



The Buzz

A consolidated federal programs newsletter

Issue 15

December 2004

PROGRAM EVALUATION TRAINING

For many districts, the area of program evaluation still holds some mystery and uncertainty. And yet there are a number of federal program components that require comprehensive evaluation plans. For example, the consolidated application requires districts to describe how they will evaluate the effectiveness of their plan to improve reading and math achievement. Schools that run Title I schoolwide programs must annually evaluate the effectiveness of the schoolwide plan. And districts receiving Title I funds must annually evaluate their Title I Parent Involvement policy.

A great deal of forward thinking is required to effectively evaluate a program or plan. A plan for evaluation should be developed in conjunction with plan development. Jason Glass, Senior Consultant for Research and Evaluation in the Exceptional Student Services Unit, is providing a series of workshops that will help district and school personnel with this process. Whether you are looking to develop an evaluation component for a state or federal grant, or define the evaluation of a board policy, these workshops will assist participants with a broad array of

continued on page 3

Debunking AYP Myths

What the Data Are Really Saying

There are many theories about Adequate Yearly Progress (AYP) data and determinations, some based on logical thinking and some based on frustrations. Now that we have begun to analyze statewide AYP findings, we wanted to set the record straight regarding some of the rumors that have been circulating.

MYTH: English Language Learners (ELL) and Students with Disabilities cannot make the 1% Advanced target.

Eighty-nine percent of schools (elementary and middle) made the 1% Advanced target for ELL in reading and 97% of schools made it for Students with Disabilities (of those schools who had 30 or more students in the subgroup). For math, 96% of schools made the 1% Advanced target for ELL students and 99% of schools made it for Students with Disabilities.

In terms of district data, 94% of elementary and middle school district levels made the 1% Advanced target for ELL students in reading and 87% of Students with Disabilities. In math, 98% of districts met the target for ELL students and 96% met the target for Students with Disabilities.

This data indicate that almost all districts and schools in the state that needed to make the 1% Advanced Indicator for ELL and Students with Disabilities, did make that target.

MYTH: It is mathematically impossible for a large district to make AYP.

It is mathematically possible for a large district to make AYP, as all the targets can be reached mathematically. While no large districts have yet to make AYP at all levels, several districts are very close. For example, Jefferson County was held accountable for all 150 possible targets. Out of those 150, they made all but 5 targets (97% of their targets were met). Boulder Valley School District was accountable for 142 targets, and they made 140 (99%).

continued on page 2

INSIDE THIS ISSUE



- 2** Debunking AYP Myth (cont.)
- 3** Calendar of Events
- 4** Award Information
- 5** Highlighting Title I Schools

MYTH: 100% Proficiency in 2013-2014 (Partially Proficient, Proficient and Advanced) is not a realistic target for Students with Disabilities and English Language Learners.

While the goal is for all students to reach proficiency by the end of the 2013-2014 school year, AYP includes a safe harbor clause. Safe harbor allows a school or district to make AYP if the school/district can show a 10% reduction in the percent of students scoring non-proficient from the previous year. The school/district can show this increase in students scoring partially proficient, proficient, or advanced, and still meet AYP, without making the 100% proficient target.

This year, 32% of schools not making the reading performance target used safe harbor for Students with Disabilities to made the targets. Twenty-three percent of schools used safe harbor to make reading targets for English Language Learners. For the math performance targets, safe harbor helped 17% of schools for Students with Disabilities and 18% of schools for ELL.

Analyzing the district data, separated by level, the results are fairly similar. For reading performance targets, 26% of districts made safe harbor for Students with Disabilities and 21% for English Language Learners. Twelve percent made safe harbor for the math performance targets for Students with Disabilities, and 19% made it for English Language Learners.

With targets increasing for the 2004-2005 AYP calculations, safe harbor will offer more assistance for schools and districts in meeting AYP.

MYTH: AYP is just catching us for students with unique learning needs (special education and ELL).

While most of the myths about AYP concern ELL students and students with disabilities, the data and conversations that ensue are much greater than just these two subgroups. The data have assisted in illuminating a significant racial/ethnic and economic status achievement gap in the state.

There are tremendous achievement gaps in secondary math, when one compares the percentage of students scoring partially proficient, proficient or advanced between the White subgroup and other racial/ethnic groups. The largest gaps in math are:

- 38% gap between Black students and White students at the high school level
- 36% gap between Hispanic students and White students at the high school level
- 34% gap between students who are eligible for free or reduced lunch and White students at the high school level
- 31% gap between Black students and White students at the middle school level

There are also achievement gaps in reading, which are more significant at the secondary level, but not to the same degree as the gaps in math.

The largest gaps in reading are:

- 19% gap between Hispanic and White students at the middle school level
- 18% gap between students who are eligible for free or reduced lunch and White students at the middle school level
- 15% gap between Black students and White students at the middle school level
- 15% gap between Hispanic students and White students at the high school level

MYTH: Small districts are all making AYP.

Not all small districts are making AYP. The largest district to make AYP was responsible for 79 targets. There are 24 districts with fewer than 79 targets that are not making AYP. While it is more likely that a district with fewer targets will make AYP, it does not always happen.

Adequate Yearly Progress data is available on our website at www.cde.state.co.us/ayp/0304Results.asp. The Excel files list all schools and districts in the state and what targets each made, missed, or for which they were not held accountable. This information can be used to identify schools or districts that may be making targets that your school/district missed, if you would like to contact them. In the next few months we will have all AYP data up on the web, in a searchable format, for easy public access.

Other Interesting AYP Facts

- 115 districts (63.19% of the 182 districts in the state) made all of their AYP targets for the 2003-2004 school year.
- 78.59% of schools in Colorado made AYP, a 3.35% increase from 75.24% in 2003-2004.
- 78.62% of Title I schools in Colorado made AYP.
- We have fifty seven districts in Colorado that have been placed on Program Improvement.
 - Four districts are on improvement for math only.
 - Six districts are only on improvement for reading.
 - Forty-seven districts are on improvement for both math and reading.
- Twenty eight schools have been removed from the School Improvement list as a result of making AYP for two years in a row. The full list of schools which made AYP can be found on page 5 of The Buzz.



CALENDAR OF EVENTS

December 1st

Annual Financial Report due to Grants Fiscal.

December 10th

Neglected and Delinquent surveys due to CDE
Contact Brad Bylsma at (303) 866-6937 or
bylsma_b@cde.state.co.us with any questions.

December 24th – 27th

CDE offices will be closed.

December 31st

CDE offices will be closed.

January 14th

District Program Improvement Plans due to CDE.
For more information contact Brad Bylsma at (303)
866-6637 or by email at bylsma_b@cde.state.co.us

January 29th – February 1st

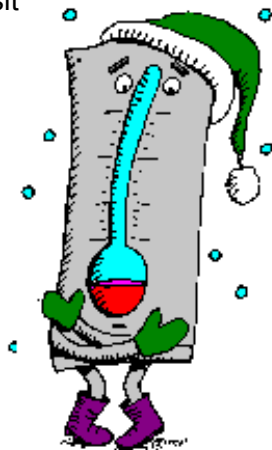
National Title I Conference
Atlanta, GA
For more information visit
www.aplusevents.com/T05/2005TitleI.htm

January 12th – 13th

Colorado Principal's Leadership Institute in
Mathematics
McCrel, 2550 S. Parker Road, Aurora
For more information contact Susan Adams at
(303) 632-5552.

February 3rd – 5th

2005 CCIRA Annual Conference on Literacy
For more information visit
www.ccira.org



evaluation topics, including:

- Reasons to Evaluate
- Types and Phases of Evaluation
- Quantitative vs. Qualitative Measures
- Sampling
- Question Design and Operationalization
- Validity vs. Reliability
- Data Analysis and Reporting
- Using Microsoft Excel to Crunch Numbers

Participants in the training are encouraged to bring their own programs or grants that have evaluation components and use these as real examples through the training – building an evaluation system as the day progresses. Individualized consultation on specific problems and questions is provided throughout and time is built in for individualized design. All workshops will be held from 8:30 a.m. – 2:00 p.m. and include breakfast and lunch. And all of this at no cost to participants!

Dates and Locations

January 14 th	Ft. Collins/Windsor Windsor Administration Bldg
February 4 th	Eagle
February 25 th	Denver
March 18 th	Montrose
April 15 th	San Luis Valley/Alamosa
May 13 th	Colorado Springs

Specific locations for the workshops will be finalized soon and posted on the CDE Calendar <http://www.cde.state.co.us/cdeedcon/index.htm>. For additional information, contact Jason E. Glass at 303-866-6701 or glass_j@cde.state.co.us

FREE BOOKS

The Literacy Empowerment Foundation, a non-profit organization, invites your school or other literacy projects to apply for FREE books for Read Across America Day. During the past year, LEF has distributed over 3,000,000 books to schools all across the country for Read Across America Day and other literacy projects. Resources are allocated on a first-come, first-served basis. Orders must be received by February 8, 2005. For more information and an order form call 717-791-6210 or 610-719-6448. This information is also available at <http://LEFbooks.org>

Award Information



Within the No Child Left Behind Act, there is the opportunity to honor the schools, teachers and students who have shown success in Title I programs. The following describes the programs that will recognize accomplishments for the 2004-2005 school year.

★ National Title I Distinguished Schools ★

At the National Title I Conference in February, two Title I schools from Colorado will be recognized for their academic achievements and awarded \$10,000. CDE will be identifying Title I Distinguished Schools using Adequate Yearly Progress data. Selected schools will be contacted at the end of December.

★ State Title I Distinguished Schools ★

CDE will be recognizing a Title I Distinguished school in each of the eight Colorado Regions based on Adequate Yearly Progress results. The eight schools will each receive an award of \$5,000. Selected schools will be presented their award at local meetings.

★ Title I Distinguished Teacher ★

Nomination for Title I Distinguished Teacher of the Year must be received by CDE no later than February 21st or postmarked no later than February 18, 2004. Nomination criteria and forms can be found on the CDE website at the beginning of January 2005. The two selected teachers will be presented a monetary award.

★ Title I Distinguished Student ★

CDE will also recognize two Title I Distinguished Graduates. The award will recognize two high school students for whom the Title I program made a significant difference in their lives and who can serve as a role model to other students. Eligible students can be those who received or are presently receiving Title I services. Award winners will receive a \$500 scholarship for continuing their education. An application form will be available on the CDE web site in January and due in late February.

When are Comparability Reports due to CDE?

In accordance with the comparability requirement of NCLB, districts must 1) develop procedures that ensure services provided with State and local funds in Title I schools are comparable to those provided in non-Title I schools in the LEA; and 2) implement those procedures annually. A district with only one building for each grade span does not need to demonstrate comparability.

A district is required to document compliance by completing a report for the State every other year. Last year, CDE required a signed assurance be submitted by each district which stated that there is a process for determining comparability in the district or that the district is exempt from this requirement. Although it is required that districts determine comparability every year, it is not required that districts submit anything to CDE this year.

We have updated the comparability worksheets and instructions. They are available on our website at www.cde.state.co.us/cdeunified/tia_comprpt.htm. The worksheets are for your convenience. If the district has its own process, it does not need to use the worksheets.

When is the deadline for submitting final revisions to the district's Consolidated Application?

CDE would like to have all applications to final approval by December 15th. Consequently, revisions should be submitted to the appropriate Title Consultant as soon as possible. Every district should have received a comment log that details the revisions that are required before final approval can be granted. If you have not received a comment log, please contact Gina Salazar at salazar_g@cde.state.co.us.

After final approval, applications may be revised through March 31st.



Each year since 1984, PNC Bank Advisors have determined the cost of purchasing the goods and services described in "The Twelve Days of Christmas". This year, the shopping list saw a 2.4 percent rise over last year to \$17,296.91. The

PNC report provides a detailed cost analysis which explains the fluctuation in costs. Among the changes noted were an increase in the cost of hens and geese-a-laying due to a fluctuation in the number of hatchlings during this year's breeding cycle. The high cost of fuel increased delivery charges of a pear tree to your true love. Also noted by Jeff Kleintop, chief investment strategist for PNC Advisors was the abundance of cheaper labor in countries such as India and China which resulted in pressure on U.S. manufacturers to outsource unskilled labor. Such actions resulted in a steady increase in the cost of skilled labor including dancers while the unskilled milk maids haven't seen a raise for their services in years. Below provides a breakdown of the cost for each good and services:

	1984	2004
One Partridge in a Pear Tree	\$32.52	\$93.00
Partridge	\$12.57	\$15.00
Pear Tree	\$19.95	\$78.00
Two Turtle Doves	\$47.71	\$40.00
Three French Hens	\$14.78	\$45.00
Four Calling Birds	\$280.00	\$396.00
Five Gold Rings	\$275.00	\$255.00
Six Geese-a-Laying	\$150.00	\$210.00
Seven Swans-a-Swimming	\$7,000.00	\$3,500.00
Eight Maids-a-Milking	\$26.80	\$41.20
Nine Ladies Dancing	\$1,511.50	\$4,400.13
10 Lords-a-Leaping	\$1,679.45	\$4,039.08
11 Pipers Piping	\$770.56	\$2,053.20
12 Drummers Drumming	\$834.78	\$2,224.30
TOTAL:	\$12,623.10	\$17,296.91

For a detailed cost analysis visit www.pncbank.com/12days/0,3810,2312,00.html

*The Colorado Department of Education
wishes you and your family a very
Happy Holiday Season!!*

Congratulations

The following schools made AYP for two consecutive years and have been removed from the school improvement. Congratulations to the students, teachers, administrators, parents and districts for all their hard work improving their school.

- Adams 12**
North Star Elementary
- Adams 14**
Alsop Elementary
Dupont Elementary
Rose Hill Elementary
- Conejos 10**
Antonito High
- Costilla**
Centennial Elementary
- Denver Public Schools**
Smedley Elementary
Whiteman Elementary
Whittier Elementary
- Dolores 2**
Seventh St. Elementary
- El Paso 2**
Bricker Elementary
Wildflower Elementary
- El Paso 11**
Ivywild Elementary
Monroe Elementary
- Garfield 16**
Bea Underwood Elementary
- Jefferson County**
Eiber Elementary
Lumberg Elem.
Russell Elementary
- Mesa 51**
Clifton Elementary
- Montezuma 1**
Mesa Elementary
- Morgan 3**
Green Acres Elem.
Pioneer Elementary
- Otero 2**
Jefferson Middle
Liberty Elementary
- Prowers 2**
Lincoln Elementary
- Prowers 3**
Shanner Elem.
- Weld 9**
Highland Elem.
- Yuma**
Yuma Middle



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