

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Parts I and II**

**for  
STATE FORMULA GRANT PROGRAMS  
under the  
ELEMENTARY AND SECONDARY EDUCATION ACT  
As amended by the  
No Child Left Behind Act of 2001**

For reporting on  
**School Year 2006-07**

**ALABAMA**



**PART I DUE FRIDAY, DECEMBER 28, 2007  
PART II DUE FRIDAY, FEBRUARY 22, 2008**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act* of 2001 (*NCLB*) provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title I, Part F – *Comprehensive School Reform*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title II, Part D – *Enhancing Education through Technology*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title IV, Part B – *21<sup>st</sup> Century Community Learning Centers.*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2006-07 consists of two information collections.

**PART I**

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

Starting with SY 2005-06, collection of data for the Education of Homeless Children and Youths was added to Part I in order to provide timely data for the program's performance measures. This change allowed ED to retire OMB collection 1810-0650. For SY 2006-07, Migrant Education Program child count information that is used for funding purposes is now collected via Part I. This change allowed ED to retire OMB collection 1810-0519

**PART II**

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The CSPR is the best vehicle for collection of the data.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2006-07 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 28, 2007**. Part II of the Report is due to the Department by **Friday, February 22, 2008**. Both Part I and Part II should reflect data from the SY 2006-07, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2006-07 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2006-07 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

		OMB Number: 1810-0614
		Expiration Date: 10/31/2010
<p>Consolidated State Performance Report          For          State Formula Grant Programs          under the          Elementary And Secondary Education Act          as amended by the          No Child Left Behind Act of 2001</p>		
<p>Check the one that indicates the report you are submitting:  <input checked="" type="checkbox"/> Part I, 2006-07                      <input type="checkbox"/> Part II, 2006-07</p>		
<p>Name of State Educational Agency (SEA) Submitting This Report:          Alabama Department of Education</p>		
<p>Address:          50 North Ripley Street          Montgomery, AL 36104</p>		
<p>Person to contact about this report:</p>		
<p>Name: Mrs. Deann Stone</p>		
<p>Telephone: 334-242-8199</p>		
<p>Fax: 334-242-0496</p>		
<p>e-mail: dstone@alsde.edu</p>		
<p>Name of Authorizing State Official: (Print or Type):          Mrs. Deann Stone</p>		
		<p><u>Monday, March 3, 2008, 5:07:10 PM</u></p>
<p>Signature</p>		<p>Date</p>

**CONSOLIDATED STATE PERFORMANCE REPORT:  
PART I**

For reporting on  
**School Year 2006-07**



**PART I DUE DECEMBER 28, 2007**

**1.1 STANDARDS AND ASSESSMENT DEVELOPMENT**

This section requests descriptions of the State's implementation of the *NCLB* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

**1.1.1 Academic Content Standards**

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards taken or planned."

The response is limited to 8,000 characters.

"No revisions or changes to reading content standards taken or planned."

"Review of mathematics content standards will begin in March 2008. Revisions may occur as a result of the review."

Source – Manual input by the SEA using the online collection tool.

**Note:** Mathematics and Reading/Language Arts has been added to this data collection for the SY 2006-07 CSPR.

### 1.1.2 Assessments in Mathematics and Reading/Language Arts

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments in mathematics or reading/language arts required under Section 1111(b)(3) of *ESEA*. As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA*. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments made or planned."

The response is limited to 8,000 characters.

"No revisions or changes to reading assessments made or planned."

"Revisions or changes will be made to the mathematics assessment if the mathematics content standards are revised."

Source – Manual input by the SEA using the online collection tool.

**Note:** The subject of science has been removed from this data element.



### 1.1.3 Academic Achievement Standards in Mathematics and Reading/Language Arts

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic achievement standards in mathematics or reading/language arts implemented to meet the requirements under Section 1111(b)(3) of *ESEA*. As applicable, include alternate achievement standards for students with significant cognitive disabilities and modified academic achievement standards implemented to meet the requirements of Section 1111(b)(3) of *ESEA*. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards taken or planned."

The response is limited to 8,000 characters.

"No revisions or changes to reading achievement standards taken or planned."

"Revisions or changes will be made to the mathematics achievement standards if the mathematics content standards are revised."

Source – Manual input by the SEA using the online collection tool.

**Note:** The subject of science has been removed from this data element.

#### 1.1.4 Assessments in Science

In the space below, provide a description of the State's progress in developing and implementing assessments in science that meet the requirements of Section 1111(b)(3) of ESEA in the required grade levels, including remaining major milestones (e.g., field testing) and a timeline for them. As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA.

The response is limited to 8,000 characters.

The Alabama Department of Education convened a broad-based committee of stakeholders from throughout the state to determine the science content standards for K-12. Each of the State Board of Education districts was represented including urban/rural and large/small LEAs. Outstanding science educators with general education and special education expertise were nominated by their local superintendents to serve on this committee.

The committee developed rigorous science content standards. In developing these rigorous science content standards the committee reviewed content found in such national documents as the National Science Education Standards Project 2061-Science for All Americans Benchmarks for Science Literacy and Pathways for Science Standards. Once the draft of the science content standards was completed it was released for public review comment and input. The committee reconvened to make the final edits and recommendations for the science content standards.

These standards were formally approved by the State Superintendent of Education in 2006 with implementation in 2007-2008.

Once content standards were established work began on the development of test items for the Alabama Science Assessment: Grades 5 and 7 and the science subject-area of the Alabama High School Graduation Exam (Grade 11). Committees of science educators were convened to review the potential items for content validity and potential bias.

State-wide item piloting occurred in spring of 2007 along with alignment studies in June of 2007. The Alabama Science Assessment: Grades 5 and 7 and the science subject-area of the Alabama High School Graduation Exam (Grade 11) will begin full implementation in the 2007-2008 school year.

Additionally the Alabama Department of Education convened a committee of stakeholders including outstanding special education educators advocates university personnel and parents to develop the grade-level standards for the Alabama Content Extended Standards: Science. These standards were formally approved by the State Superintendent of Education in June 2005 with implementation in 2005-2006.

The Alabama Alternate Assessment (AAA) will include the science subject-area beginning with the 2007-2008 school year. The AAA assesses students with the most severe and profound disabilities by measuring their mastery of individualized academic goals based upon the state content extended standards in reading mathematics and science.

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly part of Section 1.1.2 of the SY 2005-06 CSPR.

### 1.1.5 Academic Achievement Standards in Science

In the space below, provide a description of the State's progress in developing and implementing academic achievement standards in science that meet the requirements of Section 1111(b)(3) in the required grade levels, including remaining major milestones and a timeline for them. As applicable, include alternate achievement standards for students with significant cognitive disabilities implemented to meet the requirements of Section 1111(b)(3) of *ESEA*.

The response is limited to 8,000 characters.

The Alabama Science Assessment: Grades 5 and 7 the science subject-areas of the Alabama High School Graduation Exam (AHSGE) and Alabama Alternate Assessment (AAA) will be administered in spring 2008. Standard setting for the AAA will be held in May with a standard setting for the Alabama Science Assessment: Grades 5 and 7 and the AHSGE held in June. Committees of outstanding educators who are nominated by the local superintendents will convene to make recommendations for the cut-scores for each of the four established proficiency levels: Level I - Did Not Meet Academic Content Standards Level II - Partially Meets Academic Content Standards Level III - Meets Academic Content Standards and Level IV - Exceeds Academic Content Standards. The standard setting process for the AAA will utilize the contrasting group study and a profile sorting methodology. The standard setting process for the Alabama Science Assessment: Grades 5 and 7 and the AHSGE will utilize the modified-Angoff as the method for establishing the cut-scores.

The State Superintendent of Education and the State Board of Education will formally approve the cut-scores in Summer 2008.

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly part of Section 1.1.3 of the SY 2005-06 CSPR.

## 1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State *NCLB* assessments.

### 1.2.1 Participation of All Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for *NCLB* mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the students were present for a full academic year) and the number of students who were tested in mathematics. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who were tested using regular assessments with or without accommodations and alternate assessments.

The student group "limited English proficient students (LEP)" includes recently arrived students who have attended schools in the United States for fewer than 12 months; and it does not include former LEP students.

Student Group	# Students Enrolled	# Students Tested	Percent of Students Tested
All students	395234	390267	98.7
American Indian or Alaska Native	3504	3482	99.4
Asian or Pacific Islander	4215	4144	98.3
Black, non-Hispanic	140788	139168	98.8
Hispanic	11921	11787	98.9
White, non-Hispanic	233102	231000	99.1
Children with disabilities ( <i>IDEA</i> )	45148	44370	98.3
Limited English proficient (LEP) students	8445	8335	98.7
Economically disadvantaged students	207480	205003	98.8
Migratory students	994	988	99.4
Male	202071	199855	98.9
Female	192162	190412	99.1
<b>Comments:</b> The difference between tested and those with a proficiency level equals 6. These 6 are invalidated scores not counted in the levels in section 1.3.1.			
Enrollment submitted to EDEN for ALL students is incorrect - should be 394,233. Percent tested should be 98.99%. This is within 1% of the number tested last year.			

Source – The table above is produced through EDFacts. The SEA submits the data in file N/X081 that includes data group 588, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** This table was formerly Section 1.2.1.1 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total number of students enrolled has been added to this data collection.

### 1.2.2 Participation of Students with Disabilities in Mathematics Assessment

In the table below, provide the number of children with disabilities (IDEA) tested during the State's testing window for mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (IDEA) who were tested in mathematics for each type of assessment will be calculated automatically. The total number of children with disabilities (IDEA) tested will also be calculated automatically.

The data provided below should include mathematics participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act. Do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (IDEA) Tested	Percentage of Children with Disabilities (IDEA) Tested, Who Took the Specified Assessment
Regular Assessment without Accommodations	33316	75.1
Regular Assessment with Accommodations	7761	17.5
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	0	0.0
Alternate Assessment Based on Alternate Achievement Standards	3293	7.4
Total	44370	
<b>Comments:</b> There are 3 scores that were invalidated for students taking Math portion of test. Therefore, the total 44370 differs from 44367 in 1.3.1 by 3.		

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly Section 1.2.2.1 of the SY 2005-06 CSPR.

### 1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State's *NCLB* reading/language arts assessment.

Student Group	# Students Enrolled	# Students Tested	Percent of Students Tested
All students	395234	391020	98.9
American Indian or Alaska Native	3504	3482	99.4
Asian or Pacific Islander	4215	4146	98.4
Black, non-Hispanic	140788	139434	99.0
Hispanic	11921	11758	98.6
White, non-Hispanic	233102	231507	99.3
Children with disabilities ( <i>IDEA</i> )	45148	44494	98.6
Limited English proficient (LEP) students	8445	8337	98.7
Economically disadvantaged students	207480	205356	99.0
Migratory students	994	987	99.3
Male	202071	200216	99.1
Female	192162	190804	99.3

**Comments:** There were 7 reading scores invalidated due to irregularities.  $391013 + 7 = 391020$ .

Enrollment submitted to EDEN for ALL students is incorrect - should be 394,233. Percent tested should be 99.18%. This is within 2% of the number tested last year.

Source – The same file specification as 1.2.1 is used, but with data group 589 instead of 588.

**Note:** This table was formerly Section 1.2.1.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total number of students enrolled has been added to this data collection.

#### 1.2.4 Participation of Students with Disabilities in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's *NCLB* reading/language arts assessment.

The data provided should include reading/language arts participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (IDEA) Tested	Percentage of Children with Disabilities (IDEA) Tested, Who Took the Specified Assessment
Regular Assessment without Accommodations	33527	75.4
Regular Assessment with Accommodations	7689	17.3
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	0	0.0
Alternate Assessment Based on Alternate Achievement Standards	3278	7.4
Total	44494	
<b>Comments:</b> There were 5 test given in reading where the scores were invalidated due to irregularities. Therefore, no proficiency level was assigned in section 1.3.2.		

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly Section 1.2.2.2 of the SY 2005-06 CSPR.

### **1.3 STUDENT ACADEMIC ACHIEVEMENT**

This section collects data on student academic achievement on the State *NCLB* assessments.

#### **1.3.1 Student Academic Achievement in Mathematics**

In the format of the table below, provide the number of students who completed the State *NCLB* assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of ESEA (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who were tested using regular assessments with or without accommodations and alternate assessments.

The student group "limited English proficient students (LEP)" does not include recently arrived students who have attended schools in the United States for fewer than 12 months; and does not include monitored former LEP (MFLEP) students.

#### **1.3.2 Student Academic Achievement in Reading/Language Arts**

This section is similar to 1.3.1. The only difference is that this section collects data on the State's *NCLB* reading/language arts assessment.



**1.3.1 Student Academic Achievement in Mathematics - Grade 3**

<b>Grade 3</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	57153	44143	77.2
American Indian or Alaska Native	459	381	83.0
Asian or Pacific Islander	633	570	90.0
Black, non-Hispanic	20125	13204	65.6
Hispanic	2151	1504	69.9
White, non-Hispanic	33615	28347	84.3
Children with disabilities ( <i>IDEA</i> )	6421	2736	42.6
Limited English proficient (LEP) students	1679	1098	65.4
Economically disadvantaged students	32169	22203	69.0
Migratory students	173	134	77.5
Male	29420	22312	75.8
Female	27732	21831	78.7

**Comments:** Hispanic pop increase in Alabama is over 10%.

In addition - high increase in Asian due to new auto related production ventures for KIA and Toyota . Migrants are tracked better this year. Special Ed Students have improved proficiency in all areas.

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.2 Student Academic Achievement in Reading/Language Arts - Grade 3**

<b>Grade 3</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	57144	48334	84.6
American Indian or Alaska Native	459	402	87.6
Asian or Pacific Islander	628	570	90.8
Black, non-Hispanic	20128	15323	76.1
Hispanic	2145	1548	72.2
White, non-Hispanic	33615	30341	90.3
Children with disabilities ( <i>IDEA</i> )	6425	3010	46.8
Limited English proficient (LEP) students	1674	1078	64.4
Economically disadvantaged students	32175	25122	78.1
Migratory students	173	127	73.4
Male	29413	23908	81.3
Female	27731	24426	88.1

**Comments:** Hispanic pop increase in Alabama is over 10%. In addition - high increase in Asian population due to new auto related production ventures for KIA and Toyota . Migrants are tracked better this year. Special Ed Students improved proficiency in all areas.

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.3 Student Academic Achievement in Mathematics - Grade 4**

<b>Grade 4</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	56395	44057	78.1
American Indian or Alaska Native	444	381	85.8
Asian or Pacific Islander	649	593	91.4
Black, non-Hispanic	19800	13262	67.0
Hispanic	1955	1348	69.0
White, non-Hispanic	33410	28363	84.9
Children with disabilities ( <i>IDEA</i> )	6437	2714	42.2
Limited English proficient (LEP) students	1613	1062	65.8
Economically disadvantaged students	31165	21879	70.2
Migratory students	159	113	71.1
Male	29002	22060	76.1
Female	27931	21997	78.8
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries. Migrants are tracked better this year.			

Source – Initially prepopulated by *EDFacts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.4 Student Academic Achievement in Reading/Language Arts - Grade 4**

<b>Grade 4</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	56487	47868	84.7
American Indian or Alaska Native	444	407	91.7
Asian or Pacific Islander	648	595	91.8
Black, non-Hispanic	19842	15041	75.8
Hispanic	1955	1421	72.7
White, non-Hispanic	33462	30265	90.4
Children with disabilities ( <i>IDEA</i> )	6449	2984	46.3
Limited English proficient (LEP) students	1617	1083	67.0
Economically disadvantaged students	31221	24357	78.0
Migratory students	159	115	72.3
Male	29050	23385	80.5
Female	27437	24443	89.1
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries. Migrants are tracked better this year.			

Source – Initially prepopulated by *EDFacts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.5 Student Academic Achievement in Mathematics - Grade 5**

<b>Grade 5</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	55950	43172	77.2
American Indian or Alaska Native	486	393	80.9
Asian or Pacific Islander	621	569	91.6
Black, non-Hispanic	19712	13039	66.1
Hispanic	1814	1230	67.8
White, non-Hispanic	33193	27843	83.9
Children with disabilities ( <i>IDEA</i> )	6426	2184	34.0
Limited English proficient (LEP) students	1377	856	62.2
Economically disadvantaged students	30673	21004	68.5
Migratory students	175	126	72.0
Male	26904	21404	79.6
Female	27046	21768	80.5
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries. Migrants are tracked better this year.			

Source – Initially prepopulated by *EDFacts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.6 Student Academic Achievement in Reading/Language Arts - Grade 5**

<b>Grade 5</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	56015	47217	84.3
American Indian or Alaska Native	486	419	86.2
Asian or Pacific Islander	627	564	90.0
Black, non-Hispanic	19736	14996	76.0
Hispanic	1808	1286	71.1
White, non-Hispanic	33243	29836	89.8
Children with disabilities ( <i>IDEA</i> )	6448	2658	41.2
Limited English proficient (LEP) students	1370	867	63.3
Economically disadvantaged students	30720	23788	77.4
Migratory students	176	130	73.9
Male	28935	23244	80.3
Female	27080	23973	88.5
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries. Migrants are tracked better this year.			

Source – Initially prepopulated by *EDFacts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.7 Student Academic Achievement in Mathematics - Grade 6**

<b>Grade 6</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	56806	41644	73.3
American Indian or Alaska Native	556	464	83.5
Asian or Pacific Islander	590	541	91.7
Black, non-Hispanic	20431	12270	60.1
Hispanic	1763	1181	67.0
White, non-Hispanic	33371	27109	81.2
Children with disabilities ( <i>IDEA</i> )	6523	1994	30.6
Limited English proficient (LEP) students	1113	623	56.0
Economically disadvantaged students	30825	19501	63.3
Migratory students	126	86	68.3
Male	29359	20817	70.9
Female	27446	20826	75.9
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.8 Student Academic Achievement in Reading/Language Arts - Grade 6**

<b>Grade 6</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	56889	48096	84.5
American Indian or Alaska Native	557	498	89.4
Asian or Pacific Islander	592	538	90.9
Black, non-Hispanic	20469	15660	76.5
Hispanic	1763	1314	74.5
White, non-Hispanic	33414	30006	89.8
Children with disabilities ( <i>IDEA</i> )	6540	2715	41.5
Limited English proficient (LEP) students	1115	658	59.0
Economically disadvantaged students	30893	24030	77.8
Migratory students	126	89	70.6
Male	29392	23427	79.7
Female	27497	24669	89.7
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries. Migrants are tracked better this year.			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.9 Student Academic Achievement in Mathematics - Grade 7**

<b>Grade 7</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	58518	35040	59.9
American Indian or Alaska Native	524	363	69.3
Asian or Pacific Islander	604	532	88.1
Black, non-Hispanic	21445	9876	46.1
Hispanic	1669	867	51.9
White, non-Hispanic	34224	23378	68.3
Children with disabilities ( <i>IDEA</i> )	6909	1274	18.4
Limited English proficient (LEP) students	1087	464	42.7
Economically disadvantaged students	31562	14967	47.4
Migratory students	140	70	50.0
Male	30161	16751	55.5
Female	28357	18289	64.5
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries			

Source – Initially prepopulated by ED Facts in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.10 Student Academic Achievement in Reading/Language Arts - Grade 7**

<b>Grade 7</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	58662	45051	76.8
American Indian or Alaska Native	525	439	83.6
Asian or Pacific Islander	600	523	87.2
Black, non-Hispanic	21520	14009	65.1
Hispanic	1657	1067	64.4
White, non-Hispanic	34308	28971	84.4
Children with disabilities ( <i>IDEA</i> )	6938	2104	30.3
Limited English proficient (LEP) students	1077	526	48.8
Economically disadvantaged students	31659	21206	67.0
Migratory students	144	80	55.6
Male	30228	21367	70.7
Female	28434	23684	83.3
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries			

Source – Initially prepopulated by ED Facts in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.11 Student Academic Achievement in Mathematics - Grade 8**

<b>Grade 8</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	58065	38500	66.3
American Indian or Alaska Native	554	398	71.8
Asian or Pacific Islander	543	475	87.5
Black, non-Hispanic	21255	11028	51.9
Hispanic	1563	906	58.0
White, non-Hispanic	34073	25645	75.3
Children with disabilities ( <i>IDEA</i> )	7070	1840	26.0
Limited English proficient (LEP) students	997	487	48.8
Economically disadvantaged students	30239	16453	54.4
Migratory students	145	86	59.3
Male	29756	18774	63.1
Female	28309	19726	69.7
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.12 Student Academic Achievement in Reading/Language Arts - Grade 8**

<b>Grade 8</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	58137	41742	71.8
American Indian or Alaska Native	552	447	81.0
Asian or Pacific Islander	544	447	82.2
Black, non-Hispanic	21312	12535	58.8
Hispanic	1549	875	56.5
White, non-Hispanic	34102	27388	80.3
Children with disabilities ( <i>IDEA</i> )	7107	1802	25.4
Limited English proficient (LEP) students	996	362	36.3
Economically disadvantaged students	30283	18337	60.6
Migratory students	148	82	55.4
Male	29798	19594	65.8
Female	28339	22148	78.2
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.13 Student Academic Achievement in Mathematics - High School**

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	47374	40840	86.2
American Indian or Alaska Native	459	410	89.3
Asian or Pacific Islander	504	482	95.6
Black, non-Hispanic	16397	12707	77.5
Hispanic	870	736	84.6
White, non-Hispanic	29113	26476	90.9
Children with disabilities ( <i>IDEA</i> )	4581	1732	37.8
Limited English proficient (LEP) students	467	356	76.2
Economically disadvantaged students	18364	14348	78.1
Migratory students	70	58	82.9
Male	23243	19617	84.4
Female	24131	21223	87.9
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries			

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.14 Student Academic Achievement in Reading/Language Arts - High School**

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	47679	40065	84.0
American Indian or Alaska Native	459	405	88.2
Asian or Pacific Islander	517	423	81.8
Black, non-Hispanic	16429	12093	73.6
Hispanic	880	648	73.6
White, non-Hispanic	29356	26462	90.1
Children with disabilities ( <i>IDEA</i> )	4582	1486	32.4
Limited English proficient (LEP) students	487	239	49.1
Economically disadvantaged students	18406	13627	74.0
Migratory students	70	50	71.4
Male	23394	20995	89.7
Female	24285	20996	86.5
<b>Comments:</b> Increase in Hispanic and Asian population due to new industry and influx of hispanics into service industries			

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.4 SCHOOL AND DISTRICT ACCOUNTABILITY**

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

**1.4.1 All Schools and Districts Accountability**

In the table below, provide the total number of public elementary and secondary schools and districts in the State and the total number of those schools and districts that made AYP based on data for the SY 2006-07 school year. The percentage that made AYP will be calculated automatically.

Entity	Total #	# That Made AYP in SY 2006-07	Percentage That Made AYP in SY 2006-07
Schools	1358	1137	83.7
Districts	131	130	99.2
<b>Comments:</b>			

Source – The table above is produced through *EDFacts*. The SEA submits the data in N/X103 for data group 32.

**1.4.2 Title I School Accountability**

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for the SY 2006-07 school year. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools That Made AYP in SY 2006-07	Percentage of Title I Schools That Made AYP in SY 2006-07
All Title I schools	869	754	86.8
Schoolwide (SWP) Title I schools	778	672	86.4
Targeted assistance (TAS) Title I schools	91	82	90.1
<b>Comments:</b>			

Source – The table above is produced through *EDFacts*. The SEA submits the data in N/X101 for data group 22 and N/X103 for data group 32.

**Note:** New for the SY 2006-07 CSPR is the data collection requirement to report for public schools and to include data for schoolwide (SWP) and targeted assistance (TAS) Title I Schools.

**1.4.3 Accountability of Districts That Received Title I Funds**

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2006-07. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds	# Districts That Received Title I Funds and Made AYP in SY 2006-07	Percentage of Districts That Received Title I Funds and Made AYP in SY 2006-07
129	128	99.2
<b>Comments:</b>		

Source – Initially, pre-populated by *EDFacts* file N/X103 that is data group 32 and 582. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** This table was formerly part of Section 1.4.2 of the SY 2005-06 CSPR.



#### 1.4.4 Title I Schools Identified for Improvement

##### 1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2007-08 based on the data from SY 2006-07. For each school on the list, provide the following:

- District Name and NCES ID Code
- School Name and NCES ID Code
- Whether the school missed the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school missed the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school missed the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school missed the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2007-08 (Use one of the following improvement status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))<sup>1</sup>
- Whether the school is a Title I school (This column is optional and is used only by States that choose to list all schools in improvement.)

See attached for blank template that can be used to enter School Data.

Download template: [Question 1.4.4.1\\_0607.xls](#) ([Get MS Excel Viewer](#))

Source – Manual entry by SEA into the online collection tool.

**Note:** Identification as Title I school is a new data collection for the SY 2006-07 CSPR.

<sup>1</sup> The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

#### 1.4.4.2 Actions Taken for Title I Schools Identified for Improvement

In the space below, describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring. Include a discussion of the technical assistance provided by and supported by the State, including a description of the statewide systems of support under *NCLB* (e.g., the number of schools served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

Identification of School Improvement Schools: The SDE identifies assigns accountability status and publicly reports schools and LEAs that do not make AYP or that do not meet other progress/growth expectations as described in the Alabama Accountability System. The SDE uses a priority system and assists LEAs with schools in the greatest need. State assistance activities focus on helping build capacity at the LEA level.

Implementation of Support: Any school that receives Title I funds and implements a schoolwide program or a targeted assistance program is subject to the sanctions described in Section 1116(b). Because of the financial requirements for transportation related to public school choice and for supplemental educational services schools that do not receive Title I funds are not required to implement those sanctions but may choose to do so. If the LEA does not otherwise have the fiscal resources to implement these corrective action(s) it may reallocate federal resources received under Title II Title V and/or Title VI as applicable and appropriate.

Any school that does not make AYP for the first time in one or more goals in an accountability matrix is identified by the state as Did Not Make AYP. In consultation with school staff parents and LEA staff any school that fails to make AYP for the first time must do all of the following:

1. Conduct an analysis of needs of the school's students programs and staff.
2. Develop a Continuous Improvement Plan (CIP) that specifically addresses the program(s) grade(s) subject(s) teacher(s) leadership and other factors that directly impact the area(s) for which AYP was not made. (A sample CIP format is located in the Continuous Improvement Guide located on the Alabama Learning Exchange [ALEX] at [www.alex.state.al.us](http://www.alex.state.al.us). Click Professional Learning.)
3. Receive approval of the CIP from the local board of education.
4. Implement the Continuous Improvement Plan.

The LEA must provide oversight and other support beyond past support activities for school improvement efforts and may request assistance from the SDE in the development and implementation of school and LEA improvement plans. The SDE may at its discretion and based on the LEA's prior academic history provide technical assistance through the State Support Team. Regional School Improvement Coaches and master teachers called Peer Mentors make up the backbone of the State Support Team. They work directly with other members of a comprehensive framework of faculty support that includes coaches from the Alabama Mathematics Science and Technology Initiative (AMSTI) Alabama Reading Initiative (ARI) and Career Technical Education (CTE). Intensity of support varies. For example a Regional School Improvement Coach one in each of the state's eleven regional inservice regions interfaces with local school systems to build their capacity to support all schools but especially those identified for improvement. Regional School Improvement Coaches assist local school improvement specialists through ongoing comprehensive training and consistent communications about school improvement strategies.

Improvement Progression: The first time an LEA does not make AYP it analyzes needs and plans strategies to address the components in which it did not make AYP. These strategies are approved by the LEA board of education. Local school systems identified for LEA Improvement and those with schools identified for Years 3 or more of School Improvement are required by the SDE to hire school improvement specialists. LEAs identified for improvement use required professional development 10% set aside funds to support hiring these specialists if appropriate as required by NCLB.

Any school that does not make AYP for a second consecutive year in the same component is identified by the state as School Improvement Year 1. The LEA is required to provide direction as the school revisits the CIP developed in the previous year. The plan is revised in consultation with school staff parents LEA staff SDE staff and an outside expert. The plan must be developed not later than three (3) months after notification of identification cover a two-year period be approved by the LEA within 45 days of its receipt of the plan and include all of the components required for such plans for schools in Section 1116(b)(3)(A)(i-x). For each school that does not make AYP the LEA with guidance and support from the SDE must receive assistance from an outside expert; may reorganize the school day or the school to directly address the academic achievement problem(s) and must implement at least one of the following intervening actions:

1. Implement high-quality professional development that directly addresses the academic achievement problem(s) that caused the school or LEA to be identified for improvement.

2. Institute and fully implement an intensive and focused instructional program or model providing appropriate needs-based content-specific professional development for all relevant

staff. The program and professional development must be scientifically research-based and offer substantial promise of improving achievement of low-achieving students and enabling the school or LEA to make AYP.

3. Implement supplemental educational services. If the school receives Title I Part A funds supplemental services from the state-approved list of supplemental educational services providers may be offered to parents of eligible students and the cost of services may be paid from Title I Part A funds by the LEA or the local school. If the school does not receive Title I Part A funds the supplemental educational services may be available from the state-approved list. In a non-Title I school the cost of services may be from local Title V state at-risk or other available funds as appropriate.

Additionally any Title I school in School Improvement Year 1 must implement all of the following actions:

4. Provide written notice of the school's status to parents of each student enrolled in the school in a format and to the extent practicable in a language that the parents can understand. [Section 1116(b)(6).]

5. Offer public school choice in accordance with Title I Section 1116. If for any reason the school cannot offer public school choice and the state concurs that the school cannot offer choice the school must implement supplemental educational services to eligible students from a service provider on the state's approved list in accordance with Section 1116.

6. Budget and spend not less than 10% of its current year Title I allocation to provide high-quality professional development that directly addresses the academic achievement problem(s) that caused the school to be identified for school improvement [Section 1116(b)(3)(A)(iii)]. A USDE guidance letter written in 2004 stated that in keeping with the authority to combine funds in such a program schoolwide schools must be able to demonstrate that they have spent an amount equivalent to 10% of their Title I allocation on professional development. This amount is not required to be taken totally from Title I funds. (Letter from Raymond Simon Assistant Secretary Office of Elementary and Secondary Education U.S. Department of Education to Leigh Manasevit Esq. June 30 2004.)

SDE continues technical assistance and guidance for external support from members of the State Support Team for high-quality professional development. If the LEA does not otherwise have the fiscal resources to implement the intervening action(s) it is directed to reallocate federal resources received under Title II Title V and/or Title VI as applicable and appropriate. Please view the Rewards and Sanction Plan Revised September 2007 at [www.alsde.edu](http://www.alsde.edu) click eGAP button and choose Document Library.

Source – Manual entry by SEA into the online collection tool.

**Note:** The inclusion of the discussion of technical assistance provided by and supported by the State is a new data collection for the SY 2006-07 CSPR.

**1.4.4.3 Corrective Action**

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *NCLB* are being implemented.

<b>Corrective Action</b>	<b># of Schools in Corrective Action in Which the Corrective Action Is Being Implemented</b>
Required implementation of a new research-based curriculum or instructional program	0
Extension of the school year or school day	1
Replacement of staff members relevant to the school's low performance	1
Significant decrease in management authority at the school level	1
Replacement of the principal	0
Restructuring the internal organization of the school	0
Appointment of an outside expert to advise the school	1
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.4.4 Restructuring – Year 2**

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *NCLB* are being implemented.

<b>Restructuring Action</b>	<b># of Schools in Restructuring in Which Restructuring Action Is Being Implemented</b>
Replacement of all or most of the school staff (which may include the principal)	7
Reopening the school as a public charter school	0
Entering into a contract with a private entity to operate the school	0
Take over the school by the State	0
Other major restructuring of the school governance	3
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

## 1.4.5 Districts That Received Title I Funds Identified for Improvement

### 1.4.5.1 List of Districts That Received Title I Funds and Were Identified for Improvement

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2007-08 based on the data from SY 2006-07. For each district on the list, provide the following:

- District Name and NCES ID Code
- Whether the district missed the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district missed the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2007-08 (Use one of the following improvement status designations: Improvement or Corrective Action<sup>2</sup>)
- Whether the district is a district that received Title I funds (This column is optional and is used only by States that choose to list all districts in improvement.)

See attached for blank template that can be used to enter School Data.

Download template: [Question 1.4.5.1\\_0607.xls](#) ([Get MS Excel Viewer](#))

Source – Manual entry by SEA into the online collection tool.

**Note:** Identification of a district as receiving Title I funds is a new data collection for the SY 2006-07 CSPR.

<sup>2</sup> The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

**1.4.5.2 Actions Taken for Districts That Received Title I Funds Identified for Improvement**

In the space below, describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

The only district identified for LEA Improvement Year 2 is Macon County (first identified in 2005-06; Yr 1 Delay 06-07). The central office staff along with the faculties of identified schools are being assisted by the state support team regional school improvement coach the federal programs regional specialist and an assigned Peer Mentor/Master Teacher from the SDE. In addition county teachers are receiving high quality professional development focused specifically on curriculum alignment and pacing and on analyzing longitudinal assessment data. The SDE is also providing assistance to central office staff on building capacity in monitoring and district oversight of programs. The final element in the district's support is SDE assistance in writing the LEA Improvement Plan and teaching the district how to for example self-assess and construct tools to identify and correct problem areas in the future. The former principal of the high school is the new superintendent.

Source – Manual entry by SEA into the online collection tool.

**Note:** The inclusion of the discussion of technical assistance provided by the State is a new data collection for the SY 2006-07 CSPR.

**1.4.5.3 Corrective Action**

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *NCLB* are being implemented.

<b>Corrective Action</b>	<b># of Districts in Corrective Action in Which Corrective Action Is Being Implemented</b>
Implementing a new curriculum based on State standards	0
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	0
Replaced district personnel who are relevant to the failure to make AYP	0
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	0
Abolished the district (list the number of districts abolished between the SYs 2005-06 and 2006-07 as a corrective action)	0
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.6 Dates of AYP and Identification Determinations**

In the table below, provide the dates (MM/DD/YY) when your State provided final school and district AYP and identification for improvement, corrective action, or restructuring to schools and districts based on SY 2006-07 assessments. If applicable, also provide the dates for preliminary determinations provided to schools and districts.

	<b>Districts</b>	<b>Schools</b>
Final AYP and identification determinations	08/06/07	08/06/07
Preliminary school AYP and identification determinations (if applicable)		
<b>Comments:</b>		

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.7 Appeal of AYP and Identification Determinations**

In the table below, provide the number of districts and schools that appealed their AYP designations based on 2006-07 data and the results of those appeals.

	<b># Appealed Their AYP Designations</b>	<b># Appeals Resulted in a Change in the AYP Designation</b>
Districts	0	0
Schools	42	33
<b>Comments:</b> One system did change status as a result of appeals at the school level.		

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

Date (MM/DD/YY) that processing appeals based on SY 2006-07 data was complete	08/31/07
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Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.



**1.4.8 Section 1003(a) Funds**

In the space below, describe your State's use of Section 1003(a) of ESEA funds. Specifically, address the following:

- Describe briefly any priorities the State uses in allocating these funds to schools.
- Describe briefly the State's methods for distributing these funds (e.g., formula, competitive, etc.).
- Describe briefly the types of activities supported by the Section 1003(a) funds.

The response is limited to 8,000 characters.

Alabama allocates Title I School Improvement funds to districts based on state-established criteria. The state's 4% set aside is used in a weighted formula with 95% allocated to districts: 80% of a district allocation is determined as a per pupil-in-poverty amount then 20% is based on the progression evidenced in the school improvement designation of eligible schools. For example a district/LEA with a number of schools in Corrective Action or Restructuring would receive a designation of a Priority 1 weight (the mathematical dollar amount per pupil kicks in times 3). If the LEA had a history of schools in improvement (3-8 years) then Priority 2 - per pupil times 2 - is added. LEAs with 50% or more of their schools or 50% or more of their students in schools in improvement Priority 3 or per pupil amount times 1 determines the amount added. Although allocations are based on an eligible per-school basis funds are issued to districts/LEAs. They review data from comprehensive needs assessments before finalizing the school-level use of funds. The SDE offers compliance guidance in writing every year and enters into dialogues if submitted district/LEA budgets do not seem prudent reasonable and aimed directly at improving student achievement. Districts/LEAs declare choices of corrective actions and restructuring options (Rewards and Sanction Plan September 2007; [www.alsde.edu](http://www.alsde.edu) eGAP Document Library). Each district/LEA describes actions and activities relevant to school improvement in End-of-Year Reports required each year by the SDE. Generally allowable activities included: staffing needs; technology; instructional materials; curriculum alignment and staff development specifically related to it; extended day programs; intervention programs and staff; peer mediation materials and parenting supplies; consultants; and administrative expenses related to managing supplemental educational services.

Source – Manual input by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.4.9 Public School Choice and Supplemental Educational Services

This section collects data on public school choice and supplemental educational services.

#### 1.4.9.1 Public School Choice

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

##### 1.4.9.1.1 Schools Using Public School Choice

In the table below, provide the number of public schools *from which* and *to which* students transferred under the provisions for public school choice in Section 1116 of ESEA.

	# Schools
Title I schools <i>from which</i> students transferred for public school choice	127
Public Schools <i>to which</i> students transferred for public school choice	123
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 1.4.5.1 of the SY 2005-06 CSPR.

##### 1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied for public school choice, and the number who transferred under the provisions for public school choice in Section 1116 of ESEA.

Students who are eligible for public school choice includes:

- (1) Students currently enrolled in a school identified for improvement
- (2) Students who transferred in the current school year under the public school choice provisions of section 1116, and
- (3) Students who previously transferred under section 1116 and are continuing to transfer for the current school year under section 1116.

	# Students
Eligible for public school choice	158002
Who applied to transfer	2478
Who transferred to another school under Title I public school choice provisions	1383

Indicate in the table below the categories of students that are included in the count of eligible students.

	Yes/No
1. Enrolled in a school identified for improvement	<u>Yes</u>
2. Transferred in the current school year, only	<u>Yes</u>
3. Transferred in a prior year and in the current year	<u>Yes</u>
<b>Comments:</b>	

Source – Initially, pre-populated by ED*Facts* file N/X010 that includes data groups 579, 574 and 544. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

**Note:** This table was formerly part of section 1.4.5.1 of the SY 2005-06 CSPR.

**1.4.9.1.3 Funds Spent on Public School Choice**

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice in Section 1116 of ESEA.

	<b>Amount</b>
Dollars spent by LEAs on transportation for public school choice	\$
<b>Comments:</b> \$(Amount not available until January 2008)	

Source – Initially, pre-populated by ED*Facts* file N/X102 that includes data group 652. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.9.1.4 Availability of Public School Choice Options**

In the table below provide the number of LEAs in your State that are unable to provide public school choice options to eligible students due to any of the following reasons:

1. All schools at a grade level are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice
3. LEA's schools are so remote from one another that choice is impracticable.

	<b># LEAs</b>
LEAs Unable to Provide Public School Choice	
<b>Comments:</b> *35 of 131 - Number includes LEAs with "partial" choice; Receiving schools available for only a few grade levels.	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**FAQs about public school choice:**

- a. *How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs?* An LEA may consider a student as eligible for and participating in Title I public school choice, and may consider costs for transporting that student towards its funds spent on transportation for public school choice, if the student meets the following conditions:
  - Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
  - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
  - Is using district transportation services to attend such a school.<sup>3</sup>
- b. *How do States report on public school choice for those LEAs that are not able to offer public school choice (e.g., LEAs in which all schools in a grade level are in school improvement, LEAs that have only a single school at that grade level, or LEAs whose schools are so remote from one another that choice is impracticable)?* For those LEAs, States should count as eligible all students who attend identified Title I schools. States should report that no eligible schools or students were provided the option to transfer and should provide an explanation why choice is not possible within the LEA in the Comment Section.

<sup>3</sup> Adapted from OESE/OII policy letter of August 2004. The policy letter may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

### 1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

#### 1.4.9.2.1 Schools with Students Eligible for Supplemental Educational Services

In the table below, provide the number of Title I schools identified as in need of improvement, corrective action, or restructuring whose students received supplemental educational services under Section 1116 of ESEA. A Frequently Asked Questions (FAQ) section related to supplemental educational services is below the table.

	# Schools
Title I schools whose students received supplemental educational services	90
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 1.4.5.2 of the SY 2005-06 CSPR.

#### FAQ about supplemental education services

*How should a State define the phrase "students who received supplemental educational services"?* States should consider students who "received" supplemental educational services as those students who enrolled and participated in some hours of services. States have the discretion to determine the minimum number of hours of participation necessary for a student to have "received" services.

#### 1.4.9.2.2 Supplemental Educational Services - Students

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of ESEA.

	# Students
Eligible for supplemental educational services	55166
Who applied for supplemental educational services	10305
Who received supplemental educational services	7481
<b>Comments:</b>	

Source – Initially, pre-populated by ED*Facts* file N/X102 that includes data groups 578, 575, and 546. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

**Note:** This table was formerly part of Section 1.4.5.2 of the SY 2005-06 CSPR.

#### 1.4.9.2.3 Funds Spent on Supplemental Educational Services

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of ESEA.

	Amount
Dollars spent by LEAs on supplemental educational services	\$
<b>Comments:</b> \$(Amount not available until January 2008)	

Source – Initially, pre-populated by ED*Facts* file N/X102, which includes data group 651. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.5 TEACHER QUALITY**

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of the *ESEA*.

**1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified**

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified (as the term is defined in section 9101(23) of the *ESEA*) and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in 1.5.3.

School Type	# of Core Academic Classes (Total)	# of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	# of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified
All schools	161044	152231	94.5	8813	5.5
Elementary level					
High-poverty schools	25897	24657	95.2	1240	4.8
Low-poverty schools	26039	25532	98.1	507	1.9
All elementary schools	100985	98106	97.1	2879	2.9
Secondary level					
High-poverty schools	8740	6931	79.3	1809	20.7
Low-poverty schools	24217	22565	93.2	1652	6.8
All secondary schools	60059	54125	90.1	5934	9.9
<b>Comments:</b>					

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	<u>Yes</u>
---	------------

If the answer above is no, please explain:

--

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

Self-contained classes count as four classes, one for each core subject area.
---

Source – Manual entry by SEA into the online collection tool.

**Note:** The data collection requirement to submit data for core classes taught by teachers who are NOT highly qualified has been added for the SY 2006-07 CSPR.

**FAQs about highly qualified teachers and core academic subjects:**

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. See Question A-14 in the August 3, 2006, Non-Regulatory Guidance for additional information. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher were Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State. The poverty quartile breaks are reported later in this section.
- h. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State. The poverty quartile breaks are reported later in this section.

### 1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the table below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

**Note:** Use the numbers of core academic classes taught by teachers who are **NOT** highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	40.0
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	17.0
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	43.0
Other (please explain)	0.0
Total	100.0

Source – Manual entry by SEA into the online collection tool.

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	44.0
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	4.0
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	52.0
Other (please explain)	0.0
Total	100.0
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

### 1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	<b>High-Poverty Schools</b> (more than what %)	<b>Low-Poverty Schools</b> (less than what %)
Elementary schools	75.2	40.0
Poverty metric used	Number of students eligible for Free or Reduced meals.	
Secondary schools	75.3	38.8
Poverty metric used	Number of students eligible for Free or Reduced meals.	
<b>Comments:</b>		

Source – Manual entry by SEA into the online collection tool.

#### FAQs on poverty quartiles and metrics used to determine poverty

- a. *How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.
- b. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.



**1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS**

This section collects annual performance and accountability data on the implementation of Title III programs.

Throughout this section:

- "AYP grades" is sometimes used to reference grades used for accountability determinations (grades 3 through 8 and one year of high school)
- "Non-AYP grades" is used to reference grades not used for accountability determinations.

**1.6.1 Language Instruction Educational Programs** (formerly 1.1. of the Title III Biennial Collection)

In the table below, provide the number of Title III subgrantees that use each type of language instruction educational program, as defined in Section 3301(8).

**Note:** Numbers reflected in 1.6.1 can be duplicative due to subgrantees' use of more than one type of program. The number for each type of program should be equal to or less than the total number of subgrantees in 1.6.4.1.

**Table 1.6.1 Definitions:**

1. **# Using Program** = Number of subgrantees that reported using a specific type of language instruction educational program. Subgrantees may use multiple programs. **(a.)** If multiple programs are used, count one for each program type used. **(b.)** Consortium is always counted as **one if all members used the same type of program**. If consortium members used different types of programs, count all members using the same type of program as one for each type. Do not count the members of the consortium individually as one, unless each member used a different type of program (e.g., use the same method of counting as one subgrantee using multiple types of programs in **(a.)**)
2. **Type of Program** = Type of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in <http://www.ncela.gwu.edu/expert/glossary.html>.
3. **Other Language** = Name of the language of instruction, other than English, used in the program.
4. **% Language of Instruction** = Average percentages of English and the other language used as a language of instruction in the program or use the percentage of the most common practice in the State (applies **only** to the first five bilingual program types).
5. **OLOI** = Other Language of Instruction used in the bilingual language instruction educational program.

# Using Program	Type of Program	Other Language	% Language of Instruction	
			English	OLOI
0	Dual language			
0	Two-way immersion			
0	Transitional bilingual			
0	Developmental bilingual			
0	Heritage language			
11	Sheltered English instruction			
11	Structured English immersion			
15	Specially designed academic instruction delivered in English (SDAIE)			
21	Content-based ESL			
43	Pull-out ESL			
48	Other (explain)			
<b>Comments:</b> 19 of 48 Title III sub-grantees noted in "other" provide Content Area Tutoring and 29 of 48 Title III sub-grantees provide Inclusion Support in addition to the other Program Types identified in the table.				

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.2 Student Demographic Data****1.6.2.1 Number of LEP Students Who Received Title III Language Instruction Educational Program Services**

In the table below, provide the unduplicated number of the number of LEP students who received services in Title III language instructional education programs.

	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	16987
<b>Comments:</b>	

Source – The SEA submits the data in file N/X116 that contains data group 648, category set A.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.2.2 Most Commonly Spoken Languages in the State**

In the table below, provide the five most commonly spoken languages, other than English, in the State. The top five languages should be determined by the highest number of students speaking each of those languages listed.

Language	# LEP Students
Spanish	14089
Korean	497
Arabic	288
Russian	140
Japanese	125

For additional significant languages please use comment box.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly in Section 1.6.3.2 of the SY 2005-06 CSPR.

### 1.6.3 Student Performance Data

This section collects data on LEP student English language proficiency and LEP academic content performance data (e.g., LEP tested in native language tables and MFLEP/AYP Grades results table).

#### 1.6.3.1 Student English Language Proficiency Testing Status

This section collects data on the number of ALL LEP students and Title III-served LEP students in the State by testing status for English language proficiency.

##### 1.6.3.1.1 ALL LEP Student English Language Proficiency Testing Status

In the table below, provide the unduplicated number of ALL LEP students in the State by testing status for English language proficiency. ALL LEP students includes the following students:

- Newly enrolled and continually enrolled LEP students in the State for the year of this report, whether or not they receive services in a Title III language Instruction educational program;
- All students assessed for English language proficiency (ELP) using an annual State English Language proficiency (ELP) assessment as required under Section 1111(b)(7) of the ESEA in the reporting year and who meet the LEP definition in Section 9101 (25).

##### Table 1.6.3.1.1. Definitions:

- **Tested/State Annual ELP** = Number of LEP students who took the annual State English language proficiency assessment as required under Section 1111(b)(7) of the *ESEA* in this reporting year.
- **Not Tested/State Annual ELP** = Number of LEP students enrolled at the time of testing but did not take the annual State English language proficiency assessment.
- **Subtotal** = Sum of "Tested/State Annual ELP" and "Not Tested/State Annual ELP" (i.e., the number of LEP students enrolled at the time of testing).
- **LEP/One Data Point** = Number of LEP students who took the annual State English language proficiency assessment as required under Section 1111(b)(7) for the first time in this reporting year. Note that "LEP/One Data Point" is a subset of those students reported as Tested on the annual State English Language proficiency assessment.

<b>ALL LEP Testing Status</b>	<b>#</b>
Tested/State annual ELP	18358
Not tested/State annual ELP	0
Subtotal	18358
LEP/One Data Point	6644
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.1.2 Title III Student English Language Proficiency Testing Status**

In the table below, provide the unduplicated number of Title III-served LEP students in the State by testing status for English language proficiency.

**Table 1.6.3.1.2. Definitions:**

- **Tested/State Annual ELP** = Number of LEP students in Title III language instruction educational programs who took the annual State English language proficiency assessment.
- **Not Tested/State Annual ELP** = Number of LEP students in Title III language instruction educational programs enrolled at the time of testing but did not take the annual State English language proficiency assessment.
- **Subtotal** = Sum of "Tested/State Annual ELP" and "Not Tested/State Annual ELP" (i.e., the number of LEP students in Title III language instruction educational programs enrolled at the time of testing).
- **LEP/One Data Point** = Number of LEP students in Title III language instructional programs who took the annual State English language proficiency assessment for the first time in this reporting year. Note that "LEP/One Data Point" is a subset of those students reported as Tested on the annual State English Language proficiency assessment.

<b>Title III LEP Testing Status</b>	<b>#</b>
Tested/State annual ELP	16987
Not tested/State annual ELP	0
Subtotal	16987
LEP/One Data Point	6119
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.2 Student English Language Proficiency Results**

This section collects data on the results from the annual State English language proficiency assessment(s) for LEP students. Before completing Table 1.6.3.2.2 or 1.6.3.2.3, please indicate your State's use of the flexibility to apply annual measurable achievement objectives (AMAOs) to all LEP students.

**1.6.3.2.1 Application of Title III English Language Proficiency Annual Assessment and AMAOs** (formerly 1.6.8 of the Title III Biennial Collection, reformatted)

In the table below, indicate the State application of the following:

State applied the Title III English language proficiency annual assessment to all LEP students in LEAs receiving Title III funds.	<u>Yes</u>
State applied the annual measurable achievement objectives (AMAOs) to ALL LEP students in LEAs receiving Title III funds.	<u>Yes</u>
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.2.2 All LEP English Language Proficiency Results**

Please report information in this section **ONLY** if the State checked "Yes" in section 1.6.3.2.1 (row 2), that annual measurable achievement objectives are applied to all LEP students in LEAs receiving Title III funds.

Report the results from the annual State English language proficiency assessment(s) for ALL LEP students in grades K through 12.

**Table 1.6.3.2.2 Definitions:**

1. **Making Progress** = Number of LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **No Progress** = Number of LEP students who did not meet the State definition of "Making Progress."
3. **ELP Attainment** = Number of LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **Target** = AMAO target for the year as established by the State and submitted to OELA in the CSA (September 2003 submission), or as amended, for each of "Making Progress" and "Attainment" of ELP.
5. **Results** = Number and percent of LEP students who met the State definition of "Making Progress" and the definition of "Attainment" of English language proficiency.
6. **Met/Y** = Met the annual target, "Met/N" = did not meet annual target. This cell will be automatically populated, based on the Target % and the Results %.

	Target	Results		Met
	%	#	%	Y/N
Making progress	62.5	8504	72.6	Y
No progress		3210		
ELP attainment	10.0	2827	15.4	Y
<b>Comments:</b>				

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

If a State does not count "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.1 minus the number "Making Progress" and "Attainment." If a State counts "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.1 minus "Making Progress".

**1.6.3.2.3 Title III LEP English Language Proficiency Results**

Please report information in this section **ONLY** if the State checked "No" in section in 1.6.3.2.1 (row 2), reporting that annual measurable achievement objectives (AMAOs) are applied to LEP students served by Title III.

In the table below, provide the results from the annual State English language proficiency assessment for Title III LEP students who participated in a Title III language instruction educational program in grades K through 12.

**Table 1.6.3.2.3 Definitions:**

1. **Making Progress** = Number of Title III LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **No Progress** = Number of Title III LEP students who did not meet the State definition of "Making Progress."
3. **ELP Attainment** = Number of Title III LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **Target** = AMAO target for the year as established by the State and submitted to OELA in the CSA (September 2003 submission), or as amended, for each of "Making Progress" and "Attainment" of ELP.
5. **Results** = Number and percent of Title III LEP students who met the State definition of "Making Progress" and the definition of "Attainment" of English language proficiency.
6. **Met/Y** = Met the annual target, "Met/N" = did not meet annual target. This cell will be automatically populated, based on the Target % and the Results %.

	Target	Results		Met
	%	#	%	Yes/No
Making progress				Y
No progress				
ELP attainment				Y
<b>Comments:</b> Table 1.6.3.2.3 figures have been deleted. Alabama does apply AMAOs to ALL LEP students served by Title III.				

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

If a State does not count "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.2 minus the number "Making Progress" and "Attainment." If a State counts "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.2 minus "Making Progress".

**1.6.3.4 LEP Subgroup Academic Content Assessment Results** (formerly 3.2.3/MFLEP of the Title III Biennial Collection)

This section collects data on the academic content assessment results for LEP students.

**1.6.3.4.1 LEP Subgroup Flexibility**

In the table below, report whether the State exercises the LEP flexibility afforded States through the new regulation for monitored former LEP (MFLEP), in AYP determination.

MFLEP	<u>Yes</u>
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.



**1.6.3.4.3 Status of Monitored Former LEP Students (MFLEP)** (formerly 3.1 of the Title III Biennial Collection, modified)

In the table below, report the unduplicated count of MFLEP students in K-12 for each of the two years monitored during the SY 2006-07, which includes both MFLEP students in AYP grades and in non-AYP grades in row 1 and MFLEP students only in AYP grades in row 2.

**Table 1.6.3.4.3 Definitions:****1. Monitored Former LEP (MFLEP) includes:**

- Students that have transitioned into classrooms that are not designed for LEP students;
- Students that are no longer receiving LEP services; and who are being monitored for academic content achievement for 2 years after transition.

**2. Total MFLEP =** State aggregated number of all MFLEP students in grades K through 12.**3. MFLEP/AYP Grades =** State aggregated number of MFLEP students in grades used for accountability determinations (3 through 8 and once in high school). These students may be included in the LEP subgroup AYP calculations.

	#
Total MFLEP	1799
MFLEP/AYP grades	1407
<b>Comments:</b>	

Source – Initially, pre-populated by ED Facts file N/X126, which contains data group 668, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.4.4 LEP Students in Non-AYP Grades** (formerly 2.3 of the Title III Biennial Collection)

In the table below, report the total number of LEP students in grade ranges that were not tested for AYP in SY 2006-07.

**Table 1.6.3.4.4 Definitions:****1. LEP K-2 =** All LEP students in these grades. Do not include pre-K students.**2. LEP HS/Non-AYP =** High school students (grades 9 through 12 or 10 through 12 [State specific]) who are in the high school grades that are not tested for AYP in the State (e.g., if the State tested grade 10 for AYP, then the State should provide the aggregated number of LEP students in grades 9, 11 and 12).**3. LEP Other Grades =** Number of LEP students enrolled in public schools but not in grades K through 12. Students in non-graded grades or grade spans. Do not report LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) in this row.

Grade	#
LEP K-2	7609
LEP HS/Non-AYP	1964
LEP other grades	8785
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.5 Native Language Assessments**

This section collects data on LEP students assessed in their native language.

**1.6.3.5.1 LEP Students Assessed in Native Language** (formerly 2.4.1 of the Title III Biennial Collection)

State offers the State mathematics or reading/language arts content tests in the students' native language(s).	No
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

\* If "No", proceed to 1.6.3.6.

**1.6.3.5.2 Native Language of Mathematics Tests Given** (formerly 2.4.2 of the Title III Biennial Collection)

In the table below, report the language(s) in which native language assessments are given at each grade used for NCLB accountability determinations for mathematics.

Grade	Language
3	0
4	0
5	0
6	0
7	0
8	0
HS	0
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.5.3 Native Language of Reading/Language Arts Tests Given** (formerly 2.4.2 of the Title III Biennial Collection)

In the table below, report the language(s) in which native language assessments are given at each grade used for NCLB accountability determinations for reading/language arts.

Grade	Language
3	0
4	0
5	0
6	0
7	0
8	0
HS	0
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

#### 1.6.3.5.4 Native Language Version of State NCLB Mathematics Assessment Results (formerly 2.4.3 of the Title III Biennial Collection)

In the table below, report the number of LEP students who took a mathematics assessment in their native language across all grades used for NCLB accountability determinations (3 through 8 and once in high school).

##### Table 1.6.3.5.4 Definitions:

1. **# Tested** = Number of LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who took the native language version of the mathematics assessment.
2. **# At or Above Proficient** = Number of students tested through the native language version of the mathematics assessment who scored at or above proficient.
3. **% Results** = Automatically calculated based on the number who scored at or above proficient divided by the number tested.

# Tested	# At or Above Proficient	% Results
0	0	0.0
<b>Comments:</b>		

Source – Initially pre-populated by *EDFacts* file N/X049 that is data group 272, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

#### 1.6.3.5.5 Native Language Version of State NCLB Reading/Language Arts Assessment Results (formerly 2.4.3 of the Title III Biennial Collection)

In the table below, report the number of LEP students who took a reading/language arts assessment in their native language across all grades used for NCLB accountability determinations (3 through 8 and once in high school).

##### Table 1.6.3.5.5 Definitions:

1. **# Tested** = Number of LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who took the native language version of the reading/language arts assessment.
2. **# At or Above Proficient** = Number of students tested through the native language version of the reading/language arts assessment who scored at or above proficient.
3. **% Results** = Automatically calculated based on the number who scored at or above proficient divided by the number tested.

# Tested	# At or Above Proficient	% Results
0	0	0.0
<b>Comments:</b>		

Source – Initially pre-populated by *EDFacts* file N/X049 that is data group 272, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.6 Title III Served Monitored Former LEP Students**

This section collects data on the performance of former LEP students.

**1.6.3.6.1 Title III Served MFLEP Students by Year Monitored** (formerly 3.1 of the Title III Biennial Collection)

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

**Table 1.6.3.6.1 Definitions:**

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

# Year One	# Year Two	Total
1258	541	1799
<p><b>Comments:</b> The BIENNIAL for 2005-06 reported:</p> <p>Monitoring Year 1: 1694</p> <p>Monitoring Year 2: 949</p> <p>Total: 2643</p> <p>CSPR for 2006-2007 reports:</p> <p>Monitoring Year 1: 1258</p> <p>Monitoring Year 2: 541</p> <p>Total: 1799</p> <p>Comment: The numbers are obtained from the State's STI student database.</p>		

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.6.2 Monitored Former LEP (MFLEP) Students in AYP Grades Results for Mathematics** (formerly 3.2 of the Title III Biennial Collection)

In the table below, report the number of monitored former LEP (MFLEP) students who took the annual mathematics assessment.

**Table 1.6.3.6.2 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics for AYP.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State *NCLB* mathematics assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
1386	1320	95.2	66

The number tested should be the same or near the total in 1.6.3.4.3 row 2, if not explain the difference in the comment box below.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.6.3 Monitored Former LEP (MFLEP) Students in AYP Grades Results for Reading/Language Arts** (formerly 3.2 of the Title III Biennial Collection)

In the table below, provide the number of monitored former LEP (MFLEP) students who took the annual reading/language arts assessment.

**Table 1.6.3.6.3 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts for AYP.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient** = State-aggregated number MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State annual reading/language arts assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
1386	1320	95.2	66

The number tested should be the same or near the total in 1.6.3.4.3 row 2, if not explain the difference in the comment box below.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.4 Title III Subgrantees**

This section collects data on the performance of Title III subgrantees.

**1.6.4.1 Title III Subgrantee Performance** (formerly 4.1 of the Title III Biennial Collection)

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Use the same method of counting consortia as in 1.6.1 (consortia regardless of number of members is only counted as one). Do not leave items blank. If there are zero subgrantees, who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category. The total of the # met all three AMAOs + # met 2 AMAOs only + # Met one AMAO + # Met zero AMAOs=total # of subgrantees for the year.

**Note:** Do not include number of subgrants made under Section 3114(d)(1) reserved funds for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

	#
Total number of subgrantees for the year	56
Number of subgrantees that met all three Title III AMAOs	47
Number of subgrantees that met only 2 AMAOs	9
Number of subgrantees that met AMAOs of Making Progress and ELP Attainment	0
Number of subgrantees that met AMAOs of Making Progress and AYP	8
Number of subgrantees that met AMAOs of ELP Attainment and AYP	1
Number of subgrantees that met only 1 AMAO	0
Number of subgrantees that met AMAO of Making Progress	0
Number of subgrantees that met AMAO of Attainment of ELP	0
Number of subgrantees that met AMAO AYP	0
Number of subgrantees that did not meet any AMAOs	0
Number of subgrantees that did not meet AMAOs for two consecutive years	1
Number of subgrantees with an improvement plan for not meeting Title III AMAOs	1
Number of subgrantees who have not met Title III AMAOs for four consecutive years (beginning in SY 2007-08)	1
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly in section 1.6.10 of the SY 2005-06 CSPR.

**1.6.4.2 State Accountability** (formerly 4.2 of the Title III Biennial Collection)

In the table below, indicate whether the State met all three Title III AMAOs.

**Note:** Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup.

State met <u>all</u> three Title III AMAOs	<u>Yes</u>
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly in Section 1.6.10 of the SY 2005-06 CSPR.

**1.6.4.3 Termination of Title III Language Instruction Educational Programs** (formerly 6.1 of the Title III Biennial Collection)

Any Title III language instruction educational programs <u>or</u> programs and activities for immigrant children and youth terminated for failure to reach program goals.	<u>No</u>
If yes, provide the number of language instruction educational programs <u>or</u> programs and activities for immigrant children and youth terminated.	
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.5 Education Programs and Activities for Immigrant Students** (formerly 5.1 of the Title III Biennial Collection)

This section collects data on education programs and activities for immigrant students.

**1.6.5.1 Immigrant Students**

In the table below, report the unduplicated number of immigrant students enrolled in the State and in qualifying educational programs under Section 3114(d)(1).

**Table 1.6.5.1 Definitions:**

- 1. Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth in Section 3301 (6) and enrolled in the elementary or secondary schools in the State.
- 2. Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who receive services in Title III LIEPs under Sections 3114(a) & 3115(a) ONLY.
- 3. 3114(d)(1) Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III LIEP subgrants made under Sections 3114(a) & 3115(a) that have immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
4595	4595	47

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

**Comments:**

Source – Initially, the first column of the table is pre-populated by ED*Facts* file N/X045 that contains data group 519, grand total. The second and third columns are manual entry by the SEA.

**Note:** This table was formerly in section 1.6.4 of the SY 2005-06 CSPR.

**1.6.5.2 Distribution of Immigrant Funds** (formerly 5.3 of the Title III Biennial Collection, reformatted)

In the table below, report how the State distributes the funds reserved for the education of immigrant children and youth to subgrantees.

Subgrant award cycle			
Annual	<u>Yes</u>	Multi-year	<u>No</u>
Type of subgrant awarded			
Competitive	<u>No</u>	Formula	<u>Yes</u>

If the State checked more than one item in each category, explain in the comment box.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.



### 1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction education programs.

#### 1.6.6.1 Teacher Information (formerly 7.1 of the Title III Biennial Collection, modified)

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined in Section 3301(8) and reported in table 1.6.1 (Types of language instruction educational programs).

**Note:** Section 3301(8) – The term 'Language instruction educational program' means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	197
Number of certified/licensed/endorsed ESL/BE teachers in the state currently working with LEP students (e.g., ESL/BE teachers for ALL LEP students), if the State has such requirements. <u>Or</u> number of teachers with professional development points or course work in ESL/BE, if the State does not require such certification/licensure/endorsement.	197
Estimate number of <b>additional</b> certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	20

Explain in the comment box below if there is a zero for any item in the table above.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

\* This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

**1.6.6.2 Professional Development (PD) Activities of Subgrantees Related to the Teaching and Learning of LEP Students**  
(formerly 7.4 of the Title III Biennial Collection)

In the table below, provide the number of professional development activities that specifically address only the teaching of LEP students or are related to the learning of LEP students. These professional development activities must meet the requirements of the Title III subgrantee required activities.

**Table 1.6.6.2 Definitions:**

1. **Types of Professional Development Activity** = Subgrantee activities for professional development required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1.1 and 1.6.4.1.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development (PD) activities reported.
4. **Total** = Number of all participants in PD activities.

<b>Type of Professional Development Activity</b>	<b># Subgrantees</b>	
Instructional strategies for LEP students	46	
Understanding and implementation of assessment of LEP students	17	
Understanding and implementation of ELP standards and academic content standards for LEP students	18	
Alignment of the curriculum in language instruction educational programs to ELP standards	15	
Subject matter knowledge for teachers	12	
Other (Explain in comment box)	12	
<b>Participant Information</b>	<b># Subgrantees</b>	<b># Participants</b>
PD provided to content classroom teachers	37	7532
PD provided to LEP classroom teachers	27	1016
PD provided to principals	15	23
PD provided to administrators/other than principals	27	140
PD provided to other school personnel/non-administrative	18	423
PD provided to community-based organization personnel	35	154
Total		9288
<b>Comments:</b>		

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.6.7 State Subgrant Activities

This section collects data on State grant activities.

#### 1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be in the format MM/DD/YY.

##### Table 1.6.7.1 Definitions:

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Example: State received SY 2006-07 funds July 1, 2006, and then made these funds available to subgrantees on August 1, 2006, for SY 2006-07 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/01/07	10/01/07	89
<b>Comments:</b>		

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

#### 1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The State of Alabama has a fiscal year from October 1 to September 30. So, although there are 89 days between July 1 and October 1, funds cannot be "drawn down" until October 1 when LEAs have approval for Title III expenditures in their Consolidated State Application.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.7 PERSISTENTLY DANGEROUS SCHOOLS**

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Persistently Dangerous Schools	0
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

## 1.8 GRADUATION RATES AND DROPOUT RATES

This section collects graduation and dropout rates.

### 1.8.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **previous school year** (SY 2005-06). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	81.6
American Indian or Alaska Native	91.6
Asian or Pacific Islander	92.9
Black, non-Hispanic	75.7
Hispanic	70.3
White, non-Hispanic	81.9
Children with disabilities ( <i>IDEA</i> )	55.2
Limited English proficient	
Economically disadvantaged	77.9
Migratory students	
Male	82.1
Female	81.6
<b>Comments:</b> Do not have history to calculate Migrant or Limited English Proficient Rate. The graduation rate formula requires that students in grades 9-12 be included. Alabama's database did not gather this information until 2005-2006. This information can be reported for the first time in 2008.	

Source – Initially, pre-populated by EDFacts file N/X041 that is data group 563, category sets A, B, C, D, E, and F. If necessary, it is updated through manual entry by the SEA into the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

#### FAQs on graduation rates:

- a. *What is the graduation rate?* Section 200.19 of the Title I regulations issued under the *No Child Left Behind Act* on December 2, 2002, defines graduation rate to mean:
  - The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
  - Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
  - Avoids counting a dropout as a transfer.
- b. *What if the data collection system is not in place for the collection of graduate rates?* For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

### 1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the **previous school year** (SY 2005-06). Below the table is an FAQ about the data collected in this table.

Student Group	Dropout Rate
All Students	2.6
American Indian or Alaska Native	1.3
Asian or Pacific Islander	1.2
Black, non-Hispanic	2.9
Hispanic	2.9
White, non-Hispanic	2.3
Children with disabilities ( <i>IDEA</i> )	3.0
Limited English proficient	0.0
Economically disadvantaged	2.5
Migratory students	0.0
Male	3.0
Female	2.1
<b>Comments:</b> Warnings: Errors in previous year rates.	
Other: Do not have history to calculate Migrant or Limited English Proficient Rate. The dropout rate formula requires that students in grades 9-12 be included. Alabama's database did not gather this information until 2005-2006. This information can be reported for the first time in 2008.	

Source – Manual entry by SEA into the online collection tool.

#### FAQ on dropout rates:

*What is a dropout?* A dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

**1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM**

This section collects data on homeless children and youths and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be will be automatically calculated.

	#	# LEAs Reporting Data
LEAs without subgrants	97	94
LEAs with subgrants	34	32
Total	131	126
<b>Comments:</b>		

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly Section 1.9.1.2 of the SY 2005-06 CSPR.

**1.9.1 All LEAs (with and without McKinney-Vento subgrants)**

The following questions collect data on homeless children and youths in the State.

**1.9.1.1 Homeless Children And Youths**

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

<b>Age/Grade</b>	<b># of Homeless Children/Youths Enrolled in Public School in LEAs <u>Without</u> Subgrants</b>	<b># of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants</b>
Age 3 through 5 (not Kindergarten)	32	224
K	170	1084
1	197	939
2	174	912
3	131	895
4	104	850
5	108	743
6	89	680
7	66	665
8	76	495
9	58	688
10	46	496
11	34	371
12	38	309
Ungraded	13	220
Total	1336	9571
<b>Comments:</b>		

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly section 1.9.1.3 of the SY 2005-06 CSPR.

**1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths**

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

	<b># of Homeless Children/Youths - LEAs <u>Without</u> Subgrants</b>	<b># of Homeless Children/Youths - LEAs <u>With</u> Subgrants</b>
Shelters, transitional housing, awaiting foster care	124	1003
Doubled-up (e.g., living with another family)	1054	7736
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	128	448
Hotels/Motels	30	384
Total	1336	9571
<b>Comments:</b>		

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly section 1.9.1.4 of the SY 2005-06 CSPR.



## 1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

### 1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	240
K	984
1	849
2	793
3	793
4	717
5	671
6	617
7	623
8	471
9	650
10	472
11	352
12	296
Ungraded	221
Total	8749
<b>Comments:</b>	

Source – Initially, pre-populated by EDFacts file N/X043 that is data group 560, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

### 1.9.2.2 Subpopulations of Homeless Students Served

In the table below, please provide the following information about the homeless students served during the regular school year.

	# Homeless Students Served
Unaccompanied youth	429
Migratory children/youth	180
Children with disabilities ( <i>IDEA</i> )	777
Limit English proficient students	497
<b>Comments:</b>	

Source – Initially, pre-populated by EDFacts file N/X043 that is data group 560, category sets B, C, D, and E. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** This table was formerly Sections 1.9.2.3, 1.9.2.4, and 1.9.2.5 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the data collection has been changed to show the total number of students served.

**1.9.2.3 Educational Support Services Provided by Subgrantees**

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

	# McKinney-Vento Subgrantees That Offer
1. Tutoring or other instructional support	25
2. Expedited evaluations	7
3. Staff professional development and awareness	21
4. Referrals for medical, dental, and other health services	23
5. Transportation	15
6. Early childhood programs	12
7. Assistance with participation in school programs	23
8. Before-, after-school, mentoring, summer programs	24
9. Obtaining or transferring records necessary for enrollment	15
10. Parent education related to rights and resources for children	20
11. Coordination between schools and agencies	21
12. Counseling	18
13. Addressing needs related to domestic violence	16
14. Clothing to meet a school requirement	28
15. School supplies	30
16. Referral to other programs and services	18
17. Emergency assistance related to school attendance	17
18. Other (optional)	5
19. Other (optional)	
20. Other (optional)	
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly Section 1.9.2.6 of the SY 2005-06 CSPR.

**1.9.2.4 Barriers To The Education Of Homeless Children And Youth**

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

	# Subgrantees Reporting
1. Eligibility for homeless services	5
2. School Selection	3
3. Transportation	8
4. School records	3
5. Immunizations	9
6. Other medical records	1
7. Other Barriers	4
<b>Comments:</b>	

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly Section 1.9.2.7 of the SY 2005-06 CSPR. Immunizations and Other Medical Records have been changed to two separate data collections for the SY 2006-07 CSPR.

**1.9.2.5 Academic Progress of Homeless Students**

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

**1.9.2.5.1 Reading Assessment**

In the table below, provide the number of homeless children and youths served who were tested on the State *NCLB* reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *NCLB*.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	545	327
4	551	378
5	458	282
6	447	267
7	400	237
8	313	161
High School	353	168
<b>Comments:</b>		

Source – Initially, pre-populated by EDFacts file N/X076, N/X077, or N/X078 that are data group 584, category set G. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** This table was formerly part of section 1.9.2.9 of the SY 2005-06 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-07 CSPR.

**1.9.2.5.2 Mathematics Assessment**

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the State *NCLB* mathematics assessment.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Mathematics Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	531	324
4	549	332
5	455	281
6	444	236
7	400	196
8	312	149
High School	246	92
<b>Comments:</b>		

Source – Similar to 1.9.2.5.1 but the file specification is N/X075 that is data group 583, category set G.

**Note:** This table was formerly part of section 1.9.2.9 of the SY 2005-06 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-07 CSPR.

**1.10 MIGRANT CHILD COUNTS**

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2006 through August 31, 2007. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in Section 1.10.3.4 *Quality Control Processes*.

Please note that in submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

**FAQs on Child Count:**

*How is "out-of-school" defined?* Out-of-school means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

*How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

**1.10.1 Category 1 Child Count**

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2006 through August 31, 2007. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

<b>Age/Grade</b>	<b>12-Month Count of Eligible Migrant Children Who Can be Counted for Funding Purposes</b>
Age 3 through 5 (not Kindergarten)	376
K	297
1	287
2	261
3	244
4	193
5	175
6	179
7	174
8	177
9	177
10	128
11	100
12	102
Ungraded	<N
Out-of-school	336
Total	
<b>Comments:</b>	

Source – Initially, pre-populated by ED Facts file N/X121 that is data group 634, Subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.1.1 Category 1 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10%.

The response is limited to 8,000 characters.

The State of Alabama continues to see the effects of re-interviewing in the reduction in numbers of eligible migrants along with some changes in regulations from the Non-regulatory Guidance of 2003. As with many other states many more families are settling out of the migrant lifestyle.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.2 Category 2 Child Count**

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2006 through August 31, 2007. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

<b>Age/Grade</b>	<b>Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes</b>
Age 3 through 5 (not Kindergarten)	62
K	58
1	51
2	39
3	26
4	23
5	19
6	15
7	12
8	<N
9	12
10	18
11	<N
12	0
Ungraded	0
Out-of-school	<N
Total	349
<b>Comments:</b>	

Source – Initially, pre-populated by EDFacts file N/X122 that is data group 635, Subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.2.1 Category 2 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10%.

The response is limited to 8,000 characters.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.



### 1.10.3 Child Count Calculation and Validation Procedures

The following question requests information on the State's MEP child count calculation and validation procedures.

#### 1.10.3.1 Student Information System

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's category 2 count was generated using a different system from the category 1 count, please identify each system.

The response is limited to 8,000 characters.

The state of Alabama used the MIS 2000 system to compile and generate the Category 1 and Category 2 child count for this reporting period. MIS 2000 was also used for both counts during the last reporting period.
---

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.10.3.2 Data Collection and Management Procedures

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

Our state is divided into 3 regions for the purpose of data collection and quality control. Each region has a coordinator who visits each program as part of the state's quality control plan and collects / reviews each new Certificate of Eligibility with the local staff. At this same visit any withdrawals and/or school transfers are collected. The regional coordinator then takes the information back to her office and the new data and updates are inputted. This is done on a monthly basis or as needed.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level

The response is limited to 8,000 characters.

The regional coordinators regularly enter the data and the updates of data. The MIS 2000 system technicians build reports which organize the data needed for annual reporting. The two reports we use are: Table C-7 12 Month Count by District (for Category 1) and Table C-7 Summer Count by District (for Category 2). These are both unduplicated counts. The tables are run "by district" in order to have further checks for accuracy.

If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.10.3.3 Methods Used To Count Children

In the space below, respond to the following question: How was each child count calculated? Please describe the compilation process and edit functions that are built into your student information system(s) specifically to produce an accurate child count. In particular, describe how your system includes and counts only:

- children who were between age 3 through 21;
- children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity);
- children who were resident in your State for at least 1 day during the eligibility period (September 1 through August 31);
- children who—in the case of Category 2—received a MEP-funded service during the summer or intersession term; and
- children once per age/grade level for each child count category.

The response is limited to 8,000 characters.

Category 1 -- Students must meet each of the following criteria to be counted on this report.

- 1.) EnrollDate FundingDate LQMDate ResDate or WithdrawDate is between the StartDate and EndDate (Student has activity during the date range.)
- 2.) LQM3Date is greater than the StartDate (Student's LQM was within 3 years of the StartDate.)
- 3.) TwentySecondBDay is greater than the StartDate (Student turns 22 after the StartDate.)
- 4.) ThirdBDay is less than the EndDate (Student turns 3 before the EndDate.)

If your State's category 2 count was generated using a different system from the category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

Category 2 -- Students must meet each of the following criteria to be counted on this report.

- 1.) EnrollDate FundingDate LQMDate ResDate or WithdrawDate is between the StartDate and EndDate (Student has activity during the date range.)
- 2.) LQM3Date is greater than the StartDate (Student's LQM was within 3 years of the StartDate.)
- 3.) TwentySecondBDay is greater than the StartDate (Student turns 22 after the StartDate.)
- 4.) ThirdBDay is less than the EndDate (Student turns 3 before the EndDate.)
- 5.) EnrollType is S or SU (Student's enrollment has a Summer enrollment type.)

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.10.3.4 Quality Control Processes

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

The local recruiters are trained by the state and updated on a regular basis. The recruiter has the first responsibility to complete a COE accurately after determining that the family is eligible. The local coordinator reviews the COE for completeness and the regional coordinator reviews the COE to verify eligibility. If there are more questions more information is requested of the family and the COE is reviewed by the state director in consultation with all the regional coordinators. COEs from the state recruiters are reviewed for approval at this time as well. The regional coordinators randomly select a percentage (5%) of new COEs to conduct re-interviews for quality control. They report their findings to the state director.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

There is a pre-determined set of numbers. A list is printed of all new COEs and then numbered. COEs are chosen by these numbers. Interviews are conducted of those families found (5% or more) using a questionnaire developed by the State. Results are recorded on these forms and kept for our records.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and—for systems that merge data—consolidated accurately)?

The response is limited to 8,000 characters.

The lead data person consistently checks data entered by the 2 other regional coordinators. She checks and cross-checks different reports to see if the numbers match and if they don't then she consults with each coordinator and the MIS 2000 technician to verify the data on the reports. She checks for coding errors which are often the reason for the discrepancies. She is the only person in the State who merges data.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED?

The response is limited to 8,000 characters.

Our lead data person checks for accuracy in codes before reports are run. We run the reports "by district and unduplicated" to look at individual sites to uncover any irregularities. We verify the criteria used in building the reports which give us our child counts.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

Describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

We already have in place a series of steps for reviewing new COEs and re-interviewing families which have been recently recruited. There is a committee established (made up of 3 regional coordinators one state recruiter and the state director) to review difficult eligibility and either approve or disapprove the COEs in question. This gives support to our local recruiters. We also plan to conduct further state-wide random re-interviewing.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

The response is limited to 8,000 characters.

We are confident that our child counts are accurate. We trust our processes and checked that they are accurate to the best of our ability.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.