

# NO CHILD LEFT BEHIND (NCLB) MEASURES

## Teaching/Paraprofessional Staff

- Paraprofessional staff who meet the highly qualified requirements under the NCLB Law = 100%.
- Teaching staff are highly qualified under NCLB as follows:
  1. Core Content
    - Teaching staff who are highly qualified = 89%
    - Classes taught by a teacher not highly qualified in their core content area = 9%
  2. Special Education
    - Teaching staff who are highly qualified = 88%
    - Core content classes taught by a teacher not highly qualified as a Special Education teacher = 21%
- Teaching staff who are highly qualified in both their core content area and as a Special Education teacher = 80%.
- Core content teaching staff holding an Emergency, Interim, or Initial teaching credential = 20%.

Professional Qualification of Teachers	Percent of Teachers
Bachelors Degree	22%
Masters Degree	78%
Ph.D.	NA

## School Accreditation and Accountability

- CSDB made Adequate Yearly Progress (AYP) for elementary and high school in all areas (reading and math). CSDB is collecting additional data in the areas of individual student growth and IEP objectives mastered to further document progress of CSDB students. CSDB has taken all actions required by the Continuous Improvement Monitoring Process (CIMP) and has now completed phase 3 of the monitoring process. CSDB continues to be fully accredited and meets the requirements set forth by the Colorado Department of Education.
- In order to provide educational opportunities for students whose learning abilities encompass a wide spectrum, CSDB has two graduation plans. The IEP team, which includes parents, determines which graduation plan a student will follow. The plan and the student's progress toward the graduation requirements are reviewed annually. In both plans, students must earn 26 units of class credit and meet all IEP requirements in order to receive a diploma.

The following two charts indicate if the schools (elementary, middle school, high school) and district (CSDB) have met AYP targets by subjects. The level (year) of program improvement (PI) and school improvement (SI) is also indicated on these charts.

**AYP and Program Status by School and Subject**

	School	AYP	Improvement Status		School	AYP	Improvement Status		School	AYP	Improvement Status
	<b>2005</b>	<b>Elementary</b>				<b>2006</b>	<b>Elementary</b>				<b>2007</b>
	Reading	NO	SI 1		Reading	YES	SI 1		Reading	YES	None
	Math	NO	None		Math	YES	None		Math	YES	None
	<b>Middle School</b>				<b>Middle School</b>				<b>Middle School</b>		
	Reading	NO	None		Reading	YES	None		Reading	YES	None
	Math	YES	None		Math	YES	None		Math	NO	None
	<b>High School</b>				<b>High School</b>				<b>High School</b>		
	Reading	NO	SI 1		Reading	YES	SI 1		Reading	YES	None
	Math	NO	SI 1		Math	YES	SI 1		Math	YES	None

**District Program Improvement Status**

	Reading	Math	Overall
<b>2005</b>	PI 1	PI 1	PI 1
<b>2006</b>	PI 2	PI 1	PI 2
<b>2007</b>	*	*	*

\* Not yet determined pending AYP appeal.

