

A STATUS REPORT OF TITLE I

*Pinellas County Schools
Research & Accountability
August 2005*

EXECUTIVE SUMMARY

Title I, a federal program designed to improve the quality of education in high poverty schools and to give extra help to struggling students, began in 1965 as part of the Elementary and Secondary Education Act. Today it remains the largest on-going federal educational program in the country. Participating school districts receive federal money based on Census counts of children from low-income families. The overall goal of Title I is highest student achievement for all students.

In Pinellas County, there are currently fifty-four public Title I schools – all of which are schoolwide programs. Additionally, Title I funds support seventeen non-public schools and twenty-one Neglected and Delinquent Centers. An economic survey (a count of all students who receive free or reduced-price lunch at each school) is conducted annually to determine the schools and grade levels that will be served. The fifty-four Title I schools are all elementary and range from forty-five to eighty-five percent free and reduced-price lunch, based on the October 2004 Economic Survey. See Appendix A for a list of the Title I schools.

For this study, Title I school progress was reviewed under the two accountability systems currently in place in the state of Florida. The state created the A+ Plan grading system which assesses all schools in Florida, but does not affect Title I program implementation. The second accountability system, however, which does tie into the A+ Plan, is the federally mandated Adequate Yearly Progress (AYP). This system places restrictions on the use of Title I funds to Title I schools who continually fail to meet the standards.

Title I schools are continually making gains in reading and math overall and in all subgroups. The gains in math were more pronounced this year than those in reading and the most noticeable improvement seems to be the percent of students proficient. Each year more Title I schools make AYP and recent school grades are predominantly As and Bs, with a few Cs. FCAT scores of all students in the district continue to rise in both reading and math. Even though Title I has consistently performed lower than the district and non-Title I, the difference has become smaller over time.

PERFORMANCE OF TITLE I AND NON TITLE I STUDENTS AND SCHOOLS

HISTORY: Title I, a federal program designed to improve the quality of education in high poverty schools and to give extra help to struggling students, began in 1965 as part of the Elementary and Secondary Education Act. Today it remains the largest on-going federal educational program in the country. Participating school districts receive federal money based on Census counts of children from low-income families. The overall goal of Title I is highest student achievement for all students.

For the first five years of the program, there were almost no restrictions on how schools and districts used these supplementary funds. In 1970, lawmakers set some guidelines: Title I schools must still receive state and local support “comparable” to that received by non-Title I schools and Title I funds cannot be used to “supplant” state and local funding. In 1974 parent advisory councils became a required component of a Title I program. In 1978, rules were established for determining school eligibility for Title I funds, states received authority to monitor local programs, and money could be withheld if districts did not comply. In 1981 a new presidential administration relaxed the regulations and changed the name to Chapter I. In 1988, Congress enacted parent involvement regulations and established the first framework for accountability. These changes made it much more practical for schools to setup schoolwide programs to help the entire school rather than the targeted assistance program directed at individual students. In 1994, accountability was further increased and Title I got its name back. The latest program re-authorization of Title I came on January 8, 2002 when the No Child Left Behind Act (NCLB) was signed into legislation. NCLB established a nationwide system of accountability and rigorous requirements for staff qualifications, parental involvement, and public reporting.

DESCRIPTION: Although school districts may decide exactly how to disperse the Title I funds they receive, generally schools with the highest percentage of students in poverty must be given first priority and receive proportionately more funding, as they are the most economically disadvantaged. Many Title I schools focus supplementary services on specific children. Children are selected based on educational need, usually using test scores. Schools most frequently provide extra instruction in reading or mathematics, sometimes outside regular school hours. Title I can also fund services such as counseling or preschool programs; schools are required to spend a small portion of their funds on parent involvement activities and professional development for teachers and teaching partners. Schools with at least forty percent poor children may operate “schoolwide programs,” using their funding to augment the entire school. Most schools and districts choose to focus their funds on the early grades.

In Pinellas County, there are currently fifty-four public Title I schools – all of which are schoolwide programs. Additionally, Title I funds support seventeen non-public schools and twenty-one Neglected and Delinquent Centers. An economic survey (a count of all students who receive free or reduced-price lunch at each school) is conducted annually to determine the schools and grade levels that will be served. The fifty-four Title I schools are all elementary and range from forty-five to eighty-five percent free and reduced-price lunch, based on the October 2004 Economic Survey. See Appendix A for a list of the public Title I schools.

Since the programs are all schoolwide, the Title I funds are spent to enhance the educational program of the entire school. Each school decides how to spend their funds, within the regulations set by the state and USDE, and with input from Title I district leadership. Expenditures must support highest student achievement goals as outlined in the School Improvement Plan. Teacher and parental input is expected in planning the schoolwide program and the expenditures of the federal dollars. Schools may hire additional classroom teachers or teaching partners who work in the classroom to instruct and/or remediate students. Some schools use their funds to hire a Technology Specialist, Achievement Specialist or Community Involvement Assistant, each of whom supports the goal of highest student achievement. Funds can also be used to purchase instructional materials which will benefit students at school or even at home. All schools must spend at least one percent of their funds on parent involvement – most hold workshops such as “Families Building Better Readers.” Title I expenditures are recorded in the Title I Schoolwide Plan. Copies of the school plans, which support the specific goals and programs of the school, are available to the public in each school office.

Each school has a Title I facilitator to coordinate and monitor the Title I schoolwide program and budget. This person also serves as a coach for teachers. District-based Title I reading and math trainers provide professional development and support for teachers and programs at Title I schools. Monthly Title I staff meetings offer opportunities for Title I school facilitators to share successful strategies, both instructional and operational, as well as to receive professional development and updated information from Title I district leadership personnel. Updated data is provided on a regular basis to all schools, and also upon request from any individual school. Monthly visits by Title I supervisors present monitoring opportunities to determine the comprehensiveness of the program implementation, as well as the progress of struggling students.

Parents are part of the Title I team and are encouraged to participate in their child’s education. Teachers, parents, and students sign an agreement between the home and school to share the responsibility of student learning. The District Advisory Council (DAC) meets three times each year and provides representatives with updated information about Title I at the local, state, and national level. Each parent representative serves as a liaison between the district Title I office and their school. Each year, every Title I school conducts an annual meeting for parents to inform them of the opportunities for

involvement in the Title I program within their school. An overview of Title I student services is shared and parents are encouraged to become an integral partner in their child's education.

ANALYSIS: For the purpose of this analysis, the term 'Title I schools' refers to all public Pinellas County schools that received Title I funds for the specified year. 'Non-Title I schools' refers to all public elementary schools in Pinellas County that did not receive Title I funds for the specified year. The district refers to all public elementary schools in the district. 'Title I students' represents all of the students in all of the Title I schools combined. Similarly, 'non-Title I students' represents all of the students in all of the non-Title I schools combined. The number of students in each of these groups changes annually.

For this study, Title I school progress was reviewed under the two accountability systems currently in place in the state of Florida. The state created the A+ Plan grading system which assesses all schools in Florida, but does not affect Title I program implementation. The second accountability system, however, which does tie into the A+ Plan, is the federally mandated Adequate Yearly Progress (AYP). This system places restrictions on the use of Title I funds to Title I schools who continually fail to meet the standards.

Both the federal AYP and the state A+ Plan grades are assigned based on student scores on the Florida Comprehensive Assessment Test (FCAT) – a statewide criterion referenced test based on the Sunshine State Standards. The test is scored in achievement levels, ranging from one to five, with five being the highest, and three considered to be proficient. AYP also takes into consideration scores on the alternate assessment (FAAR), which is used to measure the achievement of students in exceptional student education. Scores range from zero to four, with four being the highest, and three considered to be proficient. This study investigates the combined Title I student performance on FCAT over time in comparison to that of non-Title I students and to the district as a whole. More information about the FCAT is available in Appendix B.

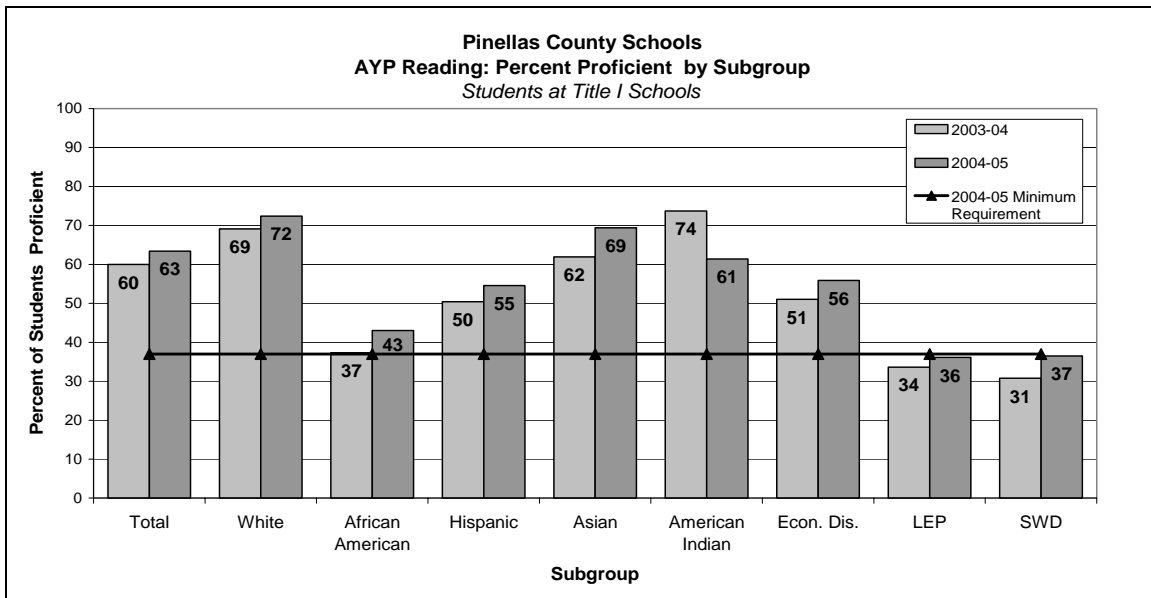
During the 1998-99 school year, Governor Jeb Bush established a statewide system of accountability for schools, regardless of Title I status. The A+ Plan assigns a letter grade to most public schools in the state, based on reading, math, and writing scores on the FCAT. Half of the school grade is based on the percent of students who are at or above proficient levels, while the other half is based on individual student learning gains. The current study examines the combined Title I performance on each component of the school grade and a summary of the letter grades assigned to the Title I schools since the plan's inception in 1999. Appendix C describes the A+ Plan in detail.

The federal No Child Left Behind Act (NCLB) established a nationwide system of accountability. States were given strict guidelines in determining their own distinct

accountability plans, with annual requirements in reading and math for the whole school and eight specified subgroups. All public schools in the nation are expected to meet the requirements, known as Adequate Yearly Progress (AYP). Each year a specified percentage of students in each subgroup must score at or above proficient levels on the FCAT or FAAR. This minimum requirement was 37 percent for reading and 44 percent for math in the 2004-05 school year and increases annually. Title I schools must meet all requirements or face increasingly severe penalties. The current study focuses on the performance of Title I students on the AYP requirements. It will address the performance of Title I students and Title I schools over time, and their performance in comparison to that of non-Title I schools. Appendix D describes AYP in detail.

Figure 1 depicts the AYP reading performance of students at Title I schools (Grades 3-5) by subgroup. Specifically, it shows the percent of students who scored at or above proficient (Level 3 or above) on the Florida Comprehensive Assessment Test (FCAT) or alternate assessment, for each subgroup for school years 2003-04 and 2004-05. The first bar of each subgroup indicates the 2003-04 performance, while the second bar shows the 2004-05 performance. The black line illustrates the state minimum requirement for 2004-05. As can be seen, the percent of students proficient increased in every subgroup (except American Indian) from 2003-04 to 2004-05. The Limited English Proficient (LEP) subgroup was the only subgroup to fall short of the minimum requirement in 2004-05.

Figure 1



The same analysis was made using the mathematics data. As it can be seen in figure 2, all nine subgroups showed improvement from 2003-04 to 2004-05, but three subgroups remain below the minimum requirement: African American, Limited English Proficient (LEP), and Students with Disabilities (SWD).

Figure 2

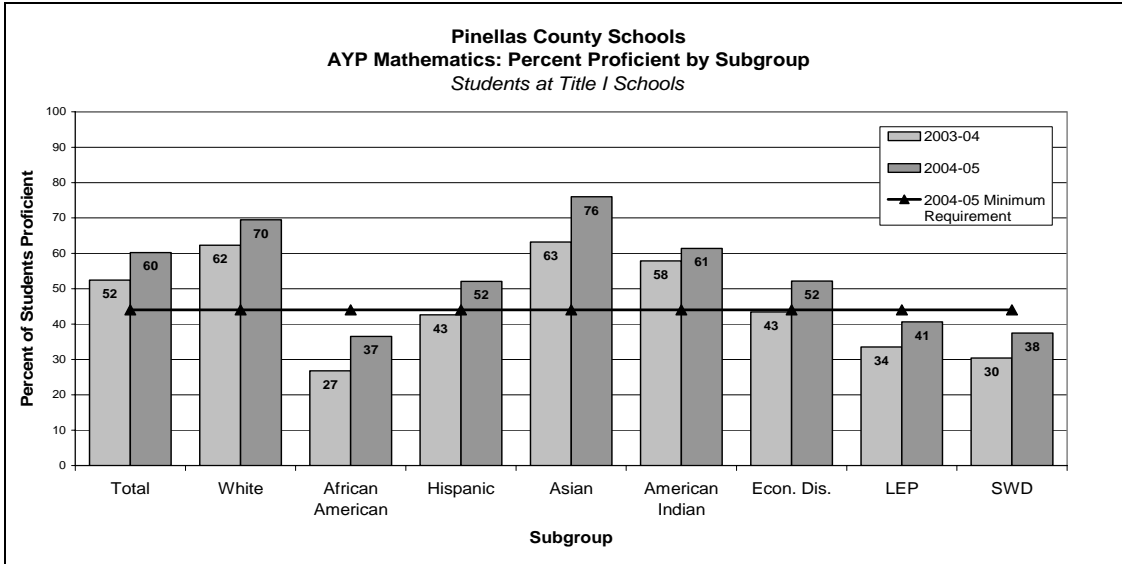


Figure 3 shows the percent of Title I schools making Adequate Yearly Progress (AYP) by content area in the past three years. For reading and math, schools must meet targets in all eight subgroups as well as total population. Writing scores, however, are based on total population only. As is evidenced by the graph, more schools have made all requirements each year in reading and math, but fewer schools have made the writing requirements. While fewer than half of Title I schools met requirements for all nine subgroups in math, that percentage has nearly doubled each year.

Figure 3

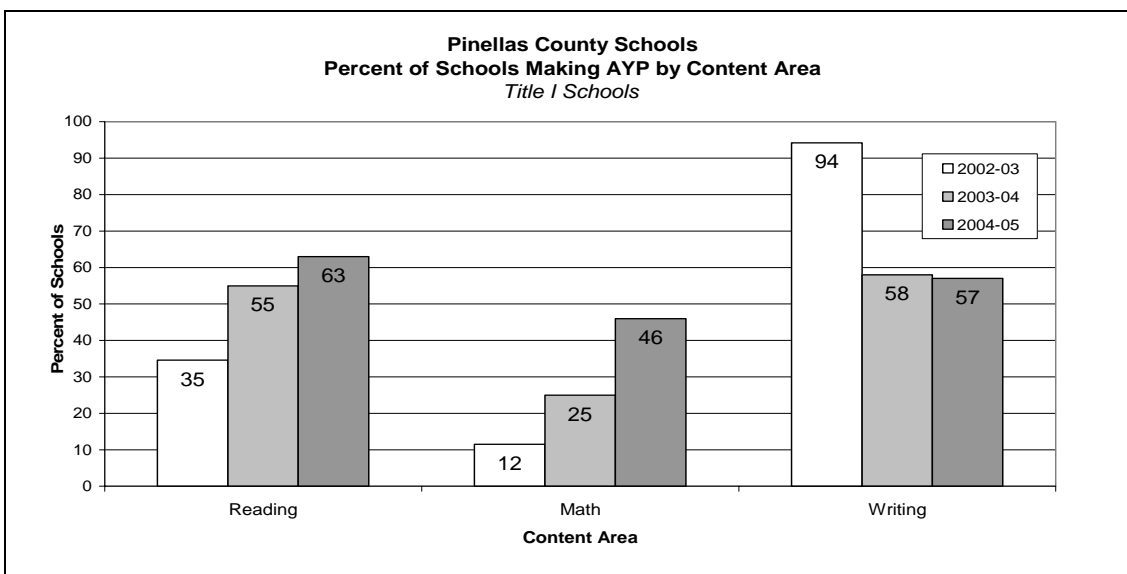


Figure 4 illustrates the percent of Title I schools and non-Title I schools making AYP each year. The percents for both groups of schools have increased each year; the percent of Title I schools making AYP increased from 19 percent making AYP in 2004 to 39 percent making AYP in 2005.

Figure 4

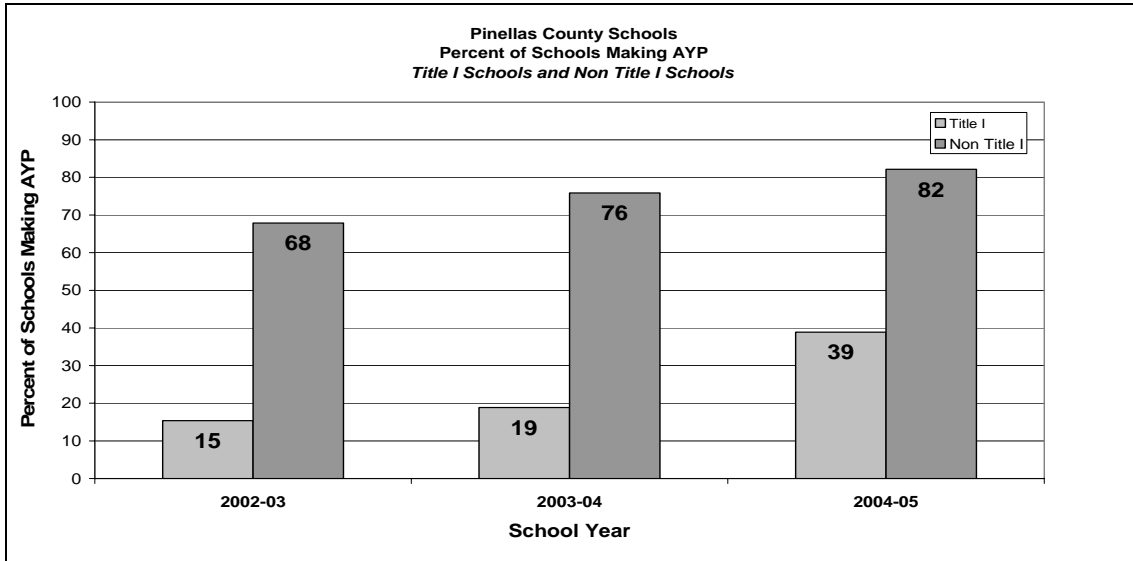


Figure 5 presents the school grade points earned by students at Title I schools for school years 2003-04 and 2004-05. The first row represents the percent of students who scored a level 3 or above (proficient) on the FCAT in reading and math and the percent who scored 3.5 or above in writing. The second row shows the percent of students who made annual learning gains (improved an achievement level, maintained a level 3, 4, or 5, or showed sufficient gains on the developmental scale) in reading and math. The third row represents the percent of students in the lowest twenty five percent of all Title I schools who demonstrated annual learning gains in reading.

Figure 5

	Reading		Math		Writing	
	2004	2005	2004	2005	2004	2005
Percent of Students Achieving High Standards (Level 3 or above)	68	71	59	66	81	73
Percent of Students Making Annual Learning Gains	67	66	68	74		
Percent of Lowest 25% in the School Making Annual Learning Gains	62	57				

As is evidenced by the table, the percent of students scoring at proficient levels (student achievement of high standards) increased in both reading and math. The percent proficient in writing decreased, but the criterion was raised. Annual learning gains in reading decreased while those in math increased. It is important to note that Exceptional Student Education (ESE) students and Limited English Proficient (LEP) students were included in the gains scores for the first time ever in 2004-05. Additionally, in 2005, the writing requirement increased to 3.5 or above. The sum of all six cells was 405 in 2004 and 407 in 2005. If Title I were to receive a grade from the state, it would receive a B, but it is only 3 points away from an A.

Figure 6 shows the performance of Title I schools on the A+ Plan since 1998-99. No Title I school has earned a D or an F in the past three years. In addition, in the first four years of the plan, sixty-eight percent of Title I school grades were Cs, but in each of the past three years, more than seventy-five percent have been As and Bs; the number of schools meeting higher standards on the A+ accountability system has increased from one school in 1999 to forty-two schools in 2005.

Figure 6

Pinellas County Schools														
Number of Schools by Letter Grade														
<i>Title I Schools</i>														
Grade	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04		2004-05	
	<i>(38 Schools)</i>		<i>(38 Schools)</i>		<i>(38 Schools)</i>		<i>(42 Schools)</i>		<i>(52 Schools)</i>		<i>(53 Schools)</i>		<i>(54 Schools)</i>	
A	0	0%	7	18%	1	3%	2	5%	26	50%	22	42%	25	46%
B	1	3%	1	3%	4	11%	8	19%	15	29%	22	42%	17	31%
C	26	68%	26	68%	28	74%	26	62%	11	21%	9	17%	12	22%
D	11	29%	4	11%	5	13%	5	12%	0	0%	0	0%	0	0%
F	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%

Figures 7 and 8 depict student performance on the FCAT over the past five years. The data used for these graphs include all elementary students with FCAT scores (grades 3-5), regardless of ESE or LEP status. It is important to note that the number of Title I schools and students changes each year. These line graphs show Title I, non-Title I, and the district as a whole (elementary only) in reading (figure 6) and math (figure 7). Graphs show the percentage of students scoring Level 3 or above for 2001 through 2005. As seen on these graphs, Title I has consistently performed lower than the other two groups,

however this difference has become smaller over time. All three groups have showed an upward pattern during the past five years.

Figure 7

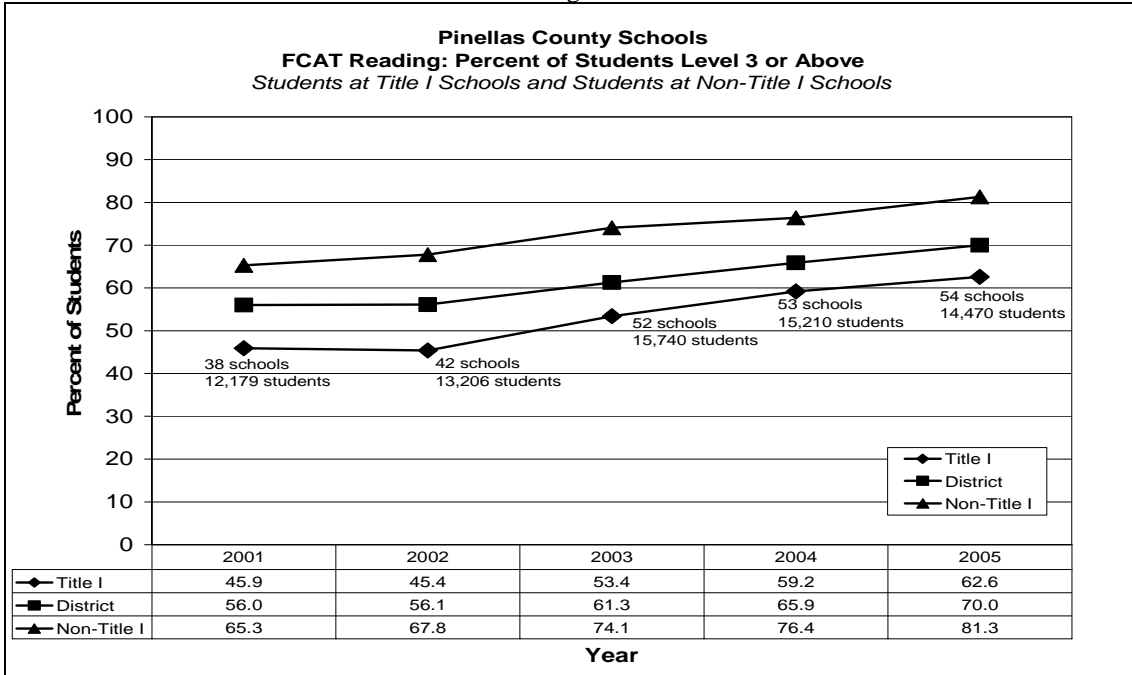
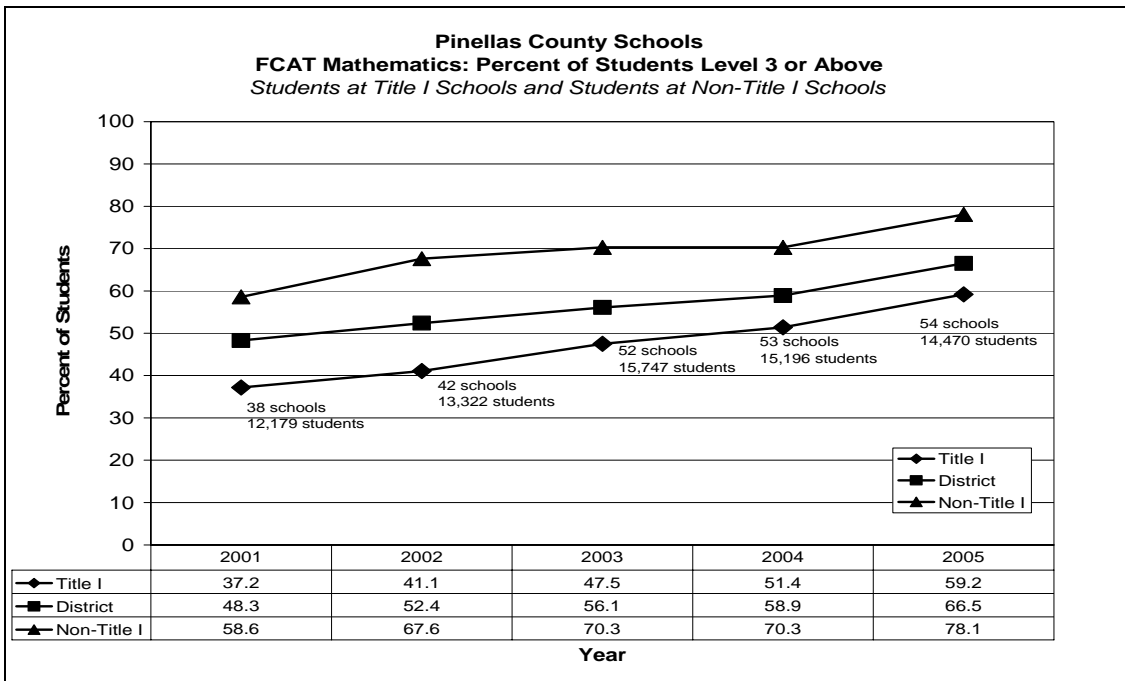


Figure 8



RESULTS: Title I schools are continually making gains in reading and math overall and in all subgroups. The gains in math were more pronounced this year than those in reading and the most noticeable improvement seems to be the percent of students proficient. Each year more Title I schools make AYP and recent school grades are predominantly As and Bs, with a few Cs. FCAT scores of all students in the district continue to rise in both reading and math. Even though Title I has consistently performed lower than the district and non-Title I, the difference has become smaller over time.

LIMITATIONS OF THE STUDY: While all fifty-four Title I schools operate within the established regulations of the federal program, each school operates its own program and spends its funds according to its own goals as established by the individualized School Improvement Plan and Schoolwide Plan. Several of the schools have magnet programs and many have additional grants such as Reading First and Comprehensive School Reform. In addition, most schools are involved in many other initiatives throughout the district. Therefore, it is impossible to completely isolate the effects of the Title I program when so many different grants, programs, initiatives, goals, and other factors are influencing student achievement differently at the various schools.

Furthermore, all elementary schools in Pinellas County were involved in some major changes and mandates this past year that appear to have improved student achievement overall. Therefore, it is difficult to compare Title I student performance to non-Title I student performance when the changes affected all schools.

CONCLUSION: Title I schools, by definition, are faced with the challenges of an economically disadvantaged population. The federal Title I program was created in order to provide extra support to these struggling schools and their students. The Pinellas County Title I schools and their students have continually shown growth in federal Adequate Yearly Progress requirements, state A+ Plan grades, and on the FCAT.

Appendix A

Title I Schools (2004-05)

Public Schools:

AZALEA ELEMENTARY
BARDMOOR ELEMENTARY
BEAR CREEK ELEMENTARY
BELLEAIR ELEMENTARY
BLANTON ELEMENTARY
CAMPBELL PARK ELEMENTARY
CLEARVIEW AVE ELEMENTARY
CROSS BAYOU ELEMENTARY
DUNEDIN ELEMENTARY
EISENHOWER ELEMENTARY
FAIRMOUNT PARK ELEMENTARY
FRONTIER ELEMENTARY
FUGUITT ELEMENTARY
GULF BEACHES ELEMENTARY
GULFPORT ELEMENTARY
HIGH POINT ELEMENTARY
JOHN M SEXTON ELEMENTARY
KINGS HIGHWAY ELEMENTARY
LAKEWOOD ELEMENTARY
LARGO CENTRAL ELEMENTARY
LEALMAN AVE ELEMENTARY
LYNCH ELEMENTARY
MADEIRA BEACH ELEMENTARY
MARJORIE KINNAN RAWLINGS
MAXIMO ELEMENTARY
MELROSE ELEMENTARY
MILDRED HELMS ELEMENTARY
MOUNT VERNON ELEMENTARY
NORTH SHORE ELEMENTARY
NORTH WARD-CLW ELEMENTARY
NORTHWEST ELEMENTARY
ORANGE GROVE ELEMENTARY
PINELLAS CENTRAL ELEM
PINELLAS PARK ELEMENTARY
PONCE DE LEON ELEMENTARY
RIO VISTA ELEMENTARY
SAN JOSE ELEMENTARY
SANDY LANE ELEMENTARY
SAWGRASS LAKE ELEMENTARY
SEVENTY-FOURTH STREET ELEMENTARY
SHORE ACRES ELEMENTARY
SKYCREST ELEMENTARY
SKYVIEW ELEMENTARY
SOUTH WARD ELEMENTARY
SOUTHERN OAK ELEMENTARY
STARKEY ELEMENTARY

TARPON SPRINGS ELEMENTARY
TYRONE ELEMENTARY
WALSINGHAM ELEMENTARY
WESTGATE ELEMENTARY
WOODLAWN ELEMENTARY

Neglected & Delinquent (Title I Part D):

BOLEY JUVENILE JUSTICE
BOOT CAMP PROGRAM
BOOT CAMP TRANSITION
BRITT HOUSE
ECKERD INTENSIVE HALFWAY
ECKERD LEADERSHIP PROGRAM
ECKERD YOUTH CONSERVATION
ECKERD YOUTH CHALLENGE
E.W.E.S.
EWES-E HOW-KEE CAMP
EWES-E-KEL-ETU CAMP
EWES-E-NINI-HASSEE
EWES-E-MA-CHAMEE CAMP
EWES-E-TU-MAKEE CAMP
FLORIDA SHERIFF'S YOUTH RANCH
JUVENILE DETENTION CENTER
THE CHILDRENS CENTER
OPERATION PAR/ARC
PACE CENTER FOR GIRLS
PINELLAS COUNTY JAIL
PINELLAS MARINE INSTITUTE

Non-Public Schools

BISHOP ACADEMY II
BLESSED SACRAMENT
CENTRAL CHRISTIAN
ELIM ACADEMY
ESPIRITU SANTU
GRACE LUTHERAN
GUARDIAN ANGELS
HOLY FAMILY
OUR LADY OF LOURDES
SACRED HEART
ST. CECELIA
ST. JUDE CATHEDRAL
ST. PATRICK
ST. PAUL
ST. PETERSBURG CHRISTIAN
ST. RAPHAEL
TRANSFIGURATION

Appendix B

Florida Comprehensive Assessment Test

Purpose of the FCAT

The purpose of the FCAT is to assess student achievement of the SSS benchmarks in reading, mathematics, science, and writing. The FCAT also includes norm-referenced tests (NRT) in reading comprehension and mathematics problem solving, which allow for comparing the performance of Florida students with students across the nation.

Grade Levels Tested

- FCAT SSS Reading and Mathematics – Grades 3–10
- FCAT Writing+ – Grades 4, 8, and 10 (In 2005, scores will only be reported for the essay portion of FCAT Writing+. Students will not receive scores for the multiple-choice portion, which was field-tested in 2005.)
- FCAT SSS Science – Grades 5, 8, and 11
- FCAT NRT Reading and Mathematics – Grades 3–10

Question Formats

- **Multiple-choice questions** are worth 1 point each and appear at all grade levels on all FCAT SSS and FCAT NRT tests. For FCAT Reading, Mathematics, and Science tests students choose the best answer from four answer choices. For the multiple-choice portion of FCAT Writing+, students choose the best answer from either three or four possible answer choices.
- **Gridded-response questions** are worth 1 point each and appear on the FCAT SSS Mathematics test in Grades 5–10 and the FCAT SSS Science test in Grades 8 and 11. These questions require students to determine a numeric answer and bubble it in on a grid.
- **Performance tasks** are part of the FCAT SSS for students in Grades 4, 5, 8, 10, and 11. These tasks require students to answer reading questions in their own words, show their solutions to mathematics questions, or respond to science questions. There are two types of performance tasks: short-response and extended-response. Short-response tasks take about 5 minutes to answer and receive 0, 1, or 2 points. Extended-response tasks take 10–15 minutes to complete and receive 0, 1, 2, 3, or 4 points. Answers to performance tasks are scored using a holistic scoring rubric. (Copies of the holistic scoring rubrics for each subject are provided in this booklet.) A minimum of two trained scorers independently score each answer. The final score is the result of these multiple evaluations.
- For the essay portion of FCAT Writing+, students in Grades 4, 8, and 10 write an **essay** for an assigned topic (prompt). Students in Grade 4 write either an expository or a narrative essay while students in Grades 8 and 10 write either an expository or a persuasive essay. The highest score a student can receive is a 6. Student essays are scored using a holistic scoring rubric. Two trained scorers independently score each essay. The score reported is the average of both scorers' scores. (A copy of the holistic scoring rubric for Writing+ is provided in this booklet.)

Who is Tested?

Most students, including limited English proficient (LEP) and exceptional student education (ESE) students, enrolled in the tested grade levels participate in the FCAT administration. Administration accommodations are available and provided to eligible LEP and ESE students.

Achievement Levels

Achievement levels describe the success a student has achieved on the Florida *Sunshine State Standards* tested on the FCAT. Achievement levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest.

Level 5

This student has success with the most challenging content of the *Sunshine State Standards*. A student scoring in Level 5 answers most of the test questions correctly, including the most challenging questions.

Level 4

This student has success with the challenging content of the *Sunshine State Standards*. A student scoring in Level 4 answers most of the test questions correctly, but may have only some success with questions that reflect the most challenging content.

Level 3

This student has partial success with the challenging content of the *Sunshine State Standards*, but performance is inconsistent. A student scoring in Level 3 answers many of the test questions correctly but is generally less successful with questions that are the most challenging.


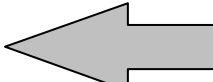

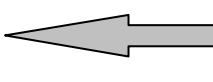
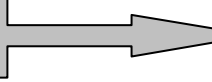
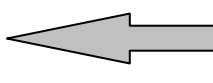
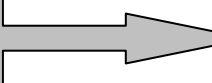
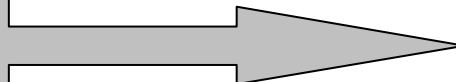
Level 2

This student has limited success with the challenging content of the *Sunshine State Standards*.

Level 1

This student has little success with the challenging content of the *Sunshine State Standards*.

**Appendix C
STATE ACCOUNTABILITY SCHOOL GRADING SYSTEM**

	Reading	Math	Writing	Points
Student Achievement of High Standards	6A Percent Level 3 or Higher (Grades 3-10)	6B Percent Level 3 or Higher (Grades 3-10)	6C Percent Scoring 3.5 or Higher (Grades 4, 8, 10)	SUM: <u>6A</u> , <u>6B</u> , and <u>6C</u> Cells
Annual Learning Gains	6D Percent Making Annual Gains a Improvement of achievement level b Maintenance of achievement level (3, 4, or 5) c On the Developmental Scale, demonstrate more than one year's growth within achievement level 1 or 2	6E Percent Making Annual Gains a Improvement of achievement level b Maintenance of achievement level (3, 4, or 5) c On the Developmental Scale, demonstrate more than one year's growth within achievement level 1 or 2	 If minimum of 30 students in writing is not met, then the district writing average is substituted.	SUM: <u>6D</u> and <u>6E</u> Cells
Annual Learning Gains of Lowest 25% in the School	6F Percent Making Annual Gains in Lowest 25% for Each Grade (Excluding Level 4 and 5 Students) a Improvement of achievement level b Maintenance of achievement level 3 c On the Developmental Scale, demonstrate more than one year's growth within achievement level 1 or 2	 If minimum of 30 students not met, then raise cut score until have 30 students (but, if go into level 4, then percent making annual gains in reading (6D) is substituted)   For "A" schools, a minimum of 50% needed.   For "B" and "C" schools, if 50% not met 2 years in a row, then letter grade is reduced by one. 		NUM: Cell <u>6F</u>
<div align="center"> <p>Number of Points Representing School Grades A=Minimum of 410 points, B=Minimum of 380 points, C=Minimum of 320 points, D=Minimum of 280 points F = Less than 280 points</p>  </div>				TOTAL

Only standard curriculum students (as previously defined by school grading) will be included for the Student Achievement of High Standards (cells 6A, 6B, and 6C). However, all students who have current and previous year FCAT scores will be included in cells 6D, 6E, and 6F. Schools must test 90% of all students to be eligible for a "B", "C", or "D" grade. However, schools must test 95% of all students to be eligible for an "A" grade.

A minimum of 30 students in the student achievement and learning gains for reading and math (cell 6A, 6B, 6D, and 6E) is required to receive a grade.

Appendix D
Adequate Yearly Progress (AYP)
under NO CHILD LEFT BEHIND (NCLB)

In order to meet AYP, each school and district must meet the requirements of ALL cells:

- School Grade (must be A, B, or C)
- Participation Rate (95% of each subgroup must be assessed)
- Percent Proficient in Reading (see annual objectives – applies to each subgroup)
- Percent Proficient in Math (see annual objectives – applies to each subgroup)
- Writing (total population only – 90% Level 3.0 or higher or 1% point improvement)

All students* in the district
All public schools in the district

For the district and each school:

All Students **AND** 8 Subgroups

- All students
- White
- Black
- Hispanic
- Asian
- American Indian
- Economically Disadvantaged
- Limited English Proficient Students
- Students with Disabilities

*Students must be present for both Survey 2 and Survey 3.

*Only subgroups that represent 15% of the total school enrollment (in tested grades) will count for accountability purposes.

FCAT Levels	NCLB Achievement levels
5	Advanced
3 and 4	Proficient
2	Basic
1	Below Basic

Annual Measurable Objectives for Each Subgroup

<u>Year</u>	<u>Reading %</u>	<u>Math %</u>
2004-05	37	44
2005-06	44	50
2006-07	51	56
2007-08	58	62
2008-09	65	68
2009-10	72	74
2010-11	79	80
2011-12	86	86
2012-13	93	93
2013-14	100	100

Alternate Assessments:

- LEP students who have been in an LEP program for 12 months or less may take an alternate assessment, if the LEP committee determines (on an individual basis) that the student should not take the FCAT.
- Alternate assessments may be offered to students for whom the FCAT is deemed inappropriate. This number should be relatively small.
- Out-of-grade level testing is prohibited.
- Alternate standards are permitted for the most significant cognitively disabled students (legislation allows for up to 1% of the district population).
- The results of alternate assessments will be merged with FCAT results and will be used for accountability status.