



# An Osborn Education<sup>SM</sup>

Osborn School District #8 ♦ 1226 West Osborn Road ♦ Phoenix, AZ 85013 ♦ (602) 707-2000 ♦ [www.OsbornSchools.org](http://www.OsbornSchools.org)

July 27, 2011

Dear Osborn Parent:

The purpose of this letter is to inform you that the Osborn School District has been identified for Title I LEA (Local Education Agency) Improvement. The reason for this identification is that, under the Federal *No Child Left Behind Act of 2001* (NCLB) and the state’s accountability system, Osborn did not meet “adequate yearly progress” (AYP) for three consecutive years in the same indicator and across all grade-spans.

AYP is a measure that all states use to determine if schools and districts are meeting the high expectations described in NCLB. The goal, under this system, is that 100% of our students will achieve proficiency at grade level in reading and mathematics by the 2013-2014 school year – including all English language learners and students with special needs. In order to meet that goal, schools and districts must meet certain objectives each year.

Recently, we received our AYP data from the Arizona Department of Education. By federal law, these data are evaluated for ALL students and six subgroups: White, Black, Hispanic, Indian, Asian, English language learner, Special Education and economically disadvantaged (free/reduced lunch). Based on the percent of students that are meeting or exceeding the Arizona Academic Standards on the AIMS test, each grade level group receives a YES or NO for each subject. In addition, the grade level groups must meet the additional indicators of percent tested, and 90% attendance rate. If one of these groups does not meet an indicator across all grade spans, then the LEA will not have made AYP. (NOTE: Only groups larger than 40 are counted.)

The first table below shows the AYP determination that Osborn received. The second table provides a comparison of students’ reading and math proficiency levels between Osborn and other districts in the state, as required by NCLB.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives Reading or Math?	N
	Met 90% Attendance Rate?	Y
	Made AYP?	N

Grade	Osborn	Osborn	Arizona District Average	
	% Proficient in Math	% Proficient in Reading	% Proficient in Math	% Proficient in Reading
3	53	64	68	76
4	56	65	65	75
5	58	70	63	79
6	60	72	59	81
7	63	77	61	82
8	59	66	54	71

A similar determination was made for all schools within the Osborn School District. Once the schools’ AYP determinations were calculated, all of the data were then combined to determine the district’s AYP. Osborn district’s AYP determination includes students that moved from one school to another within our district.

Clarendon School  
4<sup>th</sup> - 6<sup>th</sup> grade  
1225 W. Clarendon  
Phoenix, AZ 85013  
(602) 707-2200

Encanto School  
Preschool - 3rd grade  
1420 W. Osborn  
Phoenix, AZ 85013  
(602) 707-2300

Longview School  
Preschool - 6th grade  
1209 E. Indian School  
Phoenix, AZ 85014  
(602) 707-2700

Osborn Middle School  
7<sup>th</sup> - 8<sup>th</sup> grade  
1102 W. Highland  
Phoenix, AZ 85013  
(602) 707-2400

Solano School  
Preschool - 6th grade  
1526 W. Missouri  
Phoenix, AZ 85015  
(602) 707-2600

As a parent, you are a very important part of the educational process. In addition to the assistance and nurturing you give to your child, you can participate in upgrading the quality of education within the Osborn School District. Your efforts will help your child's school and district to make AYP. You may want to get involved by:

- *Reviewing your child's homework and test results and supporting good study habits;*
- *Becoming a member of your school's site council;*
- *Reviewing the LEA Improvement Plan posted on our website [www.osbornnet.org](http://www.osbornnet.org)*
- *Assuring that your child attends school regularly; and*
- *Coming to parent-school meetings on student achievement.*

For more information about AYP and Title III AMAOs, please see the attached Frequently Asked Questions page. You may also call Assistant Superintendent, Patricia Tate at 602-707-2005 to find out how we are addressing AYP concerns, and to inquire as to how you can become involved to increase academic achievement at each of our schools.

Sincerely,

Wilma Basnett, PhD  
Superintendent

**Se puede levantar las traducciones en español en la oficina de la escuela de su niño/a.**

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# FREQUENTLY ASKED QUESTIONS

## 1. What is the No Child Left Behind Act?

The No Child Left Behind Act of 2001 (NCLB) is a reauthorization of the Elementary and Secondary Education Act (ESEA) and was signed into law by President Bush on Jan. 8, 2002. NCLB is the central federal law for elementary and secondary education. The ESEA, which was first enacted in 1965, encompasses Title I, the federal government's primary aid program for disadvantaged students.

## 2. What is Adequate Yearly Progress?

Adequate yearly progress (AYP) is the measure by which schools, districts, and states are held accountable for student performance under Title I of the No Child Left Behind Act of 2001 (NCLB).

Here is how AYP works. NCLB requires states to use a single accountability system for all public schools to determine whether students as a whole, as well as subgroups of students (i.e., racial and ethnic groups, English language learners, students with disabilities, and economically disadvantaged students) are making progress toward meeting state academic standards. The law also requires that all students reach a "proficient" level of achievement, as measured by their performance on state tests, by the spring of 2014. In Arizona, students that meet or exceed the standards on the AIMS test are considered "proficient." Along the way, schools, districts, and states must demonstrate that all of their students are making continuous and consistent progress toward meeting that goal in public elementary and secondary schools (not just those schools receiving Title I funds). This interim progress is what is known as adequate yearly progress (AYP) toward the goal of all students reaching academic standards.

According to the law, states have the flexibility to define this yearly progress, but it must include the following elements:

- **Met Percent Tested?** To make AYP, at least 95 percent of students in each of the four subgroups, as well as 95 percent of students in schools and districts as a whole, must take the AIMS test.
- **Met Test Objectives?** To make AYP, the percent of students as a whole, as well as in each of the four subgroups, must meet or exceed the annual measurable objectives set for that year for each subject and grade.
- **Met Attendance Rate?** To make AYP, districts and elementary schools must have an attendance rate of at least 90% over the first 100 days of the academic year *or* make at least a 1% gain from the previous year.

## 3. What is District (LEA) Improvement?

LEA Improvement is an identification given to a Title I LEA if they fail to make AYP for two consecutive years in the same indicator *and* across all grade spans. Please note: the assessed subjects are mathematics and reading. Each subject is assessed separately; however, each subject requirement includes meeting the required percent tested in the subject *and* meeting the subject AMO. Failing to meet either percent tested or AMO within a subject results in the subject indicator not being met.

NCLB specifies a number of consequences for those districts that are identified for improvement. The first step is to notify parents of students who attend a school in a district in need of improvement and provide assistance to the district identified. Additional sanctions are added if a district identified for improvement continues to fail to make AYP for several years.

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