

The Gorham School Department
Adequate Yearly Progress – Status Summary Update
2010 – 2011 / 2011 – 2012 / State of Maine NCLB Waiver Request
Updated: May 22, 2013

Background and Rationale

The No Child Left Behind Act of 2001 requires states to develop plans to reward and sanction schools that receive federal funding under Title 1, the portion of the Elementary and Secondary Education Act of 1965 that aims to improve academic achievement of disadvantaged students.

Adequate Yearly Progress (AYP) is the term used in the federal “No Child Left Behind Act” (NCLB) to describe the amount of academic progress expected of each school each year. The subjects included in AYP calculations are reading and math in grades 3-8 and grade 11.

AYP calculations are based on assessment score data, currently through assessment scores in reading and math on the New England Comprehensive Assessment Program (NECAP) for Grades 3-8 and the Scholastic Aptitude Test (SAT) for Grade 11, the state-adopted, standardized testing programs. These assessments measure student progress on Maine’s academic standards, referred to as the Maine Learning Results, and most currently, the Parameters for Essential Instruction. NCLB-related testing data is collected by the Maine Department of Education each school year.

In addition to increased testing and accountability, NCLB requires an accountability system in which student test scores are separated into distinct categories, or “subgroups”, to be sure that the students who are most at risk are performing well. The NCLB subgroups include: race, ethnicity, gender, English language proficiency, migrant status, disability, and low-income.

The ultimate goal of NCLB is for all students to score “proficient” or above on state standard tests by the year 2014. Every state is required to develop a system of accountability to move toward this goal, known as Adequate Yearly Progress (AYP), as noted previously. The Maine Department of Education uses the NECAP and SAT test scores (previously the MEA (Maine Educational Assessment) scores) each year to rate schools on the AYP track and to determine whether or not schools are impacting the achievement of all students.

If a school does not have the required number of students (as a whole and in each subcategory) meeting or exceeding the standards, as measured by the NECAP or SAT scores, for AYP in any given year, NCLB mandates a series of consequences. There are three categories of identification for individual schools: Making AYP, Monitor status and Continuous Improvement Priority School (CIPS) status.

Schools that are identified as not meeting all AYP targets for the first time are identified as being on “Monitor” status and are not subject to the federal sanctions applied to Title 1A schools. Schools identified as not meeting all AYP targets for two or more years are referred to as Continuous Improvement Priority (CIPS) Schools. CIPS schools that have a Title 1A program have various obligations under federal law. Schools that don’t receive Title 1 funding aren’t accountable to No Child Left Behind. Still, the Maine Department of Education expects all public schools to strive to meet educational standards outlined in Maine Learning Results.

Maine’s approach to identification of schools is focused on the following key assumptions:

- Maine’s approach to NCLB and AYP is one of shared accountability.*
- Accountability requirements must be balanced with support.*
- Continuous improvement must be a critical component of the culture of all Maine schools.*

To this end, all of the schools in Gorham work hard to use data to effectively raise our overall accountability relative to student performance and inform our instructional practices, programs and supportive services in order to facilitate the growth of all of our students.

Current AYP Status Statement of Each School

PLEASE NOTE: The State of Maine has applied to the U.S. Department of Education for a waiver to hold AYP Targets for 2012-13, 2011-12 and 2010-11 at the same level as 2009-2010. For this reason, new AYP status updates have not been released yet (May 2013).

The following section describes the State's effort to secure this waiver:

No Child Left Behind (NCLB)



The following message was sent, by email, to all Superintendents and NCLB Coordinators on March 5, 2013.

This communication serves as notice that the Maine Department of Education intends to submit an application to the U. S. Department of Education for Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). This application includes Maine's definition for "persistently lowest-achieving schools" and a request for waivers on behalf of all applicable SAUs

Definition of Persistently Lowest achieving schools:

Maine defines "persistently lowest-achieving schools" as those schools ranking the lowest, based on a three year average of proficiency in Reading and Math combined from 2010-2012, and also demonstrating a level of progress less than the median rate of progress of all schools ranked. The level of progress is determined by calculating the change in the yearly averages for proficiency in Reading and Math from 2010 to 2011, 2011 to 2012. This definition will be used to generate a list of schools identified as Tier I or Tier II schools eligible for school improvement funding through the Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Schools will be considered for eligibility under two categories, designated as Tier I and Tier II as follows;

Tier I schools are defined as any Title I school in improvement, corrective action, or restructuring that —

- Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years;

Tier II schools are defined as any secondary school that is eligible for, but does not receive, Title I funds that

- Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

It should be noted that graduation rates, based on Maine's transition rate as defined in 34 C.F.R. § 200.19(b), have been reviewed and there are currently no secondary schools having a graduation rate less than 60% over a number of years.

REQUEST FOR WAIVERS

As part of the application process for Title I School Improvement Grants (SIG) program, Maine will request the following waivers:

- The requirement in section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II and Tier III Title I participating schools that fully implement a turnaround or restart model beginning in the 2011-12 school year to "start over" in the school improvement timeline.
- The requirement in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II and Tier III Title I participating schools that does not have a poverty percentage of 40 percent or greater and is fully implementing one of the four intervention models.

The Maine Department of Education will be providing additional guidance to eligible SAUs following approval of Maine's application for Title I School Improvement Grants (SIG) program. If you have any questions regarding the Title I School Improvement Grant (SIG) program, please contact Rachele Tome at 624-6705 or rachele.tome@maine.gov.

Summarization of Gorham School Department Federal AYP Ranking 2011-12 School Year

- **Gorham Elementary (K-5) Schools:**
 - Reading Target: 75%
 - Whole SAU – Met AYP
 - Economically Disadvantaged – Met AYP (Safe Harbor)
 - Students with Disabilities – Met AYP (Safe Harbor)
 - Math Target; 70%
 - Whole SAU – Met AYP
 - Economically Disadvantaged – Did not meet AYP
 - Students with Disabilities – Met AYP (Safe Harbor)
 - Did Gorham Elementary Schools (K-5) ranking make AYP: No
- **Gorham Middle School:**
 - Reading Target: 75%
 - Whole SAU – Met AYP
 - Economically Disadvantaged – Met AYP (Confidence Interval)
 - Students with Disabilities – Did not meet AYP
 - Math Target; 70%
 - Whole SAU – Met AYP
 - Economically Disadvantaged – Met AYP (Safe Harbor)
 - Students with Disabilities – Met AYP (Safe Harbor)
 - Did Gorham Middle School ranking make AYP: No
- **Gorham High School:**
 - Reading Target: 78%
 - Whole SAU – Did not meet AYP
 - Economically Disadvantaged – Did not meet AYP
 - Students with Disabilities – Did not meet AYP
 - Math Target; 66%
 - Whole SAU – Did not meet AYP
 - Economically Disadvantaged – Did not meet AYP
 - Students with Disabilities – Did not meet AYP
 - Did Gorham High School ranking make AYP: No

In all of these cases, it is important to note that the learning target for both Reading and Math have been steadily increasing over time. This is exemplified by the following AYP Target Trajectories in the areas of Reading and Math.

	Reading Target		Math Target	
2013-2014	100% (K-8)	100% (9-12)	100% (K-8)	100% (9-12)
2012-2013*	92% (K-8)	93% (9-12)	90% (K-8)	89% (9-12)
	• The target level for 2012-2013 will depend upon the results of the Waiver Request.			
2011-2012*	83% (K-8)	86% (9-12)	80% (K-8)	77% (9-12)
	• The target level for 2011-2012 was held at the 2010-2011 levels.			
2010-2011	75% (K-8)	78% (9-12)	70% (K-8)	66% (9-12)
2009-2010	66% (K-8)	71% (9-12)	60% (K-8)	54% (9-12)
2008-2009	58% (K-8)	64% (9-12)	50% (K-8)	43% (9-12)
2007-2008	50% (K-8)	57% (9-12)	40% (K-8)	31% (9-12)
2006-2007	50% (K-8)	50% (9-12)	40% (K-8)	20% (9-12)

As a side note, it takes two consecutive years of not making AYP to be identified for improvement under NCLB's accountability system. It also takes two consecutive years of making AYP for a school to no longer be identified as needing improvement.

If an identified school makes AYP for one year, it does not proceed to the next level of the improvement process (i.e., offer supplemental services, implement corrective action or restructuring, depending on what level the school was in).

If the school makes AYP for a second consecutive year, it is no longer identified as needing improvement. If the school only makes AYP for one year and then does not make AYP the next, it must continue implementing NCLB's school improvement process.

Consequent to these AYP designations at each level, each school is charged with developing, implementing and maintaining a continuous school improvement plan to address and mitigate areas of concern within the areas of reading and math. These are offered as follows.

