



The Buzz

A consolidated federal programs newsletter

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Colorado AYP Growth Findings

During the creation of the AYP Growth Proposal, a tremendous amount of data was analyzed. Whenever data is viewed through a different lens, one gains a new perspective. CDE felt it important to share this new perspective with those on the front lines.

People need to be very careful, however, in how this information is interpreted and used. What is presented in this article is very limited data. It is different, in some ways, from what has been seen, but that does not mean that it trumps everything else that has been seen or said. The data shows the statewide results for change in percentage of individual students moving from non-proficient to proficient scores, and proficient scores to non-proficient scores, in reading and math from the 2004-2005 school year. Only one year of data has been analyzed, thus no long term conclusions can be made from this information. There are many reasons why the state could be seeing these results: a single year anomaly, measurement error in the test, too blunt of a measure such that there is not the detail of real growth. So, in looking at the following outcomes, please remember what you are and are not looking at. CDE cannot say this data summarizes growth in Colorado. However, it can be said that when one looks at data from 2004 to 2005, with this specific concept of growth, the following information can be gathered. Although it is early and caution is necessary, it seemed important enough to share, even preliminarily, as long as the limitations were acknowledged. The following data comes from CSAP, Lectura and CSAPA results. Non-proficient records include No Scores and

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LEA Corrective Action

In the fall of 2006, districts that have been identified for improvement for a third year will move into Corrective Action should they again miss the AYP targets for the 2005-2006 school year.

For districts that are identified for Corrective Action, CDE must take one or more of the following Corrective Actions:

1. Defer programmatic funds or reduce administrative funds;
2. Institute and fully implement a new curriculum based on State and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff;
3. Replace LEA personnel who are relevant to the inability of the LEA to make adequate progress;
4. Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision;
5. Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board; and/or
6. Abolish or restructure the LEA.

Of the options in the list above, CDE may only defer programmatic funds or reduce administrative funds since the others are contrary to Colorado school laws.

CDE has developed a plan in which 10% of a district's Title I funds will be deferred until certain criteria are met by the district. Those criteria will vary in scope and intensity depending on the district's Improvement (AYP two-year trend) and Status (Percent of AYP targets made).

Some districts, depending on their levels of Improvement and Status, may choose to develop a plan which incorporates one or more of the remaining corrective actions listed above and deferred funds will be released to the district once the plan has been approved.

We first intend to share our plans for Corrective Action with the NCLB Committee of Practitioners for feedback. As soon as the plan has gone through that process we will present the state's plan for LEA Corrective Action to all districts.

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Unsatisfactory ratings on CSAP and Lectura, and Inconclusive, Exploring, and No Scores on CSAPA. Proficient records include Partially Proficient, Proficient and Advanced ratings on CSAP and Lectura, and Emerging, Developing and Novice ratings on CSAPA. Any movement between the non-proficient categories and the proficient categories counts as movement, even if students move from one assessment to another (i.e., CSAP to CSAPA). All movement between proficiency is given equal weight. Additionally, if a student moves from Partially Proficient to Proficient on CSAP, they are counted as remaining proficient, not as showing growth.

Table 1 shows the overall changes, at the elementary, middle and high school level for the state in reading proficiency.

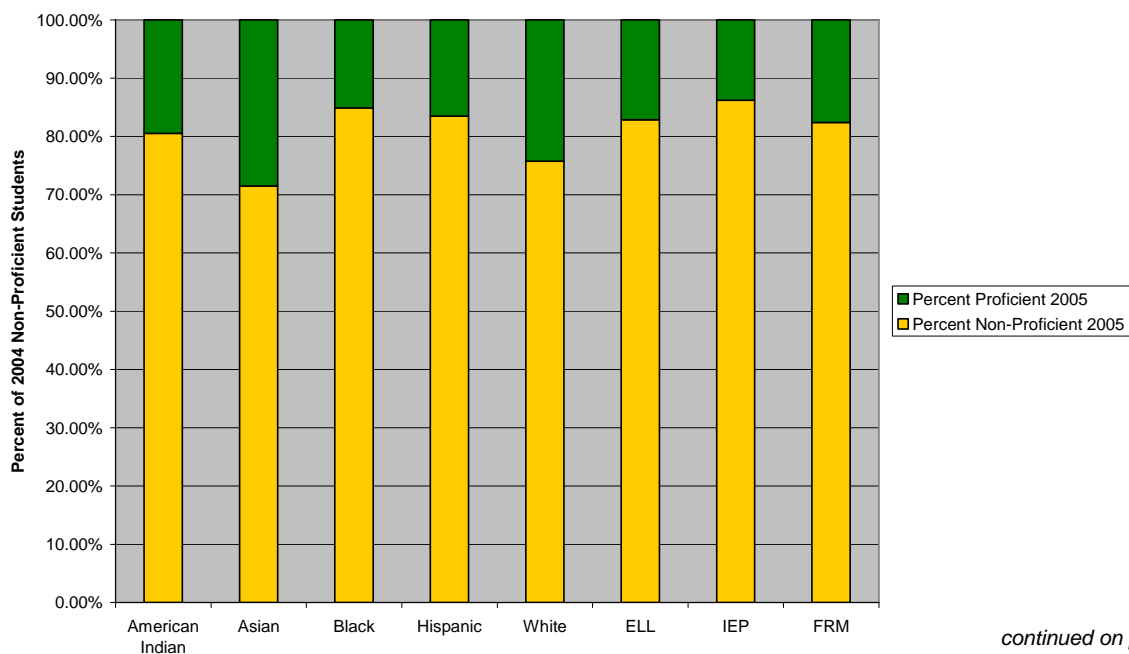
Table 1: Reading Growth Data by Level

Level		2004 Non-Proficient Students who Remained Non-Proficient in 2005	2004 Non-Proficient Students who Moved to Proficient in 2005	2004 Proficient Students who fell back to Non-Proficient in 2005	2004 Proficient Students who Remained Proficient in 2005
Elementary	Count	8,599	4,063	5,974	101,726
	Percent	67.91%	32.09%	5.55%	94.45%
Middle	Count	14,250	6,268	6,213	124,227
	Percent	69.45%	30.55%	4.76%	95.24%
High	Count	7,072	4,638	4,020	87,223
	Percent	60.39%	39.61%	4.41%	95.59%

As can be seen from the data above, at the middle and high school levels in reading more students are moving to proficiency than students falling back to non-proficient. More students are falling back into non-proficiency than are moving out at the elementary reading level, the middle math level and the high school math level. Similar information regarding math is available at www.cde.state.co.us/FedPrograms/ayp/index.asp

The data has also been disaggregated by the AYP subgroups. The following graph shows the breakdown of 2004 non-proficient students' scores in 2005, by AYP subgroup. The green represents the percent of students in the subgroup that moved to proficiency; the yellow is the percent of students who remained non-proficient.

Disaggregated Math Data- 2004 Non-Proficient Students



CALENDAR OF EVENTS

January – 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

Pagosa Springs - April 18-21, 2006

North Metro - May 2-5, 2006

Frisco - May 9-12, 2006

April 2nd – 8th

National Library Week

For more information visit

www.ala.org/ala/pio/campaign/nlw/NLW.htm

April 8th – 12th

National Tutoring Association

14th Annual Conference

Costa Mesa, CA

For more information visit www.ntatutor.org

April 12th – May 2nd

Consolidated Federal Programs Workshops

Alamosa	April 12 th
La Junta	April 13 th
Loveland	April 17 th
Denver	April 19 th
Colorado Springs	April 21 st
Eagle Area	April 26 th
Montrose	April 27 th
Sterling	May 2 nd

For more information and to register online visit

www.cde.state.co.us/scriptscfpu/registration/wrkshpreginfo.asp

April 27th – 29th

13th Annual Colorado Service Learning Conference

Holiday Inn, Grand Junction

For more information contact Jesse Martinez at (303) 866-6897, martinez_j@cde.state.co.us

May 26th – 28th

Annual Colorado Statewide Parent Coalition Conference in Keystone

For more information call (720) 890-0123

www.coparentcoalition.org



The following desk review indicators were due to CDE by April 28th.

- **T1A 15.13** and **T1A 20.10** as applicable

The following indicators will be part of the May Desk Review and are due by May 31st:

- **TI A-17.2** Highly Qualified Teacher Data: HR records review process for teachers teaching more than one subject (selected districts only). Submit evidence to Bush White (white_b@cde.state.co.us), who is developing a template for ease of reporting.
 - **TII A-1.2** Needs Assessment: Provide instruments used to identify district needs to build the Consolidated Application (selected districts only). Submit evidence to Bush White (white_b@cde.state.co.us), who is developing a template for ease of reporting.
 - **T1A-2.1** LEA Plan – Needs Assessment: Written process and meeting documentation, preferably for 06-07 application, but 05-06 is acceptable (all districts accepting Title IA). Submit evidence to Trish Boland (boland_t@cde.state.co.us).
- Sign up for Consolidated Federal Programs Workshop
- Continue needs assessment and planning for the 2006-2007 Consolidated Federal Programs Application



Foundations in Family Literacy

The Colorado Family Literacy Consortium has scheduled two National Center for Family Literacy (NCFL's) *Foundations in Family Literacy* trainings for August 2006. The identical sessions are planned for the Western Slope (in Delta, August 7th - 9th) and for the Front Range (in Colorado Springs, August 1st - 3rd).

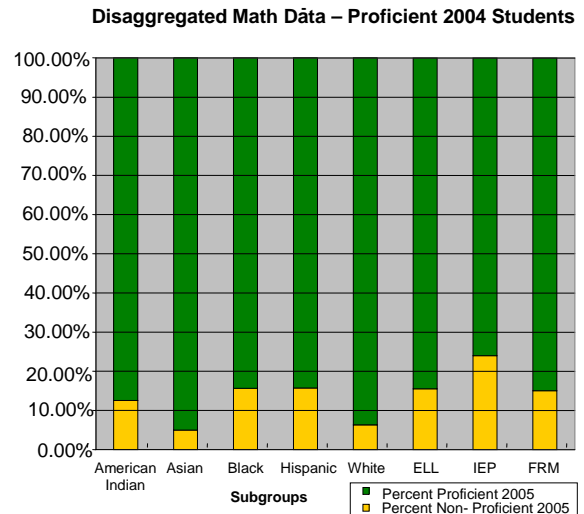
Foundations in Family Literacy provides beginning family-literacy practitioners with the foundation needed to understand the comprehensive family literacy model. This training provides an overview of the four components of family literacy services--Children's Education, Adult Education, Parent Time, and Parent and Child Together (PACT) Time--and the principles and practices of family literacy as well as the research that supports those practices. Though primarily applicable to those new to the field of family literacy, the training is also rewarding for experienced practitioners who want to "renew and review" their knowledge of family literacy, particularly in the area of scientifically based reading research. *Foundations in Family Literacy* provides the background needed for more advanced and in-depth professional development options in the areas of family literacy, children and adult literacy, and parent involvement.

The following goals of the NCFL training enable local schools and districts to more effectively provide parental involvement strategies:

- to explore and utilize relevant research in the development of family literacy services to support parents and children;
- to assist parents in supporting the development of their children's language and literacy; and
- to understand the principles and strategies important in the development of meaningful parent and child interactions.

Detailed information about the intensive, three-day sessions and about the process for registration may be accessed on the Colorado Family Literacy Consortium's website at www.coloradoliteracy.net/trwestcentral.html (for the training in Delta), and at www.coloradoliteracy.net/trpikespeak.html (for the training in Colorado Springs). The cost for participation in either session is \$105.

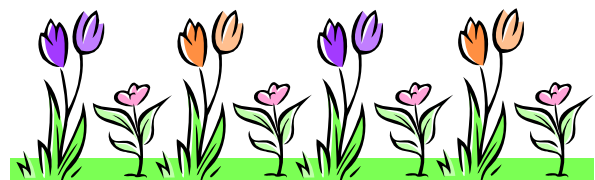
The following graph shows the breakdown of 2004 proficient students' scores in 2005, by AYP subgroup. The green represents the percent of students in the subgroup that remained proficient; the yellow is the percent of students who fell back to non-proficient.



The above disaggregated data shows the achievement gap between Asian and White students, and all other disaggregated groups. Similar information regarding reading is available at

www.cde.state.co.us/FedPrograms/ayp/index.asp

If Colorado's growth proposal is approved by the US Department of Education by May 15th, all districts will receive the above information for 2005 to 2006 for all their schools and the districts when AYP results are disseminated to districts in August. However, if your district is interested in analyzing your data in this manner now, please contact Alyssa Pearson at pearson_a@cde.state.co.us to receive more detailed information on calculation steps. CDE is beginning to write up the specific calculation steps for this growth methodology now, and can make them available to districts upon request.



Schoolwide Guidance

The latest USDE guidance related to schoolwide programs can be found at the following URL:
www.ed.gov/policy/elsec/guid/designingswpguid.doc.
Districts that support the operation of schoolwide programs will want to review this document, especially in light of the focus on annual evaluation.

A schoolwide Colorado workgroup will begin to convene once again to help establish appropriate guidance to schools and districts.

ELL Guidebook

A guidebook for increasing collaboration between schools and parents of English Language Learners, has been published by CDE. Currently, there are plans to distribute this book to districts through a series of workshops conducted with several CDE units in the fall. To view the guidebook visit:

http://www.cde.state.co.us/FedPrograms/nclb/downloads/pi_ELLGdbk.pdf

Title I, Part A Reallocated Funds Summer 2006 Grant

CDE has excess Title I, Part A funds that must be dispersed and spent by districts by August 31, 2006. The Title I, Part A Funds Reallocated Summer 2006 Grant are to be used to supplement and not supplant the district's current Title I, Part A grant program.

Any district that has experienced a decline in Title I, Part A funds for the previous two years is eligible for this grant. BOCES may file on behalf of the districts that have signed over current year Title I, Part A funding to them, with the approval of the member district.

Each district/BOCES that participates in the grant will be awarded a minimum of \$10,000 and a maximum of \$40,000. Grant funds will be available by May 8th.

Applications are due Monday, April 24th. For a copy of the application or to see if your district is eligible contact Laura Hensinger at hensinger_l@cde.state.co.us, (303) 866-6675.

NCLB Committee of Practitioners

The NCLB Committee of Practitioners has the following vacancies:

- Teacher
- Charter School
- SPED representative
- ELL Advisory Committee Representative
- SW representative
- SE representative

If you are interested in being a member of the CoP or have any recommendations for new members, contact Trish Boland at boland_t@cde.state.co.us or visit www.cde.state.co.us/FedPrograms/NCLB/tiacop.asp

Congratulations

*to the schools awarded the
FY05 Reallocated
Title I, Part A Funds Grant*

Denver Arts & Technology Academy
Denver Public Schools

Lincoln Elementary
Lamar School District

Avon Elementary
Eagle School District

Monterey Elementary
Harrison 2

Arrowhead Elementary
Cherry Creek School District

Mirich Elementary
Gilcrest Elementary
Weld RE-1

Letford Elementary
Weld RE-5J

Loma Linda Elementary
St. Vrain Valley

Estes Park Middle School
Park R-3

FY05 Reallocated Title V, Part A Funds Grant

CDE has excess Title V, Part A funds that must be disbursed and obligated by districts by August 31, 2006. The FY05 Reallocated Title V, Part A Funds Grant are to be used to supplement an existing summer school program, existing Service Learning programs or projects, and updating Library/Media centers during the summer months. REAP eligible districts during the 2005-2006 school year are eligible for the Reallocated Title V, Part A Funds Grant.

The available amount of reallocated funds is \$86,000. Grant awards are a minimum of \$1,000 and a maximum of \$10,000.

The RFP is available under the Title V heading at www.cde.state.co.us/FedPrograms/NCLB/index.asp and is due to CDE by April 14th. For more information contact Gina Salazar at (303) 866-6842 or salazar_g@cde.state.co.us

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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