The Literacy Empowerment Foundation, a 501(c)3 nonprofit organization, will distribute books through the Books from Bruce Program. Free books are available to educators to give to their students at [www.literacyempowerment.org](http://www.literacyempowerment.org). Books are free. Educators only pay shipping and handling. Books From Bruce Order Form:

<http://rd.bcentral.com/?ID=1446178&s=90252004>

The White House Office for Management and Budget has launched a website which offers one stop shopping for information on applying for all federal grants. **Grants.gov** makes it easier for organizations to learn about and apply for federal grants. The site provides information in a standardized format across agencies and includes a feature to help applicants find funding opportunities. The site presently has information about more than 800 available grant programs involving all 26 federal grant-making agencies including the Department of Education. These agencies together award more than \$360 billion in grant funds.

A new toll-free information resource provides superintendents with key information about No Child Left Behind. The **new resource line, (888) NCLB-SUP or (888) 625-2787**, offers information about all facets of the NCLB, including accountability and measuring school progress, supplemental services, public school choice, and details on the highly qualified teachers provisions of the law. By calling the information line, superintendents have a direct link to the U.S.D.O.E. for quick and concise responses to NCLB questions. The information line is staffed weekdays from 8 a.m. to 5 p.m. EST. During off-hours superintendents will be able to leave messages. They may also send e-mail inquiries to [NCLBSUP@ed.gov](mailto:NCLBSUP@ed.gov). Staff will ensure that all issues are addressed as quickly as possible.

# School Highlights

## Congratulations *Plateau Valley Elementary School* and *Wyatt-Edison Charter School*

CDE has the privilege of selecting two schools to be recognized as a Title I Distinguished School at the National Title I Conference in New Orleans. The two schools will be recognized for their academic achievements and awarded \$10,000. CDE has identified a Title I school that has 1) the highest scores in reading and math for the past three years and 2) has made the most significant progress in closing the achievement gap. In addition, selected schools must have a poverty rating of 40% or greater and have made adequate yearly progress (AYP).

**Plateau Valley Elementary School** in Plateau Valley School District 50 has been identified as the school with the highest overall CSAP score. Plateau Valley Elementary is a rural school with an enrollment of 170 students. They attribute their success to a highly trained and caring staff and high expectations for student achievement. Their instructional program is based on evaluation data to fit the needs of each student. By utilizing weekly instructional team meetings, bi-weekly staff meetings, active parental involvement, school newsletters and the distribution of informative publications, Plateau Valley is focusing on active involvement and communication.

**Wyatt-Edison Charter School** in Denver Public Schools has been identified as the school making the most significant progress in closing the achievement gap. Wyatt-Edison is a public charter school located in Northeast Denver serving students K-8. The student body is made up of approximately 42% Afro-American, 55% Hispanic and 3% Caucasian, Asian and American Indian. They have a free/reduced lunch count of 86% and 29.5 % of the students are English Language Learners. The instruction of the school is structured and based on data analysis. An extended day and yearly calendar provides added time for the instructional cycle as well as monthly "Benchmark" assessments which are aligned to state standards.

CDE would like to thank the staff, students and parents of Plateau Valley and Wyatt-Edison for all the hard work put forth to ensure the success of their student body.

Colorado Department of Education  
Office of Special Services  
201 E. Colfax Avenue  
Denver, CO 80203



**Did you miss the last Buzz? Visit [www.cde.state.co.us/index\\_funding.htm](http://www.cde.state.co.us/index_funding.htm) for a copy.**

**Concerns!!**

**Questions??**

**Comments**

*Do you want to be on the mailing list?*

**Contact Laura Hensinger at (303) 866-6675 or [hensinger\\_l@cde.state.co.us](mailto:hensinger_l@cde.state.co.us)**