



The Buzz

A consolidated federal programs newsletter

Issue 23

October 2005

NCLB Committee of Practitioners

The Colorado NCLB Committee of Practitioners has increased its advisory capacity to include Title II-A, Title III, Title IV-A, Title V, and Title VI-B. The committee will be focusing much of its attention over the next few months on advising the State on amendments to the NCLB state plan. Amendments to the current plan are due to the State Board of Education in January '06, so several work sessions have been scheduled over the course of the next few months to examine the current plan and develop recommendations for amendments. The scheduled work sessions are:

| | |
|-------------------|----------------------|
| October 17, 2005 | November 27-28, 2005 |
| October 31, 2005 | December 5, 2005 |
| November 15, 2005 | |

The October 17th work session will be held at Cherry Creek's Student Assessment Resource Center, 14188 E. Briarwood Ave., Centennial. The following is the October 17th schedule:

| | |
|---------------------|---|
| 9 a.m. - 10:30 a.m. | Regular meeting |
| 10:30 a.m. - Noon | Public comment on possible plan amendments |
| 1 p.m. - 2 p.m. | Additional public comment, if needed |
| 2 p.m. - 4 p.m. | Committee discussion of proposed amendments |

For additional information contact Trish Boland at boland_t@cde.state.co.us or (303) 866-6998

School Adequate Yearly Progress Determinations Released

School Adequate Yearly Progress (AYP) results were released on September 19, 2005 to the general public. For the 2004-2005 school year Adequate Yearly Progress performance targets increased anywhere from 5 to 13 percentage points. Seventy-five percent of schools in Colorado made AYP compared to 78.59% in 2003-2004 (when performance targets were lower). Eighty-four percent of schools made at least 90% of their targets. Had performance targets remained constant, Colorado would have seen a gain in the number of schools making AYP. Eighty percent of schools would have made AYP under last year's targets. The most difficult targets for schools to make in 2004-2005 were:

1. Students with disabilities in math performance (16% of the 271 schools with enough students to make the subgroup made this target).
2. Students with disabilities in reading performance (22% of the 327 schools with enough students to make the subgroup made this target).
3. Native American students in math performance (33% of the 6 schools with enough students to make the subgroup made this target).
4. Native American students in reading performance (44% of the 9 schools with enough students to make the subgroup made this target).
5. English language learners in math performance (51% of the 199 schools with enough students to make the subgroup made this target).

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The following chart shows the School Improvement progressions **for Title I schools.**



Title I Schools on Improvement Made AYP in 2004-2005

Congratulations to Barrett Elementary School in Denver Public Schools who made AYP for the second year in a row and exited Improvement Status. Despite increasing performance targets, the following 19 Title I schools on Improvement made AYP in 2004-2005. If the schools make AYP next year, they will be removed from Improvement Status.

| AYP Status | School Improvement Status | Sanctions | Number of Schools in Colorado |
|----------------------|-------------------------------|--|-------------------------------|
| Miss 2 years | School Improvement – Year 1 | <ul style="list-style-type: none"> • School Improvement Plan • Public School Choice | 38 |
| Miss 3 years | School Improvement- Year 2 | <ul style="list-style-type: none"> • School Improvement Plan • Public School Choice • Supplemental Services | 32 |
| Miss 4 years | Corrective Action | <ul style="list-style-type: none"> • Revise School Improvement Plan • Public School Choice • Supplemental Services • District must take one of 7 corrective actions. | 22 |
| Miss 5 years | Restructuring- Planning | <ul style="list-style-type: none"> • Public School Choice • Supplemental Services • District must make a plan to restructure the school. | 15 |
| Miss 6 or more years | Restructuring- Implementation | <ul style="list-style-type: none"> • Public School Choice • Supplemental Services • District must implement Restructuring Plan. | 3 |

Adams 12 Five Star Schools

- *Coronado Hill Elementary School
- *Federal Heights Elementary School
- *McElwain Elementary School
- *Thornton Elementary School

Adams 14

- *Kearney Middle School

Sheridan School District

- Sheridan Middle School

Adams-Arapahoe 28J (Aurora)

- West Middle School

St. Vrain School District

- *Rocky Mountain Elementary School
- *Spangler Elementary School

Denver Public Schools

- Cheltenham Elementary School
- Fairview Elementary School
- Harrington Elementary School
- McGlone Elementary School

Colorado Springs- District 11

- *Roosevelt-Edison Elementary School

Jefferson County

- *Molholm Elementary School

Moffat 1- Craig

- *Craig Intermediate School

Pueblo 60

- Corwin Middle School

Ault-Highland

- *Highland Middle School



Visit <http://www.cde.state.co.us/FedPrograms/ayp> for specific school results. Contact Alyssa Pearson at (303) 866-6855 with any additional questions about Adequate Yearly Progress.

* School received a School Support Team Review and School Improvement Grant.

CALENDAR OF EVENTS

October 22nd – 25th

17th Annual National Association for the Education for Homeless Children and Youth Conference
Kansas City, Missouri

For more information visit www.naehcy.org.

September – May

The 8-Step Process: Responding to Struggling English Language Learners with Exceptional Needs. For more information on the following regional conferences visit

www.cde.state.co.us/cdeedcon/index.htm.

South Metro - October 4-7, 2005

Montrose - November 8-11, 2005

Pueblo - November 15-18, 2005

Greeley - January 10-13, 2006

La Junta - January 17-20, 2006

Glenwood Springs - February 28-March 3, 2006

Pagosa Springs - April 18-21, 2006

North Metro - May 2-5, 2006

Frisco - May 9-12, 2006

November 3rd – 5th

Parents Encourage Parents (PEP) Conference in Glenwood Springs. Other PEP Conference dates include February 23-25, 2006 in Estes Park and April 6-8, 2006 in Pueblo. For more information visit

www.cde.state.co.us/cdesped/PEP.asp.

November 9th – 13th

52nd Annual Conference of the National Association for Gifted Children

Louisville, Kentucky

For more information visit www.nagc.org.

January 27th – 31st

National Title I Conference

Dallas, Texas

For more information visit www.titlei.org.



Visit CDE's Calendar for more events.

www.cde.state.co.us/cdeedcon/index.htm



- Schools on Improvement interested in participating in the School Improvement Grant should contact Laura Hensinger, hensinger_l@cde.state.co.us.
- Letters notifying parents about Supplemental Educational Services must be sent by October 1st. A copy of that letter should be faxed [(303) 866-6637] or mailed to Laura Hensinger. Tutoring should begin by November 15th.
- Determine districts AYP status. Districts new to Program Improvement must submit a plan addressing the targets missed by January 2, 2006. Districts presently on Program Improvement must revise their plan only if there were new targets missed or if their plans have changed. Revised plans are due November 15th. Contact Brad Bylsma at bylsma_b@cde.state.co.us with any questions.

District School Support Team Training

CDE is designing a training to assist districts in providing support to their schools in need of improvement. This is a three-day intensive training focused on using the Standards and Indicators for Continuous School improvement that are currently being implemented with Colorado's statewide system of support. As a result of the training, districts would be able to use the school level rubrics and other processes with schools that are struggling regardless of whether these schools receive Title I funds.

In order to be eligible to attend and participate in the training, districts must identify a team of at least six people who are external to the district. These individuals may be representatives of Higher Education, BOCES, or independent consultants. Smaller districts may consider forming a coalition with other districts in order to staff the teams.

In addition, districts must agree to have at least one of their Title I schools on Improvement have a School Support Team review conducted by a CDE team. Having a school participate in the review will provide an opportunity for district staff to become familiar with some aspects of the review's implementation. That Title I school would be eligible to receive school improvement dollars up to \$130,000.

For questions about the training content or to participate in the training, contact Anita Foxworth by October 31, 2005 at (303) 866-6858 or by email at foxworth_a@cde.state.co.us.

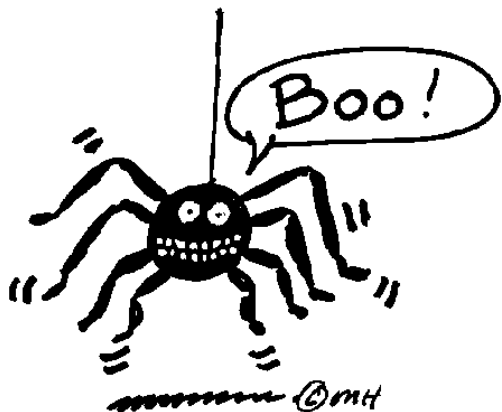
Call for Proposals Mathematics and Science Partnerships

The Mathematics and Science Partnerships Request for Proposals will be available October 15, 2005 on the CDE website at <http://www.cde.state.co.us/FedPrograms/nclb/msp.asp>.

The Mathematics and Science Partnerships (MSP) program is intended to increase the academic achievement of middle grade students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships are between high-need school districts and the Science, Technology, Engineering, and Mathematics (STEM) faculty in institutions of higher education. In addition to these, other partners may include public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education. Approved programs must take into account the need for greater access to and participation in the targeted disciplines by students from historically under-represented and under-served groups. Funded programs must also use scientifically based professional development as a means for improving student academic performance.

CDE will award \$300,000 for new Mathematics and Science Partnerships in the fiscal year 2006 under the Title II, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001. The awards will range from \$90,000 to a maximum of \$200,000 per partnership.

For additional information about this program contact Bush White at (303) 866-6901. white_b@cde.state.co.us



Metropolitan State College and Denver Public Schools Receive Toyota Family Literacy Grant

\$2.97 Million Grant Will Fund Expansion into Five Additional Cities, Serving More Immigrant Families

When the National Center for Family Literacy (NCFL) announced the expansion of its groundbreaking Toyota Family Literacy Program on June 15, 2005, nearly 250 school systems and community-based organizations inquired about the site selection process. *Denver is one of the five cities selected to benefit from the incredible generosity of Toyota Motor North America, a long-time partner of NCFL and supporter of family literacy.*

Toyota Motor North America's \$2.97 million grant will fund the expansion of the successful Toyota Family Literacy Program into the five communities that were finalists in the national competition. The Toyota Family Literacy Program provides Hispanic and other immigrant families with quality family literacy programming, designed to increase basic language and literacy skills, as well as provide parents with the specific skills they need to help their children succeed in school. The program specifically serves children in kindergarten through third grade and their parents.

Communities across the nation were eligible to apply for the opportunity to develop the program in three elementary school sites per community. Metropolitan State College's Family Literacy Programs, in collaboration with Denver Public Schools (DPS), will receive grant funding, training and technical assistance, materials, and other forms of support from NCFL. The elementary schools in DPS which will implement Toyota programming are Columbian, Fairview, and Valdez, all Title I schoolwide sites. Additionally, Valdez Elementary is currently the site of Metropolitan State College's Even Start program.

Adriann Wycoff, Director of Metropolitan State's Family Literacy Programs, and Susan Cotton, Metropolitan State's Even Start Coordinator, will serve as co-directors of the Denver Toyota Family Literacy Program. In describing the new grant's relationship to the current Even Start service delivery, Dr. Wycoff writes, "Susan and I agreed that we needed to base our Toyota application on the Even Start model because it's really the 'gold standard' for family literacy programming." The Colorado Department of Education (CDE) will support the Denver Toyota Family Literacy Program by including staff members in ongoing Even Start training, technical assistance, and professional development opportunities.



School Improvement

As part of the monitoring process, CDE will be collecting Title I School Improvement Plans, Corrective Action Plans and Restructuring Plans for the 2005 – 2006 school year.

School Improvement

Title I School Improvement Plans or revisions to previous plans are due to CDE on or before December 12, 2005. Plans should be submitted electronically to bylsma_b@cde.state.co.us. For School Improvement plans use the following nomenclature:

SIP_(districtname)_(schoolname)_05 06
Example: SIP_DPS_Starlight Elem_05 06

Corrective Action

Title I Corrective Action Plans or revisions to previous plans are due to CDE on or before December 12, 2005. Corrective action plans should be submitted electronically using the following nomenclature:

CA_(district name)_(school name)_05 06
Example: CA_DPS_Starlight Elem_05 06

Restructuring Options

School restructuring is a two-step process. When an LEA designates a school as in need of restructuring, the LEA has one school year to prepare a restructuring plan for the school and arrange to implement it. If, during the school year in which the LEA is formulating the restructuring plan, the school still does not make AYP, the LEA must implement its plan no later than the beginning of the following school year.

Districts should inform CDE of the restructuring option the school will be implementing using page 1 of the Restructuring Options Template http://www.cde.state.co.us/FedPrograms/improvement/schimp_r.asp. Restructuring Options should be submitted electronically using the following nomenclature:

RO_(District name)_(School name)_05 06
Example: RO_DPS_Starlight Elem_05 06

Restructuring Plans

Complete Restructuring Plans are due to CDE on or before June 30, 2006 using page 2 of the Restructuring Options Template provided above.

For additional information regarding the Title I School Improvement process and sample templates visit <http://www.cde.state.co.us/FedPrograms/improvement/schimp.asp> or contact Brad Bylsma at (303) 866-6937. bylsma_b@cde.state.co.us

Distinguished School

Congratulations to *Mesa Elementary School* Title I Distinguished School Southwest Region

Mesa Elementary School (Montezuma-Cortez School District), located in the Southwest corner of Colorado, has a staff that is committed to closing the achievement gap. Teachers and students are excited about math at Mesa. This excitement is due to the fact that teachers are beginning to see more students that are achieving success in math. Our staff attributes this success to several recent changes in the math program, and in the support that staff is able to give students.

An equally important change has been collaborative time given at every grade level. We are working towards becoming a professional learning community where our staff is dedicated to collecting and analyzing student data to drive instruction. Time has been provided for teachers to align horizontally and vertically at grade levels to determine what essential skills should be taught in math. The time has also given teachers the opportunity to work collaboratively to find ways to reach the identified goals.

The math instruction emphasizes a “hands on” approach to help students visualize the more abstract concepts. This approach meets the varied needs of students at all levels. Mesa’s 21st Century After School Program provides an opportunity for enrichment and extension activities as well as providing additional time and support for students that need more intense help in small group instruction. Math games are an important component of the small group instruction.

Our expectations are high, but we strive to give all students and teachers the support that they need to meet those expectations.

Lori Haukeness, Principal
Mesa Elementary School
lhaukeness@cortez.k12.co.us

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Did you miss the last Buzz? Visit www.cde.state.co.us 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