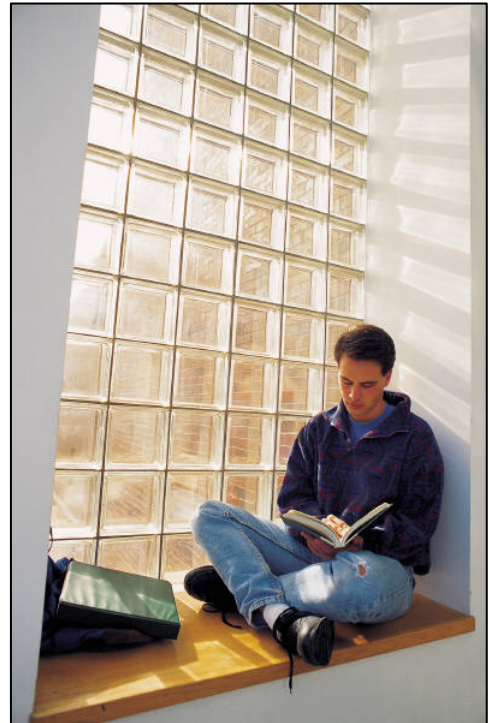


No Child Left Behind

Colorado State Plan



Proposed Amendments
January 2006

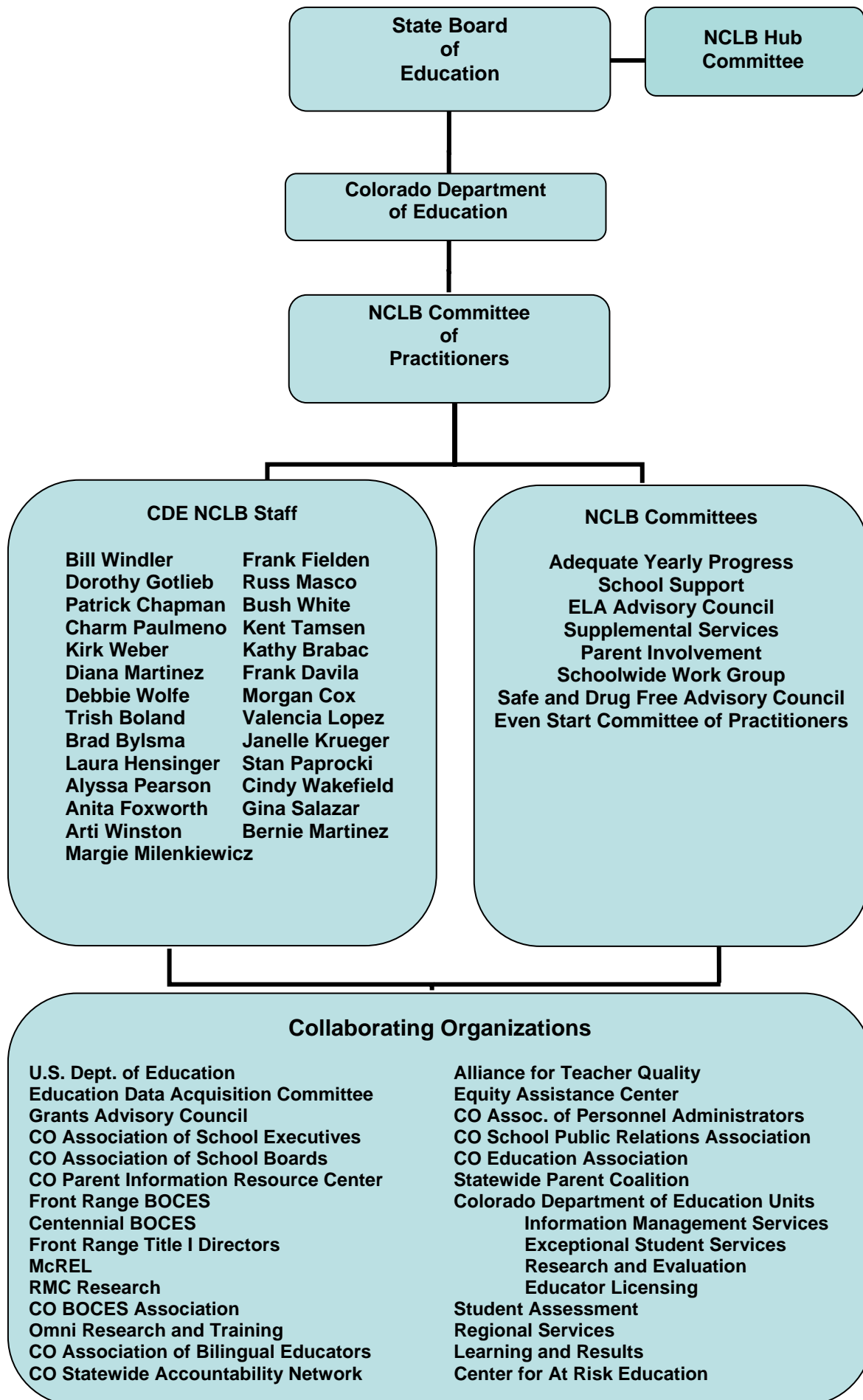


Major NCLB Timelines

- January 2002 - *No Child Left Behind* signed into law
 - January 2003 – Part I of Colorado State Plan submitted to the United States Department of Education for approval
 - May 2003 – Part II of Colorado State Plan submitted to the United States Department of Education for approval
 - September 2003 – Part III of Colorado State Plan submitted to the United States Department of Education for approval
 - January 2005 – Audit of Colorado's compliance with NCLB
 - Major Findings in the following areas:
 - Annual Report Cards
 - Assessment of limited English language proficient students
 - Paraprofessionals
 - Choice
 - Supplemental Services
 - Title I schoolwide programs
 - State monitoring of LEA's
 - May 2005 – CDE response to audit findings
 - August 2005 – U.S. Department of Education response to CDE's corrective action plan. Major issues that remain unresolved:
 - Assessment of limited English language proficient students
 - LEA Report Cards
 - Paraprofessionals
 - Choice and paraprofessional letters in Jeffco
- To date, all major issues have been resolved with the exception of assessing limited English proficient students. A contract is currently being let to a test publisher to comply with all ELL requirements.
- November 2005 – Peer review of Colorado's state assessment system. CDE is currently awaiting the formal findings from the review.
 - 2005 – Ongoing work of NCLB Hub Committee, State Committee of Practitioners, Adequate Yearly Progress Committee, and other advisory committees. (see attachment)
 - December 2005 – The House Bill 1246 (Alternative Assessments for Special Education) finalized its recommendations relative to the so called Gap students.
 - January through March 2006 – Finalize amendments to Colorado's NCLB state plan. Plan must be submitted prior to April 1, 2006.
 - January through most of 2006 – State Board will be asked by certain education organizations to support statutory changes to NCLB when reauthorization of the Act begins in Congress

Major Documents Reviewed by NCLB Committees

- The law
- United States Department of Education Guidance
- Rubrics associated with NCLB state plan expectations
- Colorado's NCLB State Plan
- Colorado's Audit Report from the United States Department of Education
- CDE's Responses to Audit Reports
- NCLB requirements associated with state assessment systems
- Alternative achievement requirements for Special Ed students
- Assessment requirements for limited English language learners
- Minutes and work products of the various NCLB committees
- Review of the CASB, CASE, CEA and BOCES NCLB white paper
- Information from the National Association of State Title I Directors
- Review of waivers and flexibility granted to states – compiled by the Council of Chief State School Officers
- CDE progress reports and data submitted to the United States Department of Education
- House Bill 1246 Committee recommendations



COLORADO NCLB COMMITTEE OF PRACTITIONERS

Name	Role	Congressional District	Affiliation	Region
Vacant	Charter School			
Vacant	Title I Administrator	Third		West Central
Vacant	Title I Administrator			Southwest
Sheryle Hutter	Federal Programs Director	Sixth	Cherry Creek School District	Metro
Evelyn Jacobi	Title I Coordinator	Seventh	Poudre School District	North Central
Holly Brilliant	Title I Coordinator	Fifth	Colorado Springs District 11	Pikes Peak
Larry Romine	Assistant Superintendent	Seventh	Lamar School District	Southeast
Anita Burns	Federal Programs Director	Seventh	East Central BOCES	Northeast
Melanie Jones	Title I Coordinator	Statewide	Division of Youth Corrections	Statewide
Jane Toothaker	Title I Coordinator	Second	Northwest BOCES	Northwest
Sandy McHugh	Private School	Seventh	Poudre School District	North Central
Mary McGrane	Title I Coordinator	Seventh	Centennial BOCES	North Central
Michelle Moss	School Board Member	First	Denver Public Schools	Metro
Patsy Roybal	Parent Advocate	First	Statewide Parent Coalition	Metro
Anne Hausler	School Board Member	Third	Gunnison Watershed RE1J	West Central
Angelika Schroeder	School Board Member	Second	Boulder Valley School District	Metro
Jesús Escárcega	District Administrator	First	Aurora Public Schools	Metro

Ex Officio Members: (CDE) Trish Boland, Alyssa Pearson, Brad Bylsma, Frank Fielden, Gina Salazar, Janelle Krueger, Morgan Cox, Bushrod White, Patrick Chapman, William Windler; (CASB)Kathy Shannon

Paul Johnson	Even Start Representative	
--------------	---------------------------	--

Hub Committee Members 9/23/05

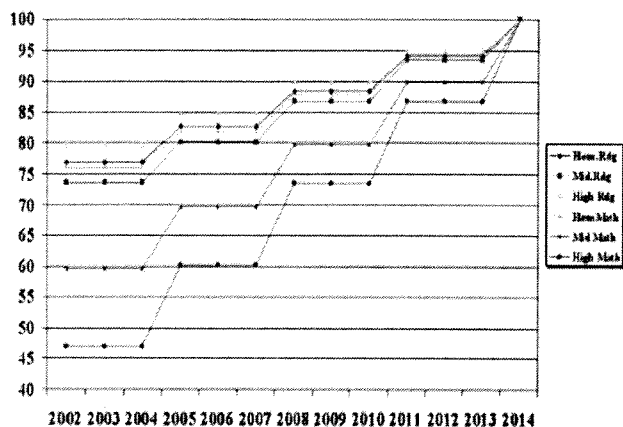
Barker, Linda	linda.barker@nea.org
Betterman, Larry	betterma@mscd.edu
Celva, Beth	celva_b@cde.state.co.us
Chapman, Pat	chapman_p@cde.state.co.us
Chlouber, Pat	patricia.chlouber@ed.gov
DeLay, Ken	kdelay@casb.org
Fox, Phil	pfox@co-case.org
Gerwitz, Karen	gerwitz_k@cde.state.co.us
Gotlieb, Dorothy	gotlieb_d@cde.state.co.us
Hefty, John	jhefty@co-case.org
Henwood, Jan	jhenwood@co-case.org
Ingle, Beverly	ingleb1@comcast.net
Kress, Dianne	dianne.kress@cde.state.co.us
Lewis, Tony	tonylewis@hotmail.com
Lynch, Cameron	cameron.lynch@state.co.us
McCall, Dale	dmccall@cbores.org
Moeckli, Phil	pmoeckli@nea.org
Newell, Vicki	vickilnewell@aol.com
O'Brien, Jo	obrien_j@cde.state.co.us
Rhodes, Lynn	Lynn.Rhodes@cudenver.edu
Sibigtroth, Gary	sibigtroth_g@cde.state.co.us
Sparks, Susan	susan.sparks@cudenver.edu
Stroup, Karen	stroup_k@cde.state.co.us
Townsend, Mark	president@copta.org
Urschel, Jane	jurschel@casb.org
Westerberg, Tim	tim@qualityteaching.org
Williams, Suzanne	suzanne.williams.senate@state.co.us
Wendels, Sue	sue.wendels.senate@state.co.us
Windler, William	windler_w@cde.state.co.us

What is Adequate Yearly Progress (AYP)?

- AYP is how the federal law, *No Child Left Behind*, measures the achievement of schools, districts and states.
- AYP measures the participation rate in the state assessment system (CSAP), academic performance, and graduation rate.
- AYP requires the disaggregation of data by different subgroups: White, Native American, Asian, Hispanic, Black, English Language Learners, economically disadvantaged, and students with disabilities.
- All subgroups must make the statewide targets in reading and math.

AYP Goal:

All students will be proficient in reading and math by 2014.



How is AYP calculated?

Participation- measures the number of students who are tested appropriately out of all students enrolled in the school and district on the day of testing.

Performance- measures the number of students who have been continuously enrolled in the school/ district for a year, and score Partially Proficient, Proficient or Advanced on the CSAP. Scores of students who have been in the US for less than three years and are not yet proficient in English are not included in this measure.

Safe Harbor- if the school/ district does not make a performance target, it can still make AYP if there is a 10% decrease in students scoring Non-Proficient from the previous year.

Other Indicator- elementary and middle schools need to have 1% of students scoring at the advanced level. High schools need to meet the graduation rate target.

How does AYP compare with the SAR Rating?

AYP	SAR Rating
Federal Accountability Measure	State Accountability Measure
Reading and Math	All CSAP tested subject areas
Disaggregates data by subgroups	All scores are aggregated
Statewide targets for all- either you make AYP or you don't	Five performance levels, three improvement levels
Includes CSAPA scores	Includes ACT scores

For more information about AYP, please go to:
www.cde.state.co.us/ayp

What happens if a school does not make AYP?

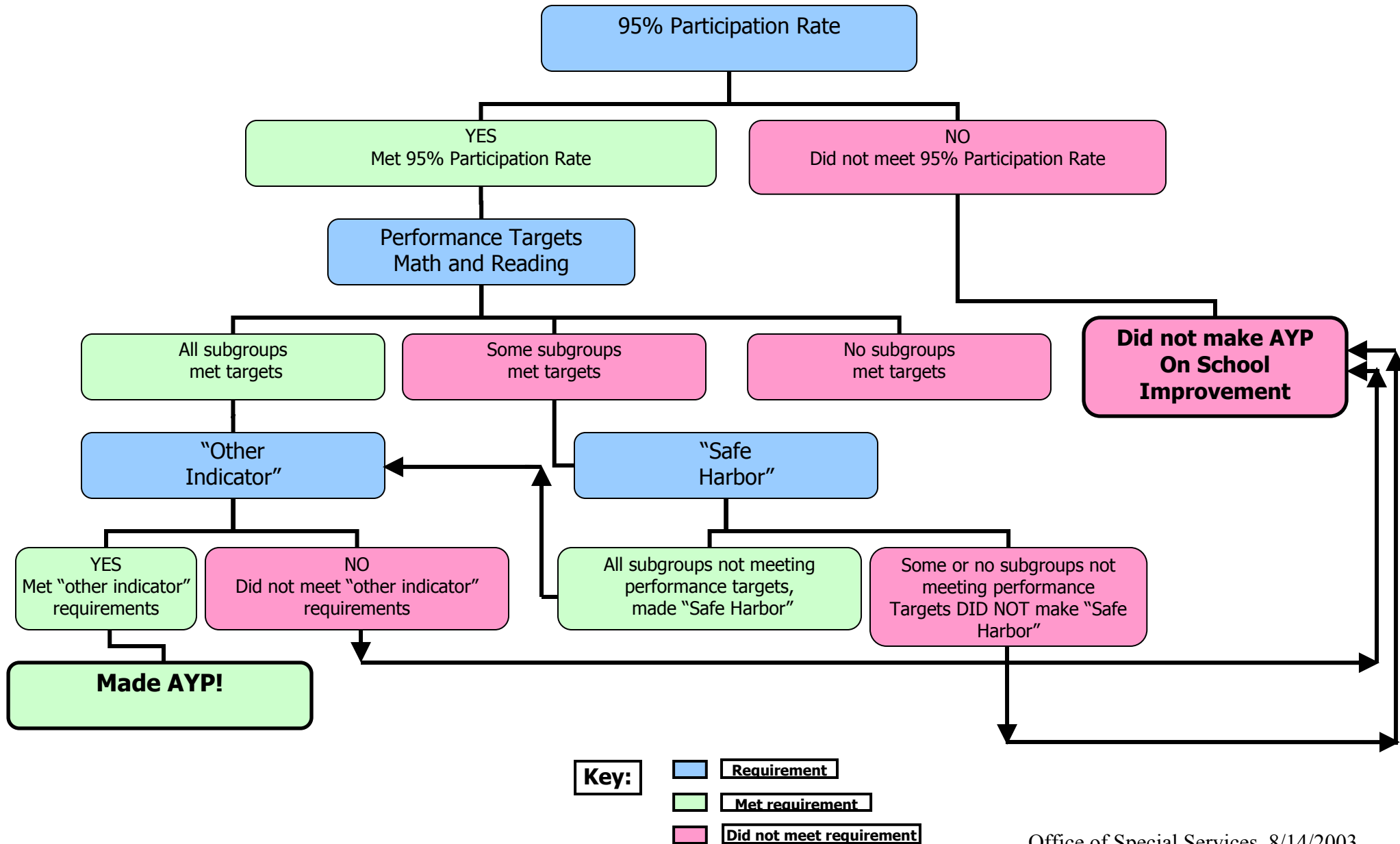
If a school receives Title I funds and does not make AYP for two consecutive years, the school is placed on School Improvement and:

- The school must develop a School Improvement plan.
- The district must provide transportation for students in that school to a high performing school in the district, if possible.

If the school does not make AYP for a third year, it must also provide supplemental educational services for low-performing, low-income students.

If the school continues to fail to make AYP, it progresses into corrective action and then restructuring plans.

HOW TO MAKE ADEQUATE YEARLY PROGRESS (AYP)



CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
Principle 1: All Schools	
	1.1 Accountability system includes <i>all schools and districts in the state</i> .
	1.2 Accountability system holds <i>all schools to the same criteria</i> .
	1.3 Accountability system incorporates the <i>academic achievement standards</i> .
	1.4 Accountability system provides <i>information in a timely manner</i> .
	1.5 Accountability system includes <i>report cards</i> .
	1.6 Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students	
	2.1 The accountability system includes <i>all students</i>
	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
	2.3 The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations	
	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
	3.2a Accountability system establishes a <i>starting point</i> .
	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .
	3.2c Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions	
	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

- F – Final state policy
- P – Proposed policy, awaiting State approval
- W – Working to formulate policy

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Principle 5: Subgroup Accountability

- | | |
|-----|--|
| 5.1 | The accountability system <i>includes all the required student subgroups</i> . |
| 5.2 | The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> . |
| 5.3 | The accountability system includes <i>students with disabilities</i> . |
| 5.4 | The accountability system includes <i>limited English proficient students</i> . |
| 5.5 | The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used. |
| 5.6 | The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups. |

Principle 6: Based on Academic Assessments

- | | |
|-----|---|
| 6.1 | Accountability system is based <i>primarily on academic assessments</i> . |
|-----|---|

Principle 7: Additional Indicators

- | | |
|-----|--|
| 7.1 | Accountability system includes <i>graduation rate for high schools</i> . |
| 7.2 | Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> . |
| 7.3 | Additional indicators are valid and reliable. |

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

- | | |
|-----|---|
| 8.1 | Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> . |
|-----|---|

Principle 9: System Validity and Reliability

- | | |
|-----|---|
| 9.1 | Accountability system produces <i>reliable decisions</i> . |
| 9.2 | Accountability system produces <i>valid decisions</i> . |
| 9.3 | State has a plan for addressing <i>changes in assessment and student population</i> . |

Principle 10: Participation Rate

- | | |
|------|--|
| 10.1 | Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment. |
| 10.2 | Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> . |

STATUS Legend:

- F – Final policy
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

Proposed Amendments to State NCLB Application
January 2006

- AYP for K-1 and K-2 schools will be calculated using the third grade reading and math CSAP and CSAPA (and CELA when available) results from the school(s) the K-1 and K-2 schools feed into. *(January Workbook sections 1.1, 1.2 – Accountability system includes all schools and districts in the state, accountability system holds all schools to the same criteria)*
- Only districts that do not meet AYP targets in the same content area and grade span for two consecutive years will be identified for Title I Program Improvement. (For example, a district that missed only math targets at the elementary level one year and math targets at the high school level the next year would not be identified. The district would need to miss elementary math targets for two consecutive years to be identified). *(January Workbook section 1.2 – Accountability system holds all schools to the same criteria 1.2)*
- Districts will be given the option of providing supplemental services in year one of Improvement, instead of, or in combination with, public school choice. In year two, schools would be required to offer both supplemental services and choice. *(January Workbook section 1.6 – Accountability system includes rewards and sanctions)*
- *Title I Program Improvement* reporting and designations will be modified to differentiate among districts that have missed a large number/percentage of AYP targets from those that have missed only a small number/percentage of targets as well as those that are increasing in the number/percentage of AYP targets met from those that are decreasing in the number/percentage of targets met *(January Workbook section 1.6 – Accountability system includes rewards and sanctions, see attached document)*
- Elementary math baselines and intermediate targets will be re-set with the inclusion of the 3rd and 4th grade CSAP math assessments. *(January Workbook sections 3.2b, 3.2c, 9.3, Accountability System establishes statewide annual measurable objectives and intermediate goals; State has a plan for addressing changes in assessment and student population)*
- As appropriate, update the plan to include any pertinent recommendations of the HB 1246 Technical Advisory Committee for students in the gap and the final USDE guidance related to additional 2% of students with disabilities. The HB 1246 study committee recommended allowing valid, non-standard accommodations on the CSAP in addition to expanding the difficulty of the CSAPA. *(January Workbook section 5.3 – Accountability system includes students with disabilities)*
- The plan will include a revised definition of graduation rate should the state adopt a revised graduation rate. The Committee of Practitioners requests that the definition used for the purposes of AYP include all students that eventually meet the local Board requirements for high school diploma – even if it takes some students additional time to do so. *(January Workbook section 7.1 – Accountability system includes graduation rate for high schools)*

- Colorado will apply for and utilize all additional flexibility granted by the USDE associated with the highly qualified teacher requirements. (*September Workbook section 3.1 – The percentage of teachers being taught by a highly qualified teacher*)
- Include the State's plan to link the English language development standards to math and science. (*September Workbook section 2 – All limited English proficient students will become proficient in English and reach high academic standards*)
- An action plan and timeline associated with the phasing out of the locally administered English language proficiency assessments, the roll-out of the new, single English language proficiency assessment (CELA), and plans to establish new Annual Measurable Achievement Objectives baselines and targets. (*September Workbook Sections 2.1 and January Workbook section 5.4 – All limited English proficient students will become proficient in English and reach high academic standards; Accountability system includes limited English proficient students*)
- A request for flexibility so that the State may use School Improvement grant funds in support of districts identified for Improvement (*Sec. 1003, Title I, NCLB – School Improvement*)

AYP Subcommittee recommendations, still pending (3.2)

- Change how Safe Harbor is assessed and calculated
- Use matched student records
- Use performance level categories - not scale scores or twelfths - to assess growth
- Compare No Scores and Unsatisfactory to Partially Proficient, Proficient, and Advanced
- Include CSAPA

Other Recommended Operational or Administrative Changes (do not require an amendment)

- CDE should continue to explore ways to more widely disseminate the State's Annual NCLB Report Card and associated data, including sending cds with State NCLB Report Card data to all school districts and major professional associations and organizations. (*January Workbook section 1.5*)
- With regard to Highly Qualified Teachers, consider the advisability of reciprocity agreements with neighboring states and the development of a Highly Objective Uniform State System of Evaluation (HOUSSE). (*September Workbook section 3.1*)
- The AYP appeals process should continue to allow for some differentiation across subgroups. For example, some appeals may pertain to English language learners or students with disabilities only (*CDE operational procedures*).
- CDE should continue to work to refine and clarify the alignment among the components of Colorado's single accountability system (*CDE operational procedures*).
- Amend the plan to include additional information related to CDE's plans to provide support to schools and districts identified for Improvement under Title I (*CDE operational procedures*).

Proposal: Title I Program Improvement

Much has been written and said about the “all or nothing” nature of AYP determinations. Some have suggested that it would be fair to take into consideration the high percentage of targets that many districts met and whether the district has increased or decreased in the percentage of targets met over time when reporting district AYP results. Many districts had strong negative reactions to first year designations for *District Program Improvement* and the requirement to communicate the designation to parents. Therefore, one aspect of this proposal is to make clear that districts are being identified for *Title I Program Improvement* and no longer refer to their AYP status as District Program Improvement.

CDE has always attempted to report AYP results in the simplest and most positive manner. What is presented below is not dramatically different than what is currently reported. However, district AYP reporting and Title I Program Improvement designations can be modified to further differentiate among districts that:

- have missed a large number/percentage of AYP targets
- have missed only a small number/percentage of targets
- are increasing in the number/percentage of AYP targets that are met over time
- are decreasing in the number/percentage of targets that are met over time

As is currently the case, only districts that meet 100% of AYP targets would be considered to have made AYP and districts that do not make AYP for two consecutive years would be identified for Title I Program Improvement. Also, as is currently the case, any district identified for Title I Program Improvement will be required to develop a plan to exit Improvement and set aside 10% of its Title I funds for professional development. An Improvement district may not be approved as a Supplemental Educational Service provider. However, as the number of years that districts have been identified for Improvement increases and the sanctions and corrective actions required by NCLB are heightened, the ability to differentiate among districts based on the degree to which they are not making AYP will become increasingly important. The ability to delineate districts in this manner will allow us to apply supports and sanctions more appropriately and effectively.

The tables that follow provide two different ways of categorizing district AYP performance levels in a manner that considers both the percentage of AYP targets met and AYP performance over time.

Percent of Targets Made

Excellent=	100% of applicable AYP targets were met (108 districts in 2005)
High =	95% to 99% of applicable AYP targets were met (26 districts in 2005)
Average =	85% to 94% of applicable AYP targets were met (37 districts in 2005)
Low =	Fewer than 85% of applicable AYP targets were met (11 districts in 2005)

AYP Two-Year Trend

Increasing =	A larger percentage of AYP targets were made in year two than in year one
Stable =	The same percentage of AYP targets were made in year one and year two
Decreasing =	A smaller percentage of AYP targets were made in year two than in year one

SEE TABLES NEXT PAGE

AYP Determination	Percent of AYP Targets Made	AYP Two-Year Trend	AYP Performance Level
Made AYP	Excellent	Stable or Increasing	A+
Did not make AYP	High	Stable or Increasing	A
	High	Decreasing	B
	Average	Increasing	B
	Average	Stable or Decreasing	C
	Low	Increasing	C
	Low	Stable or Decreasing	D

OR

AYP Determination	Percent of AYP Targets Made	AYP Two-Year Trend	AYP Performance Level
Made AYP	100	Stable or Increasing	Excellent
Did not make AYP	95 to 99	Stable or Increasing	High
	95 to 99	Decreasing	Good
	85 to 94	Increasing	Good
	85to 94	Stable or Decreasing	Average
	Below 85	Increasing	Average
	Below 85	Stable or Decreasing	Low