

Colorado Department of Education Committee of Practitioners

Glossary of Terms

Adequate Yearly Progress (AYP): Adequate Yearly Progress is the minimum level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act.

Assessment: A method to measure what students are learning. A test is one kind of assessment schools use.

Corrective Action: When a Title I school or school district does not make Adequate Yearly Progress for four years in a row, the state will place it under a corrective action plan. The plan will include resources to improve teaching, administration, or curriculum. If no progress is made, then the state has increased authority to make necessary additional changes to ensure improvement.

Disaggregated Data: “Disaggregate” means to separate a whole into its parts. In education, this term means that test results are sorted by groups of students who are economically disadvantaged, from racial and ethnic groups, have disabilities or have limited English proficiency. This practice allows parents and teachers to see more than just the average score for a student’s school. Instead, parents and teachers can see how each student group is performing.

Limited English Proficient (LEP): Limited English Proficient (LEP) refers to students for whom English is a second language and who are not reading or writing English at grade level.

Colorado State Assessment Program (CSAP):

In Colorado, the CSAP tests measure student progress in reading/language arts, math, and science. AYP will be calculated using CSAP math and reading/language arts tests for elementary, middle and high school.

No Child Left Behind (NCLB): NCLB is the most recent authorization of the Elementary and Secondary Education Act, which is the principal federal law affecting K-12 education.

Parental Involvement: Parental involvement is the participation of parents in regular, two-way, meaningful communication involving students’ academic learning and other school activities. The involvement includes ensuring that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision making and

on advisory committees to assist in the education of their child.

Proficiency: Proficiency is mastery or the ability to do something at grade level.

Public School Choice: Students in Title I schools identified as needing improvement will have the option to transfer to a school within the district that makes AYP. The school district will be required to provide transportation to the students.

Participation: All schools and districts are expected to test at least 95% of all students and specific groups of students in reading and math.

Safe Harbor: “Safe Harbor” is a provision in No Child Left Behind intended for schools and districts that are making progress in student achievement but are not yet meeting target goals for Adequate Yearly Progress. It is designed to prevent the over-identification of schools not making AYP.

School Improvement Plan: The written school improvement plan for each school includes strategies for improving student performance in the targeted goal areas, taking into account the performance on multiple assessments; how and when improvements will be implemented; use of state funds; requests for waivers, etc. Each school improvement plan must be approved by the local board and may be in effect for no more than three years. The plans may be amended as often as necessary or appropriate.

Student Subgroups: Schools will receive their disaggregated AYP status for subgroups of students based on the following categories: racial/ethnicity, students with disabilities, Limited English Proficiency (LEP), and economically disadvantaged. According to the Colorado State Plan, each subgroup must include at least 30 students to ensure student confidentiality and statistical reliability.

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Supplemental Services: Students from low-income families who are attending Title I schools that have been identified as needing improvement for two years will be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of state approved providers. The school district will purchase the services.

Title I: Title I refers to a federal funding program aimed at students who are behind academically or at risk of falling behind. Title I Part A funding provides assistance to improve the teaching and learning of children in areas with high economic needs; it is based on the number of low-income children in a school, generally those eligible for the free lunch program. Title I is intended to supplement, not replace, state and district funds.

