

NEWS

Connecticut Department of Education

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Commissioner



For Immediate Release:
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State Department of Education Reports on ‘Adequate Yearly Progress’ of Connecticut Schools and Districts under NCLB

(HARTFORD, CONN.) – About two-thirds of Connecticut’s schools this year met the performance standards required under the federal No Child Left Behind (NCLB) Act of 2001. The results are based on student performance on the 2007 Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). More than 280,000 students participated in the assessments.

“A total of 315 schools did not meet the NCLB standard this year; that is about one-third of our schools. It will require major change to turn around the achievement levels of so many children,” said state education Commissioner Mark K. McQuillan in announcing the findings.

This is the second year that Connecticut tested public school students in Grades 3-8 as required by federal law to determine “adequate yearly progress” (AYP) in elementary and middle schools. The Grade 10 CAPT is used to determine AYP in high schools. In addition to assessing more students, schools again had to meet standards that increased in 2006 as follows:

- **Mathematics:** 74 percent of students must be proficient on the CMT, 69 percent on CAPT.
- **Reading:** 68 percent must be proficient on CMT, 72 percent on CAPT.
- **Test Participation:** 95 percent of grade-level students must participate in CMT and CAPT testing.
- **Other:** 70 percent must be at or above the basic performance in **writing** on CMT, and 70 percent of high school students must **graduate**.

Under these standards, for a school to achieve adequate yearly progress, standards must be met by the whole school and by each subgroup of 40 or more students, including white, black, Hispanic, American Indian and Asian students; students with disabilities; English language learners; and economically disadvantaged students. If a school or subgroup does not achieve AYP in the same content area for two consecutive years, the school is identified as “in need of improvement.”

AYP Status for 2007

- Of 805 elementary and middle schools, **265** did not make AYP – an improvement over last year’s 290.
- Of Connecticut’s 182 public high schools, **50** did not make AYP – 10 more than last year.
- Of the state’s 171 school districts, **32** did not make AYP – the same as in 2006.

“This will be an important year for Connecticut’s educational system as we enter a new phase of school reform under NCLB and state accountability legislation to form state-local partnerships designed to turn around schools that have been struggling for years. It is a daunting task, but it is essential if we are to make progress in closing the achievement gaps,” said Commissioner McQuillan.

In Need of Improvement Elementary and Middle (CMT)

- **There are 201 elementary and middle schools identified as “in need of improvement”;** (see attached list of all schools). *Note: Of these schools, 13 made AYP this year, so they are on “hold” pending next year’s AYP determination; if they make AYP next year, they will be removed from “needs improvement.”*
- **Of the 201 elementary and middle schools in need of improvement:**
 - 77 are in Year 1
 - 27 are in Year 2
 - 27 are in Year 3
 - 62 are in Year 4
 - 2 are in Year 6
 - 6 are in Year 7
- **A total of 97 elementary and middle schools are in “corrective action”** (see attached list for schools that have been “in need of improvement” for three or more years).
- **Reasons for failing to make AYP:** (number of schools)

Whole school Reading and Math achievement:	114
Whole school Math achievement:	4
Whole school Reading achievement:	35
Subgroup Math and Reading achievement:	76
Subgroup Math achievement:	2
Subgroup Reading achievement:	34

In Need of Improvement High School (CAPT)

- **There are 46 high schools identified as “in need of improvement”;** (see attached list). *Note: Of these schools, six made AYP this year, so they are on “hold” pending next year’s AYP determination; if they make AYP next year, they will be removed from “needs improvement.”*
- **Of the 46 high schools in need of improvement:**
 - 6 are in Year 1
 - 10 are in Year 2
 - 4 are in Year 3
 - 23 are in Year 4
 - 3 are in Year 5
- **A total of 30 high schools are in “corrective action”** (see attached list for schools that have been “in need of improvement” for three or more years).
- **Reasons for failing to make AYP:** (number of schools)

Whole school reading and math achievement:	25
Whole school math achievement:	10
Whole school reading achievement:	2
Subgroup math and reading achievement:	11
Subgroup math achievement:	2
Subgroup reading achievement:	0

In Need of Improvement District Level

- **There are 29 districts identified as “in need of improvement”;** (see attached list). *Note: Three of these districts – Bristol, Groton and Stratford – made AYP this year, so they are on “hold” pending next year’s AYP determination; if they make AYP next year they will be removed from “needs improvement.”*
- **Of the 29 districts in need of improvement:**
 - 2 are in Year 1
 - 0 are in Year 2
 - 9 are in Year 3
 - 18 are in Year 4
- **A total of 27 districts are in “corrective action”** (see attached list for districts that have been “in need of improvement” for three or more years).
- **Reasons for failing to make AYP:** (number of districts)

Whole district reading and math achievement:	11
Whole district math achievement:	2
Whole district reading achievement:	2
Subgroup math and reading achievement:	17

Of the 247 schools identified as “in need of improvement,” 165 were Title I schools in the 2006-07 school year. Title I schools are identified by the district based on poverty, educational need and the availability of funds.

All schools in Year 1 of school improvement must implement a school improvement plan:

- Schools in Year 1 of school improvement must develop a two-year school improvement plan in consultation with parents and school district staff members within 90 days of identification. The plan must target the school’s areas of academic deficiency.
- Title I schools in Year 1 of school improvement, in addition to creating a school improvement plan, must also provide the opportunity for all students in the school to transfer to another public school within the district that has not been identified as “in need of improvement.”

Title I schools that are identified as “in need of improvement” face the following additional consequences:

- **Schools in Year 2** of school improvement must continue to implement the Year 1 consequences, but must also begin to offer supplemental educational services.
- **Schools in Year 3** of school improvement must continue to implement the Year 1 and Year 2 consequences, but must also take corrective action measures such as instituting a new curriculum or appointing an outside expert to advise the school.
- **Schools in Year 4** of school improvement must continue corrective action, but must also begin planning for restructuring.
- **Schools in Year 5** of school improvement must implement the restructuring plan they developed during the course of the last year. The restructuring plan must reflect major reforms, such as significant changes in staffing, leadership, structure and governance.
- **Schools in Year 6** must continue with all prior consequences, as well continue to implement the restructuring plan.

Results also indicate that no schools were identified as failing to make adequate yearly progress solely for not reaching 95 percent participation, either by the whole school or by any subgroup.

New Accountability Legislation Requires State Department of Education Intervention

In response to newly enacted state legislation – Section 32 of P.A. 07-3 of the June Special Session, An Act Implementing the Provisions of the Budget Concerning Education consistent with the Connecticut State Board of Education’s Five Year Comprehensive Plan for Education 2006-2011 – the Department has responded with agency reorganization **to work directly with districts that have been identified as “in need of improvement.”**

The reorganization established a Bureau of Accountability, Compliance and Monitoring and a Bureau of School and District Improvement. These bureaus will work with all districts to provide data on student and district outcomes, processes to analyze data, methods of developing improvement activities, and training through the Connecticut Accountability for Learning Initiative (CALI). Twelve districts are targeted to receive district status assessments that will assist with strategically aligning school and district improvement efforts to training, technical assistance and leadership coaching.

The Commissioner and key staff have already met with the superintendents and board chairs of the 12 districts that are immediately affected by the legislation. Additionally, all schools in the twelve districts, identified in Year 3 or greater of needing improvement, will receive a school status assessment. Schools not included in the 12 targeted districts, that are identified in Year 3 or greater of needing improvement, will be required to conduct a self-assessment to guide their school improvement planning. Consultants at the Department will be available to provide assistance in this planning.

Schools that Improved Enough to Change Their AYP and In Need Of Improvement Status

This year, there are eight schools that have exited “in need of improvement” status by making AYP for two consecutive years:

Bridgeport – **Maplewood Annex**
Killingly – **Killingly High School**
Meriden – **Benjamin Franklin School**
New Haven - **Troup Middle School and Vincent E. Mauro Science and Technology**
Torrington – **Torrington High School**
Waterbury – **Wendell Cross**
Charter School – **Jumoke Academy**

This year, one district – **Vernon** – has improved sufficiently to be removed from the list of “districts in need of improvement.”

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Editor’s note: More detailed information about schools that did not make AYP is available at http://www.csde.state.ct.us/public/cedar/nclb/dist_school_nclb_results/index.htm.

