

ARE YOU DOING EVERYTHING YOU CAN TO MAKE ADEQUATE YEARLY PROGRESS?

■ Providing More Direct Services to Struggling Students

- ✓ Summer School Program – Increasing the instructional time for students through a summer school program is one approach that many schools are implementing to help them meet the challenging goals of the *No Child Left Behind* Act. Many students regress over the summer months. An academically rich summer school program can help offset this regression.
- ✓ After-school Program – The time that most schools deliver instruction is based on tradition, not on the current needs of the student. After-school programs, as well as other extended learning programs, are based on a great deal of research that suggests that quality programs that enhance the regular instruction of the school day improve student learning. There is a lot of research on what makes after-school programs effective available on the Title I website at www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm. Make sure that you implement the effective components. Focus on academic enrichment.
- ✓ One-on-One Tutoring – Struggling readers benefit enormously from access to tutoring. **In fact, the evidence on this is so clear that it is one of only two research findings that have been included to date on the U.S. Department of Education’s list of “Gold Standard” findings (www.ed.gov).** Last month, a meta-analysis of 36 studies of Reading Recovery, an expert tutoring intervention, was published in the research journal, *Educational Evaluation and Policy Analysis*, showing strikingly positive effects on reading achievement. Much of the support for the adequate yearly progress goals came from studies that provided expert tutoring, often for two or more years.

■ Address AYP Subgroup Concerns

- ✓ Accommodations – School districts should carefully consider the use of appropriate accommodations for students with disabilities, those who have a Section 504 Accommodation Plan, and those with limited English proficiency. The use of accommodations, as prescribed in the test coordinators’ manual, is currently allowed. The 2007-2008 manual is available online at www.dpi.state.nd.us/testing/assess/manual07.pdf.
- ✓ Alternate Assessments – The U.S. Department of Education announced in the spring of 2005 that two percent of all students being tested could take a modified test and have their score count toward adequate yearly progress. This two percent is in addition to the current one percent flexibility policy covering students with the most significant cognitive disabilities. School IEP teams need to carefully review each situation to determine if students should take the regular assessment or the alternate assessment and clearly indicate this in the IEP.

■ Look to What Others Have Done to Improve Achievement and Make AYP (Characteristics present in schools removed from program improvement)

- ✓ Strong Leadership – in particular, a staff member other than the Title I authorized representative who coordinates schoolwide, program improvement, and professional development efforts in the school.
- ✓ Implement a research proven reform program (i.e. Success for All).
- ✓ Low administration turnover – a consistent administrator is present.
- ✓ Used federal funds to implement a full-day kindergarten program.
- ✓ Strong professional development incorporated districtwide.
- ✓ Employ reading or math coaches to work with teachers on effective instructional practices.