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News Release

Title I Schools Show Gains Based on 2006-2007 Adequate Yearly Progress (AYP)

Twelve Title I schools showed significant academic improvement and were removed from the Title I School Improvement list, based on 2006 and 2007 Adequate Yearly Progress (AYP) determinations.

- Fulton Elementary School and Sixth Avenue Elementary School, Aurora (Adams-Arapahoe School District 28)
- Schmitt Elementary School, Denver Public Schools
- Wilson Elementary School, Colorado Springs (District 11)
- Gunnison Elementary School, Gunnison School District
- Aguilar Elementary School, Aguilar School District
- Pomona Elementary School, Montrose School District
- Youth and Family Academy Charter, Middle School, Pueblo City Schools (District 60)
- Haskin Elementary School, Center School District
- Billie Martinez Elementary School, Greeley-Evans School District 6
- Colorado School for the Deaf and the Blind, elementary and high schools

Five of those schools—Gunnison, Aguilar, Pomona, Haskin and Billie Martinez elementary schools—received a Title I School Improvement Grant, which includes a School Support Team visit and \$150,000 over two years. The School Support Team visit is a part of the state's system of school support and provides an in-depth analysis of the school based on nine "best practice" standards.

"We have seen a tremendous amount of focus, hard work and collaboration from teachers, principals and staff to turn around these schools on our improvement list," said Patrick Chapman, director of consolidated federal programs. "We can see the direct correlation between improved processes and improved results. We celebrate their accomplishments with enthusiasm."

In all, 75 percent of Colorado schools made their AYP targets in 2007. That overall percentage was unchanged from 2006.

The federal *No Child Left Behind Act* (NCLB) requires school districts to make determinations of Adequate Yearly Progress in reading and math for all schools in the district. The Colorado Department of Education (CDE) sets the guidelines and targets for determining AYP. CDE uses the Colorado Student Assessment Program (CSAP), Lectura (a Spanish-language test given to qualifying students), CSAPA (for students with a significant cognitive disability) and graduation rate data to provide districts with AYP calculations for all schools.

Additionally, CDE calculates AYP for all districts in the state. Fifty-seven percent of districts in Colorado made AYP compared to 60 percent in 2005-2006. Ninety percent of districts made at least 90 percent of their targets.

What is Adequate Yearly Progress (AYP)?

AYP is an accountability measure for schools, districts and the state. One of the major goals of *No Child Left Behind* is for all students to be proficient in reading and math by 2014. AYP measures the progress schools are making towards reaching this goal.

Every three years, the performance targets increase, so that by 2014 the target will be 100 percent of students scoring proficient. Performance targets increased in 2005 from five to thirteen percentage points, depending upon the grade level and content area. Targets will increase again next year.

To make AYP schools must:

1. Meet the 95 percent participation requirement (95 percent of students enrolled in the school must take a state assessment).
2. Meet the math and reading performance targets, or decrease the percent of students scoring non-proficient by 10 percent

from the prior year. The targets are set statewide and vary by elementary, middle and high school level. The United States Department of Education approved CDE's plan to create a longitudinal measure to show improvement in students. The 2006-2007 AYP determinations allowed schools and districts to use this "Matched Safe Harbor" methodology. In doing so, an additional 17 schools made AYP.

3. Meet the other indicator requirement, which is 1.10 percent of students scoring at the advanced level on reading and math at the elementary and middle school level. At the high school level the school must meet the graduation rate target.

AYP is also determined for the following disaggregated groups: White, Hispanic, Black, Asian, Native American, economically disadvantaged students, English language learners, and students with disabilities – if the school has 30 or more students in the disaggregated group for two consecutive years. The performance targets are the same for all disaggregated groups. Schools can have a maximum of 54 targets, depending upon the demographics of the student population.

Disaggregated data shows that some achievement gaps are closing in Colorado. An increased percentage of schools met math targets for black students, English language learners and students with disabilities in 2007, compared to 2006. Additionally, more schools met reading targets for American Indian students and students with disabilities.

NCLB School Improvement

Only if a school receives Title I funds (federal funds for supplemental education in reading and/or math) are consequences attached to AYP determinations.

A Title I school that does not make AYP for two consecutive years in the same content area (reading or math) is placed on first year School Improvement, requiring the school to create a school improvement plan. The district must also provide transportation for children whose parents wish to transfer them to a higher performing school in the district.

For each additional year of remaining on the School Improvement list, additional steps are added that bring resources to the school or provide parents with more alternatives. These steps are only in place

at Title I schools (those that receive federal funding based on their demographics).

In addition to the 12 Title I schools removed from the School Improvement list this year, 17 Title I schools on the School Improvement list made AYP this year. If those schools make AYP next year, the schools will be removed from School Improvement status.

Following is the current number of schools on the School Improvement list:

- 31 schools have missed AYP targets for two years, meaning they are on Year 1 of School Improvement Status. They are required to have a school improvement plan and offer public school choice with transportation provided.
- 26 schools have missed AYP targets for three years, meaning they are on Year 2 of School Improvement Status. These schools must also provide supplemental tutoring services.
- 25 schools have missed AYP targets for four years, meaning they are on Corrective Action. These schools must revise their school improvement plan, provide transportation to other public school choices, offer supplemental tutoring, and the district must take corrective steps.
- 13 schools have missed their AYP targets for five years in a row, meaning that they are listed as "Restructuring, Planning." The district must also develop a plan to restructure the school.
- 27 schools have missed their AYP targets for six years or more and are listed as "Restructuring, Implementation." These schools must implement the restructuring plan.

For more information about how AYP is calculated and for a complete list of all school and district AYP determinations, please visit

<http://www.cde.state.co.us/fedprograms/ayp/index.asp>.

For more information, contact Mark Stevens, 303-866-3898, or Tanya Price, 303-866-6397, in the CDE Office of Communications. To sign up for the CDE e-mail news service, please visit <http://www.cde.state.co.us/Communications/index.html>.

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