



The Buzz

A consolidated federal programs newsletter

Issue 14

November 2004

10% SET ASIDE PROGRAM IMPROVEMENT

On October 12, 2004, a policy letter was sent to Chief State School Officers from Jackie Jackson at the U.S. Department of Education regarding the required 10% set aside for districts on program improvement. The letter states that the statutory provision clearly authorizes an LEA to use the professional development set-aside for teachers throughout the LEA. In determining how to use these funds, the LEA should examine the needs of all its schools—not just the ones that did not make adequate yearly progress (AYP) — before spending the 10 percent. In other words, if an LEA is identified for improvement because its high school did not make AYP, this does not necessarily mean that professional development needs exist only at the high school. There may well be professional development needs in elementary and middle schools too; after all, those students feed into the high school. An LEA should thus look at all its needs to determine where these set-aside funds are best spent.

For a copy of this letter visit
www.ed.gov/print/policy/elsec/guid/stateletters/uofcssos.html

UPDATES FROM THE ENGLISH LANGUAGE ACQUISITION UNIT

Single Assessment Instrument for English Language Learners

The new single assessment instrument for English language learners will be implemented in the spring of 2006. Colorado has been an active participant in the development of this English language assessment instrument over the past two years as a member of the Mountain West Assessment Consortium along with nine other states. We will provide more details in early spring 2005 with respect to the implementation guidelines, timelines, and the professional development aspects to ensure that district personnel are ready to administer this new instrument in the spring of 2006. It is our intent to work with district level English Language Acquisition Directors and Assessment Directors in planning how best to accomplish this important and eventful transition to a single instrument.

Teacher Quality Enhancement Grant (TQE)

The TQE is in its third year of a 3-year grant. It has partnered with 7 institutes of higher education and with the Community College Consortium comprised of 7 additional institutions. The major thrust of this partnership is to provide targeted and ongoing professional development to classroom teachers to support English language learners. Many of the participants will meet the requirements to attain an endorsement in English Language Acquisition.

English Language Proficiency Act (ELPA)

The deadline for submitting ELPA student counts is November 15, 2004. This year, all ELPA students will be admitted as first year participants. We now have the capacity to monitor the student's

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got time? take 2

Over the past six months, CDE has established six school support teams which have been sent to Title I Schools on Improvement to perform a diagnostic review of all facets of their operation, including an analysis of their practices in curriculum, assessment, instruction, school culture, family and community involvement, professional development, leadership, school organization, and comprehensive planning.

CDE is interested in developing additional school support teams. School support team positions are part time consultant positions. Team members are paid \$300 a day in addition to expenses. At a minimum, individuals interested in becoming a school support team member should have the following:

- Knowledge of and/or experience in the K-12 system;
- Knowledge of the Colorado Model Content Standards;
- Knowledge of the Colorado Student Assessment Program;
- Ability to work effectively as part of a team;
- Willingness and ability to participate in CDE's training and the willingness to follow CDE's organizational mission and directives; training scheduled for December 8-10;
- Willingness to travel; and
- Ability to commit to work between January and May 2005.

In addition to the minimum competencies listed above it is preferred if applicants have experience or knowledge in the following:

- Data analysis, use of data for decision making, and the development and implementation of school improvement plans;
- Comprehensive reform models and strategies;
- Extensive knowledge in one or more of the following areas: school leadership, curriculum, instruction, classroom management and discipline, school reform and improving educational opportunities for low achieving students;

- Scientifically based research strategies and practice on teaching and learning;
- Ability to communicate effectively orally and in writing; and
- Allocation of resources to support school reform and/or an understanding of the budget allocation process.

Interested individuals should complete an application, submit a letter of interest, a resume, and a completed recommendation form to Anita Foxworth at foxworth_a@cde.state.co.us. Interviews will be held to select school support team members. All application materials are due by November 12, 2004. For a copy of the application contact Desiree Sutter at (303) 866-6715 or by email at sutter_d@cde.state.co.us.

Math and Science Partnership

The Math and Science Partnership (MSP) program addresses a portion of the President's challenge—enunciated in No Child Left Behind—to strengthen K-12 science and mathematics education. The MSP program in Colorado promotes a vision of education for middle school students. The program supports partnerships that unite middle schools, institutions of higher education and other stakeholders in activities that ensure that no child is left behind in Mathematics and Science.

November is an important month for the MSP program. The MSP progress reports are due to CDE for consideration of future funding. The progress reports need to be submitted by 5:00 p.m., November 19, 2004 to

Bush White
1525 Sherman, Room 150
State Services Building
Denver, CO 80203

CDE will award an additional \$391,888 in Mathematics and Science Partnership funds under Title II, Part B of NCLB. The awards are a minimum of \$90,000 to a maximum of \$200,000. All proposals must be submitted to CDE not later than 5:00 p.m., December 13, 2004. The Request for Proposal (RFP) and training materials are available on the CDE website at www.cde.state.co.us/cdeunified/msp.htm.

CALENDAR OF EVENTS

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November 1st

Annual Financial Report due

For more information contact Debbie Wolfe at
wolfe_d@cde.state.co.us

November 9th – 10th

Colorado Principal's Leadership Institute in
Mathematics

McCrel, 2550 S. Parker Road, Aurora

For more information contact Susan Adams at
(303) 632-5552.

November 18th – 23rd

94th Annual National Council of Teachers
of English (NCTE) Conference
Indianapolis, Indiana

For more information visit

www.ncte.org/profdev/conv/annual

November 19th

State Committee of Practitioners Quarterly Meeting
Cherry Creek School District

Educational Service Center, Room 260

10 a.m. – 2:00 p.m.

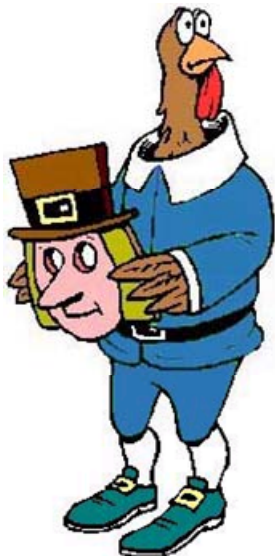
For more information visit

www.cde.state.co.us/cdeunified/tia_cop.htm

November 25th – 26th

Thanksgiving

CDE offices will be closed.



ELPA status at the state level so that we can inform schools whether the student is in their first or second year regardless of the student's district affiliation. Our new ELPA contact person, Morgan Cox, will be provide more specific ELPA program guidelines and FAQs in January 2005.

Data Accountability

Our biennial report to the Office of English Acquisition in Washington, DC is due December 1, 2004. As we continue to compile the data from across the state, it is important to note that we use the information districts provide us via the Consolidated Report, ELPA, CSAP and other state level information. The information we submit is a reflection of the overall data from across the state. We do review this information for accuracy and content. Thank you for completing and submitting this information on a timely basis.

NCLB/ELA Committee

The NCLB/ELA Committee is comprised of representatives from across the state working directly with ELL students. The committee meets on a monthly basis and reviews information pertaining to the ELD Standards, the single assessment instrument, Annual Measurable Achievement Objectives (AMAOs), AYP, ELPA, Title III and other related topics. They provide feedback and recommendations to the CDE ELA Unit on a regular basis. Title I, Special Education, and Assessment representatives from CDE also attend and participate in these meetings.

CABE and CO-TESOL Conferences

We are pleased that both the Colorado Association for Bilingual Education (CABE) and the Colorado Teachers of English to Speakers of Other Languages (CO-TESOL) continue to seek and sustain instructional and program initiatives in support of the ELL students and the teachers who work with our ELL students across the state. We commend them for their great work!

Look to The Buzz for future articles on this topic as the information becomes available. For questions regarding the English Language Learners Unit contact Frank Davila at
davila_f@cde.state.co.us

Colorado Highlight



The following is an excerpt from a speech delivered by Dr. Keith Owens, Colorado's 2003 Elementary Principal of the Year, at the Colorado Reading First Summit in Denver on October 12th.

We are here today to talk about Reading and our responsibility as teachers, parents, and administrators to ensure that ALL children have the opportunity to become proficient readers. I sincerely believe as many of you do, that each schools fundamental responsibility is to see that all children become proficient readers. The ability to read and comprehend allows every individual to fully participate in our democratic society. I would like to share what I believe are some of the common characteristics of high performing/high poverty schools:

1. The first is a belief in high expectations for all. We know that children can meet high academic standards regardless of race or income level. Many of the schools that are presenting this afternoon will showcase how they have raised their expectations and how everyone (teachers, parents, children) are meeting those higher expectations. The newly revised CBLA guidelines absolutely meet with this idea of high expectations and have raised the bar of what we expect from our children in Colorado. In conjunction with the new assessment guidelines we are at a place in Colorado that many other states around the country want to be.
2. The second common characteristic of high performing/ high poverty schools is the use of measurable goals to determine a climate of high achievement. The use of assessments to drive the instruction, specifically in reading is exactly what we are here today to learn about.
3. The third characteristic is high performing Master Teachers. High performing dedicated teachers are an absolute necessity in our high poverty Title I schools. Also, the professional development of these teachers is a responsibility that our schools and school districts must take seriously. I have had the opportunity to work first hand with a group of these high quality master teachers and have seen the effect they can have on a school.

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When are district Program Improvement Plans due to CDE?

Fifty-seven Colorado school districts have been identified for LEA Title I Program Improvement. Districts on Program Improvement must develop and submit to CDE a Program Improvement Plan by January 14, 2005. Information regarding District Program Improvement and the template for the Program Improvement Plan are available on CDE's website at www.cde.state.co.us/cdeunified/leaimp.htm

For additional information regarding Program Improvement contact Brad Bylsma at (303) 866-6937 or by email at bylsma_b@cde.state.co.us

Do districts have to submit to CDE a School Improvement Plan for each school on improvement?

No. Districts are responsible for providing the technical assistance for the development of a school improvement plan and approving the final plan. School Improvement plans do not need to be submitted to CDE however they should be available for review during a monitoring visit.

School Improvement plans must be developed within three months of a school's identification for improvement. Final determinations of School Improvement status were made on October 14, 2004 and many determinations were final as of September 7th; therefore, School Improvement Plans must be developed and submitted to the district for approval on or before January 14, 2005.

Additional information regarding School Improvement and a suggested template for the School Improvement Plan is available at www.cde.state.co.us/cdeunified/schimp.htm For other questions contact Brad Bylsma at (303) 866-6937 bylsma_b@cde.state.co.us





UPDATES

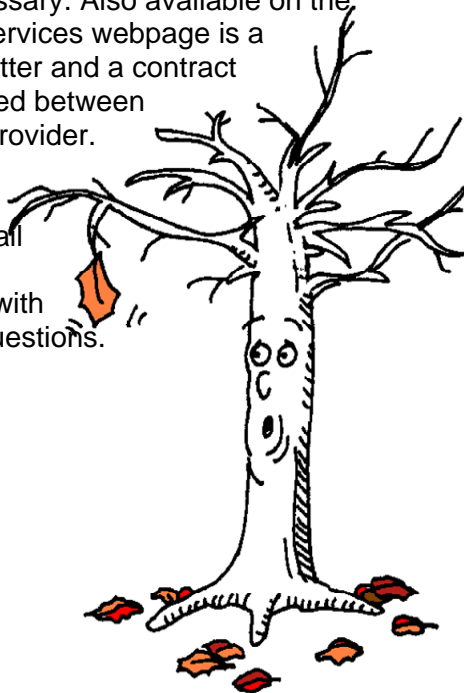
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For **free educational resources** for varying age groups in all subject areas visit www.ed.gov/free. The website just added eleven new learning resources in math and social studies. Topics include "Balanced Assessment" to "The Atlantic World: America & the Netherlands" to "Churchill & the Great Republic".

FRIENDLY REMINDER

Districts with schools entering into 2nd year improvement, corrective action or restructuring must notify the parents of their low-income students of the opportunity for Supplemental Services. School Adequate Yearly Progress determinations are final. If notification letters have not been sent they must be sent immediately. An electronic copy of the district's letter must also be submitted to Laura Hensinger at hensinger_l@cde.state.co.us. To find the providers available in your district visit www.cde.state.co.us/cdeunified/SuppServices.htm and click on Search for Approved Provider by District. Presently, only the districts with schools in 2nd year improvement or beyond are in the searchable database. We will add additional districts as necessary. Also available on the Supplemental Services webpage is a sample parent letter and a contract which can be used between the district and provider.

Contact Laura Hensinger at the above email or by phone at (303) 866-6675 with any additional questions.



4. They combined the high expectations that we want for all children with the Human Connection that every student so desperately wants from the "one" absolute positive influence that they can't wait to see everyday. If we can take a moment and have all of our teachers here today stand so we can give you a hand and the recognition you deserve.
5. The fourth characteristic is that these schools find a way to connect with their families and parents. A lack of parental involvement is commonly used as an excuse in Title I schools as to why the students will not achieve. High performing/ high poverty schools find a way to have absolute control over time that they have with their students everyday. They continually work to have parents become as integral part of the school community. These schools realize what they have control over and then maximize the time they have, always working to build relationships with families and community.
6. Finally, Leadership is always a common trait of high performing/ high poverty schools. Being a principal or a teacher in a high poverty school is one of the most important jobs that someone could undertake in the United States today. You will have the opportunity this afternoon to see first hand examples of how leadership can make such a dramatic difference in our schools. I have always been very proud of being an educator from my first job teaching 2nd grade at a Title I school, to my principal and administrative experience over the last 12 years. Many people have asked me what the magic ingredient was at Beulah Heights and how the school has been consistently so successful. I have always tried to answer the same way. Without a doubt, I believe it is the combination of the characteristics I outlined earlier:
 1. High expectations-common focus;
 2. Measurable goals/ using data to drive instruction;
 3. High Quality Teachers and the specific professional development they need to become master teachers;
 4. Working with and involving parents;
 5. Leadership-Both District, Principal, and teachers.

All of these are necessary to have consistently high performing school. Today is a celebration for Colorado and our schools. The title of the summit today is "What Works" and this is the exciting news. We know what works in Reading instruction and we are here today to showcase what is working in Colorado. Colorado has consistently been recognized for leading the way in Reading Instruction and the "No Child Left Behind Act."

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 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