

# **Presentation to the Barre Town School Board**

**Topic**

**Adequate Yearly Progress**

**May 03, 2007**



## **BARRE TOWN SCHOOL DISTRICT**

### Frequently asked questions:

- Q. What are standards?
- A. They are descriptions of broad expectations of what students should know, understand, and be able to do at each grade level.
- Q. What is No Child Left Behind (NCLB) Act of 2001 ?
- A. NCLB is federal legislation designed to ensure that all children are proficient in English Language Arts (ELA) and Mathematics by 2013-2014. That is only 8 years away!



## What is Barre Town School doing to continue to make AYP?

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- Use assessment results to improve instruction.
- Developed a laser-like focus on improving reading, writing, mathematics and science.
- Focused professional development.
- We also have been focusing our curriculum development and staff training in four content areas.
- The employment of strong curriculum specialists who model instruction, work with our students, train our teachers and develop curriculum.



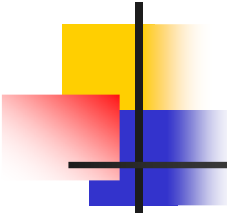
## Understanding Vermont's Adequate Yearly Progress (AYP)

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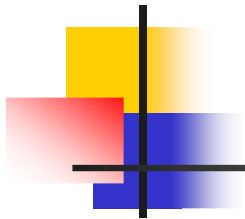
### Key Points:

- All students are included in our AYP.
- Through 2004 student performance-Math and ELA were calculated from state assessments results of students in grades 2,4,& 8 in the school.
- Starting in 2006 grades 3 through 8 will be included in AYP.

## (Continuing with the Key Points)

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- Accountability decisions are made annually. AYP is based on the most recent two years of results or data. This is called a rolling average.
  - Annual Measurable Objectives (AMOs) are calculated by grade (K-8) span for schools using the required NCLBA formula. This is increased in regular increments.
  - The formula is based on the goal that 100% of the students will be proficient by 2014 (i.e. school score 500) and will meet specific requirements for incremental increases over the 12-year period.
  - Disaggregated Data is to break information into parts. Examples would be: Free and Reduced Lunch, Special Education, ESL, Gender

# Vermont's Intermediate Goals And Annual Measurable Objectives

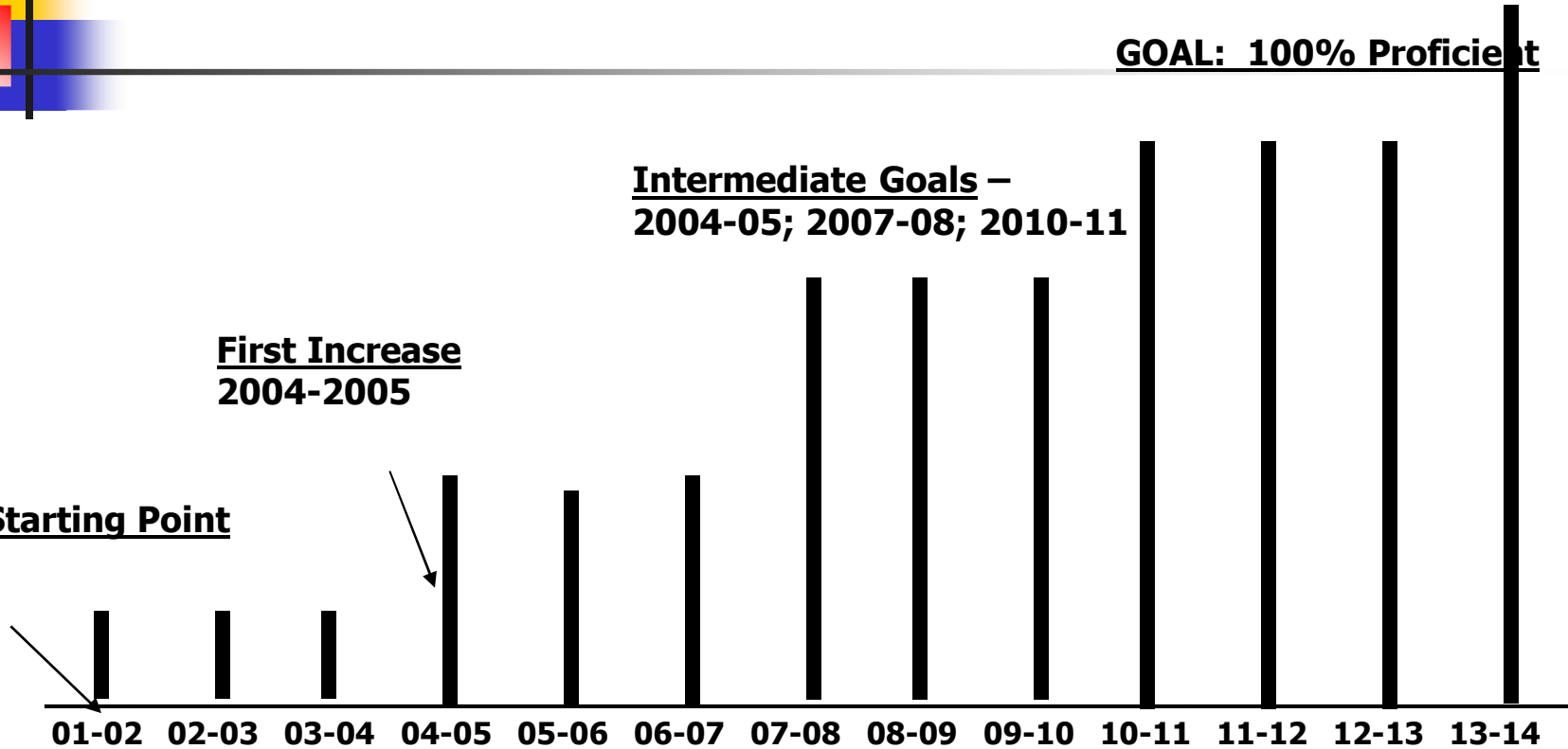


**GOAL: 100% Proficient**

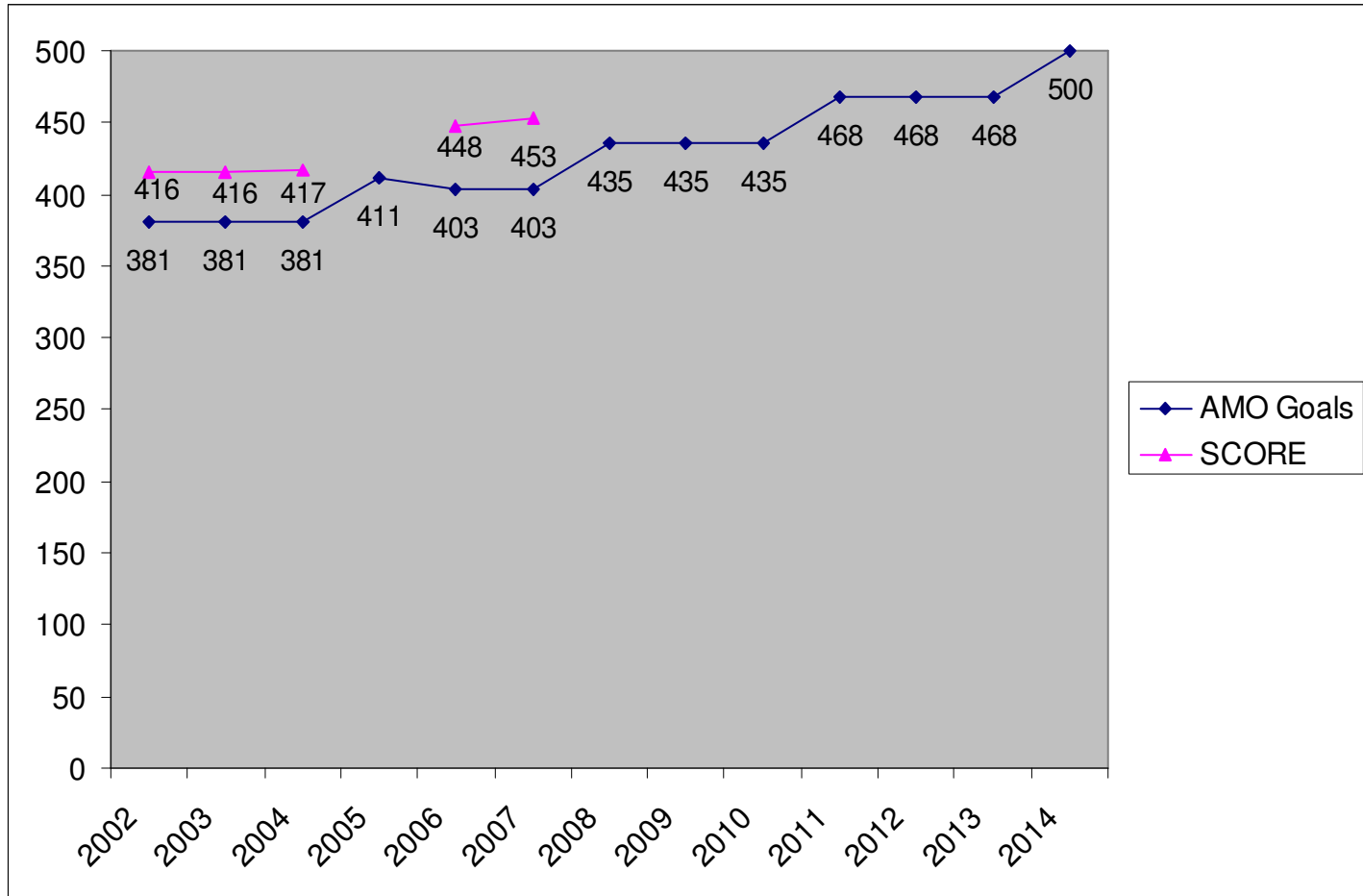
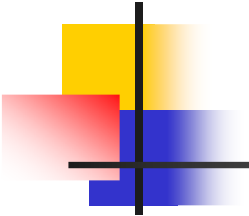
**Intermediate Goals –**  
**2004-05; 2007-08; 2010-11**

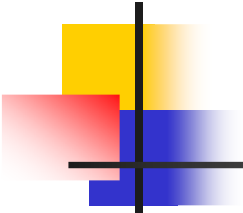
**First Increase**  
**2004-2005**

**Starting Point**



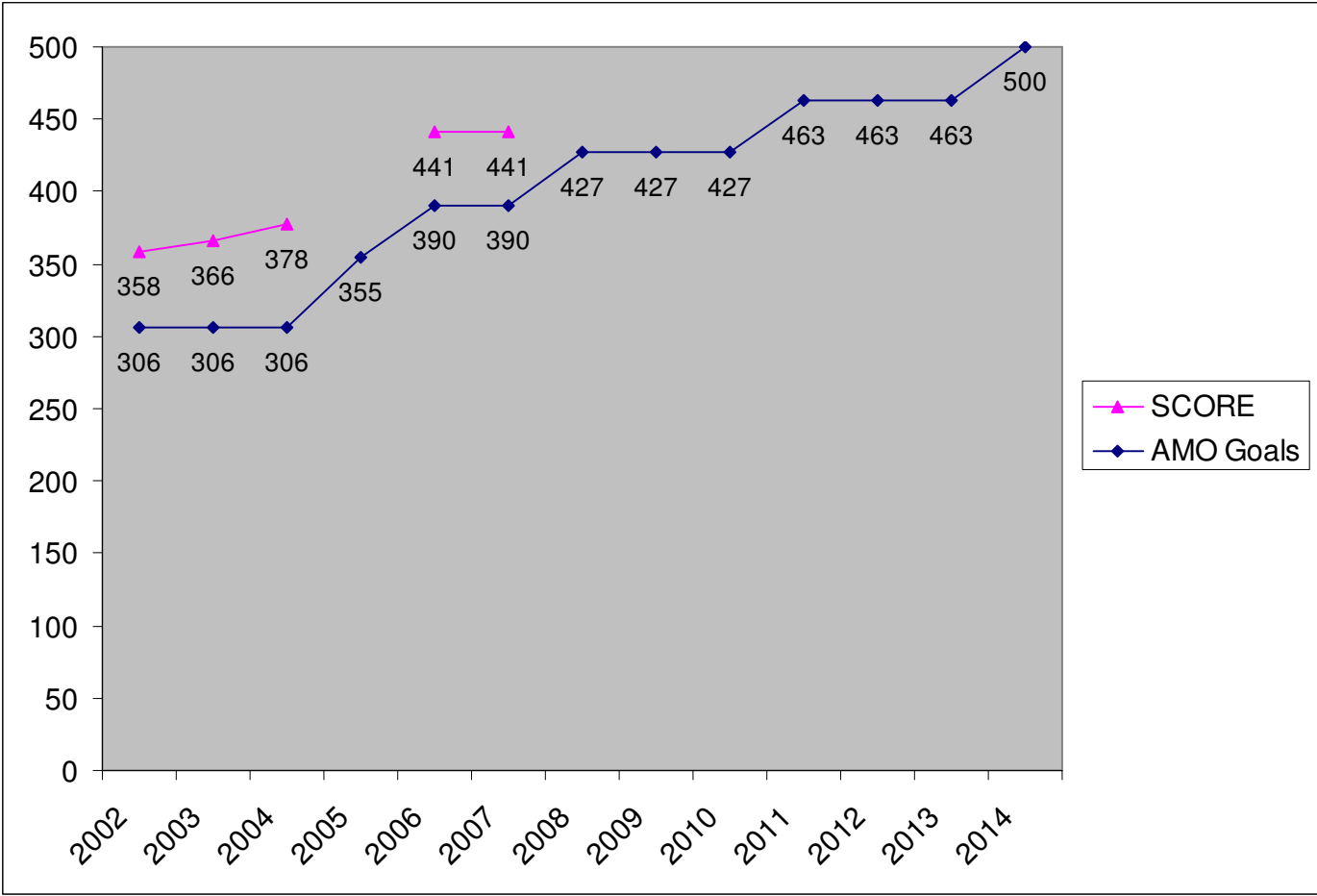
Barre Town Elementary School  
READING # of Students included in 2007  
Index Score = 593





# Barre Town Elementary School

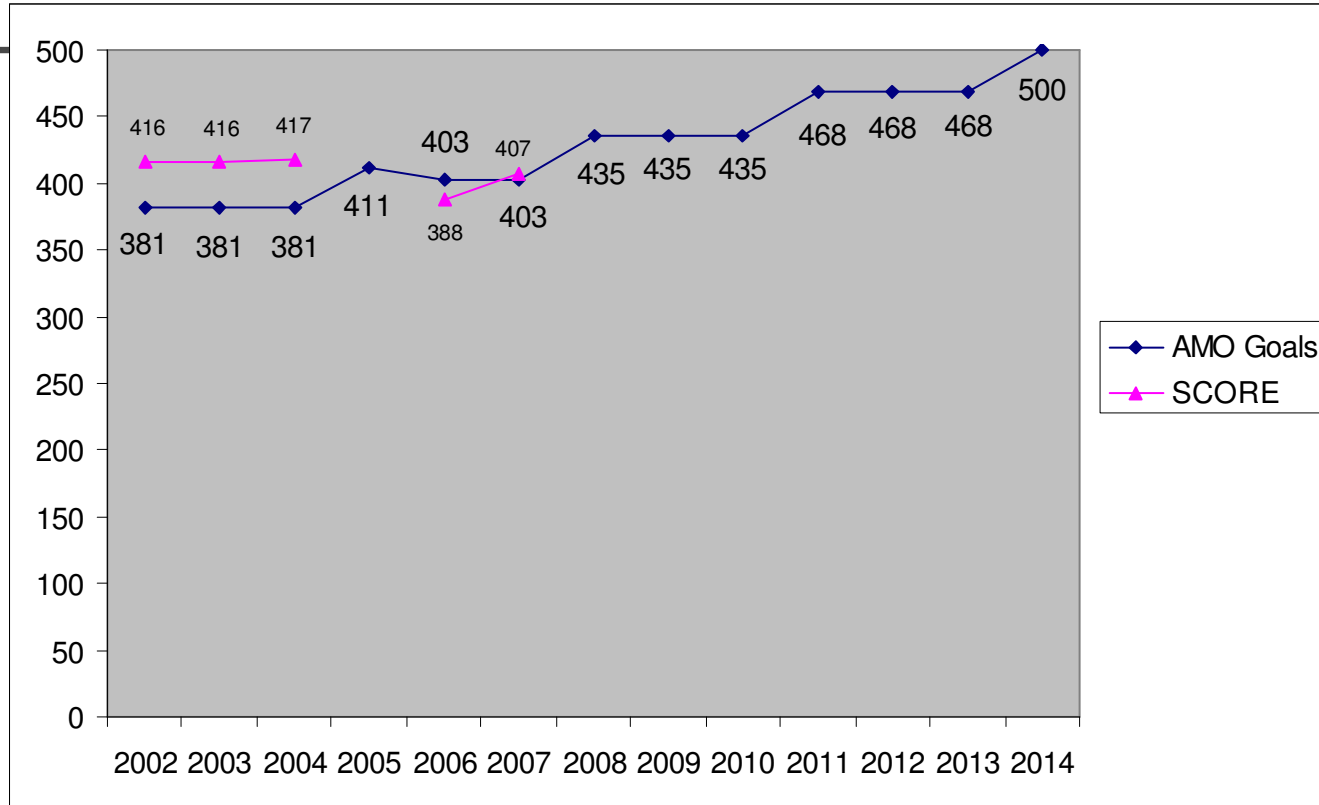
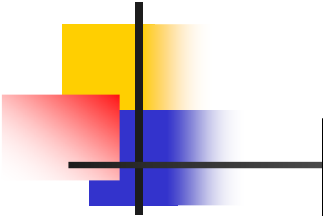
## MATH # of Students included in 2007 Index Score = 593



# Barre Town Elementary School

## Subgroup – Free and Reduced Lunch

READING # of Students included in 2007 Index Score = 130



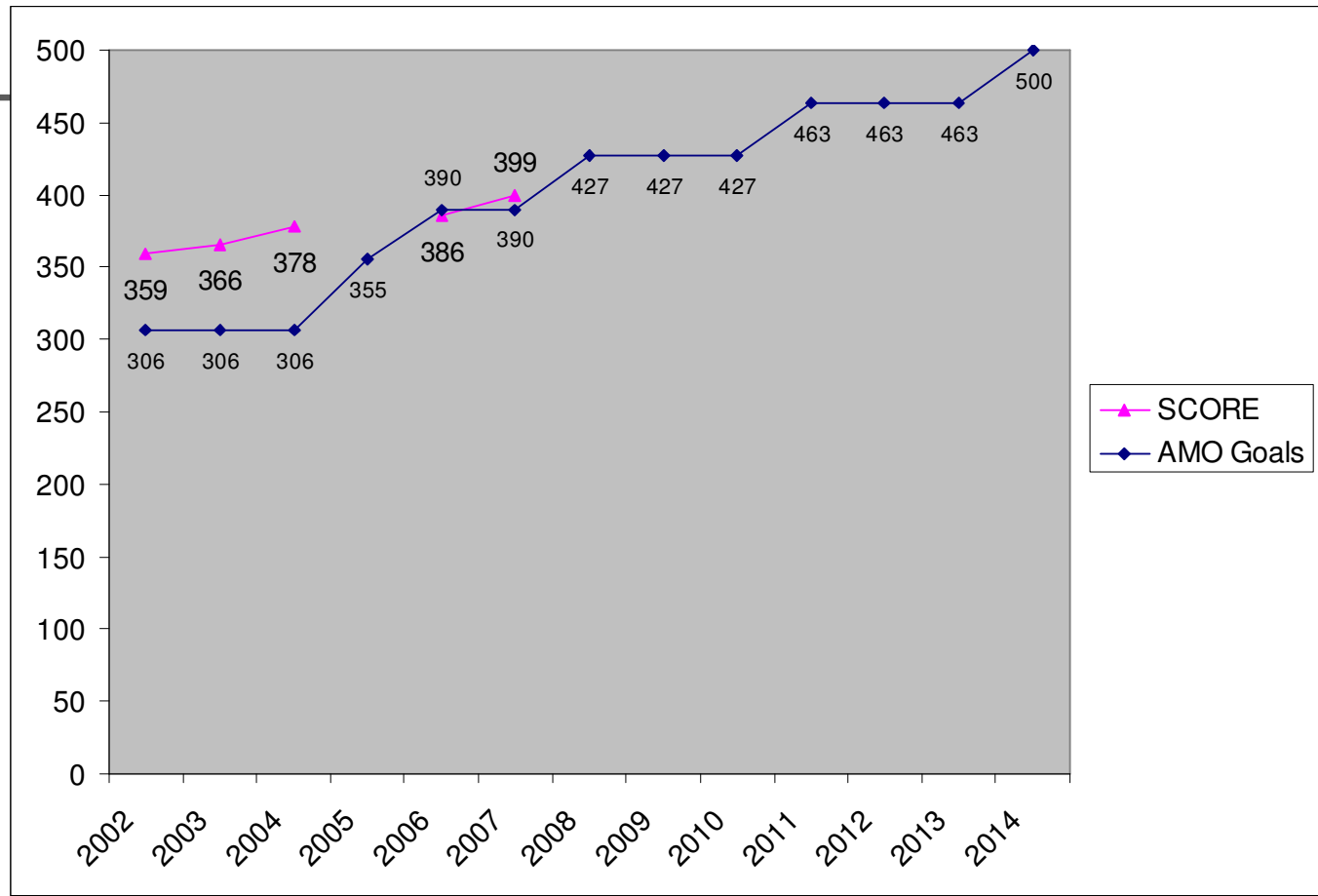
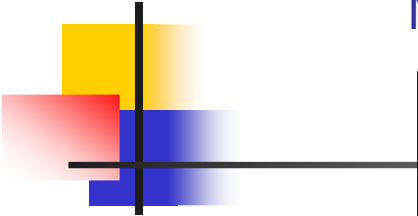
Lower Confidence Boundary of the AMO Confidence Interval; if a school's index is on the LCB or higher, the school meets AYP on its index.

06' Index = 388    LCB = 371    \*+ 17 pts

07' Index = 407    LCB = 374

## Barre Town Elementary School Subgroup – Free and Reduced Lunch

MATH # of Students included in 2007 Index Score = 130



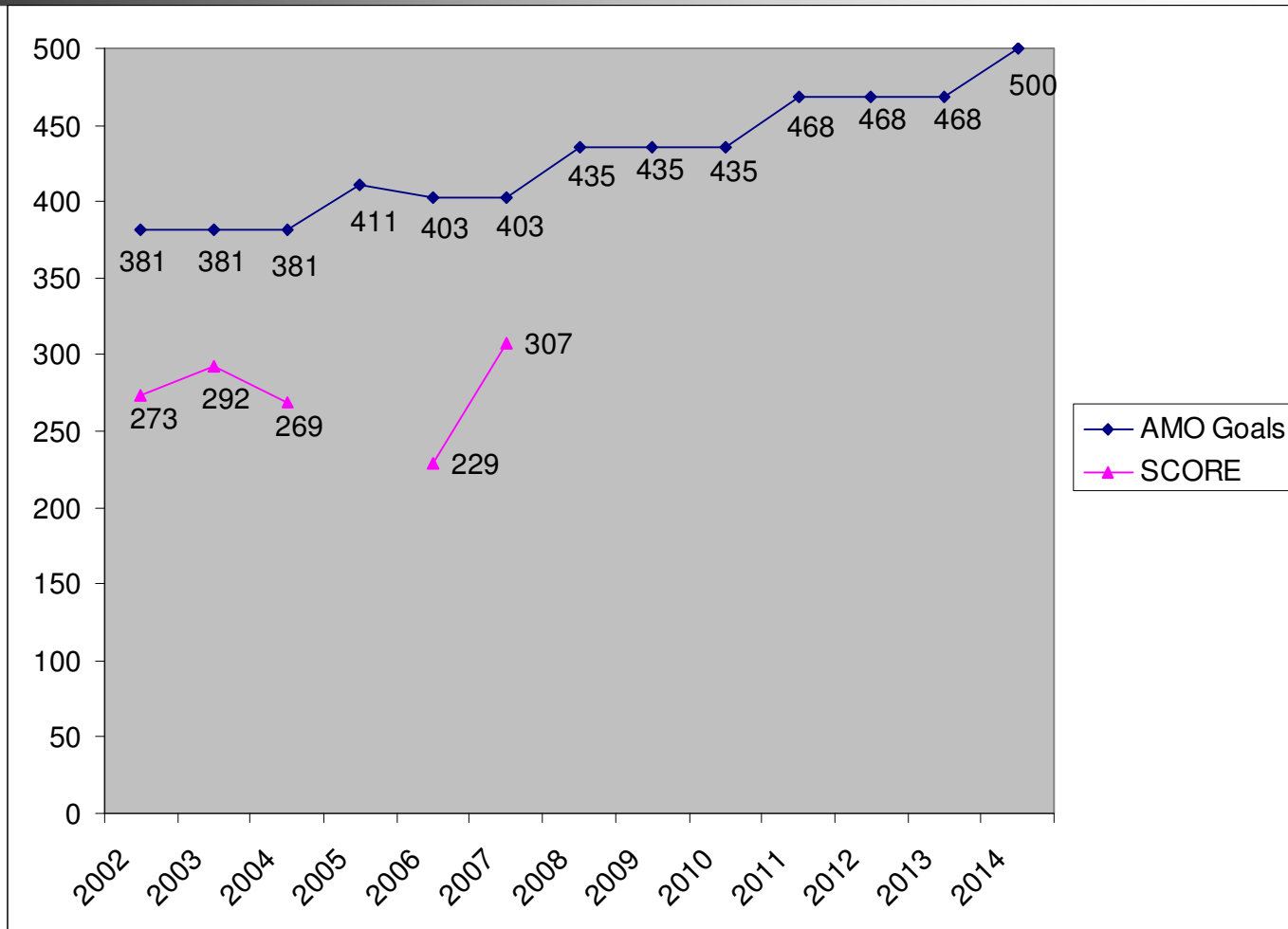
Lower Confidence Boundary of the AMO Confidence Interval; if a school's index is on the LCB or higher, the school meets AYP on its index.

06' Index = 386    LCB = 371    \*+ 15 pts.

07' Index = 399    LCB = 361

# Barre Town Elementary School Subgroup – Disability

READING # of Students included in 2007 Index Score = 48



# Barre Town Elementary School Subgroup - Disability

MATH # of Students included in 2007 Index Score = 48

