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

CONNECTICUT

NoChild LeftBehind

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:

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

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

Check the one that indicates the report you are submitting:
  __X__Part I, 2006-07   ___Part II, 2006-07

Name of State Educational Agency (SEA) Submitting This Report:
Connecticut

Address:
165 Capitol Ave
Hartford, CT

Person to contact about this report:

Name: Barbara Westwater

Telephone: 860-713-6707

Fax: 860-713-7018

e-mail: barbara.westwater@ct.ogv

Name of Authorizing State Official: (Print or Type):
Barbara Westwater

_____   __Friday, March 7, 2008, 4:14:13 PM__
   Signature   Date

Migratory student data in Sections 1.2.1 and 1.2.3 were submitted to EdFacts on 3/7/08

CONSOLIDATED STATE PERFORMANCE REPORT:
PART I

For reporting on
School Year 2006-07

NoChild
LeftBehind

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 have been made to the State's academic content standards in mathematics reading/language arts or science. The content standards, approved by the Connecticut State Board of Education (mathematics 2005, language arts 2006 and science 2004)remain the same. During 2007 these content standards were further dilineated as grade level expectations. The grade level expectations make each content standard more useful for instructional purposes.

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 <u>not</u> 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.

With each new generation of the CMT, CAPT and Alternate Assessment, the state examines its assessments and makes revisions to reflect changes in the State's content standards in mathematics and reading/language arts. The first administration of CMT4 took place in spring 2006 and the generation will continue through 2010. The first administration of CAPT3 took place in 2007 and the generation will continue through 2010. The CSDE is currently preparing to develop alternate assessments based on modified achievement standards and expects the assessments to be implemented in spring 2009 for the first time.

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.

With each new generation of the CMT, CAPT and Alternate Assessment for students with significant cognitive disabilities, academic achievement standards are re-established. This was the case in spring 2006 for the CMT and the Alternate Assessment and in spring 2007 for the CAPT.

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 CSDE completed field testing for the science assessment and the Alternate Assessment (A.A.) for students with the most severe cognitive disabilities for Grades 5 and 8 in spring 2007. Four equivalent forms have been created, three for operational testing and a breach for each grade for the CMT. The CMT science assessment will be administered state-wide in Grades 5 and 8 in spring 2008. CAPT has had a science test since its inception in 1994. An alignment study will be conducted in November 2007 to examine the alignment between content and achievement standards for each assessment (CMT, CAPT and A.A.).

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 CSDE has been administering a Grade 10 science assessment as a component of its CAPT since 1996. For the new CMT and Alternate Assessment (A.A.) science assessment in Grades 5 and 8, formal standard setting will take place in May 2008, after the test has been administered and scored.

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	303964	301834	99.3
American Indian or Alaska Native	1053	1049	99.6
Asian or Pacific Islander	11139	11116	99.8
Black, non-Hispanic	41924	41630	99.3
Hispanic	47980	47532	99.1
White, non-Hispanic	201868	201479	99.8
Children with disabilities (*IDEA*)	36926	36584	99.1
Limited English proficient (LEP) students	14684	14684	100.0
Economically disadvantaged students	87903	87198	99.2
Migratory students			
Male	155704	155047	99.6
Female	147288	146787	99.7

Comments: Migratory student data was updated in EdFacts on 3/7/08. It should read 22 students enrolled, 17 students assessed and 86.3 for percent tested.

Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will restore the element allowing districts to self-report migrant students in the individual student data base (public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.

The number of all students tested (currently 301834) will not equal the sum of the all students who completed the assessment and for whom a proficiency level was assigned (as reported by grade level) in 1.3.1 (currently 302014). This is due to the method of calculating a participation rate where only absent students are deducted from the denominator (# of students enrolled) compared to a proficiency rate where absent students and invalid scores are deducted from the denominator (# of students who completed the assessment and for whom a proficiency level was assigned).

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	8238	22.7
Regular Assessment with Accommodations	25258	69.6
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	2798	7.7
Total	36294	
Comments: Connecticut collects data on students with disabilities who participate in assessments with and without accommodations. However, at this time, the assessment file (used for calculating proficiency) and the accommodations file (used here) are not integrated.		

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	303964	301660	99.2
American Indian or Alaska Native	1053	1044	99.2
Asian or Pacific Islander	11141	11096	99.6
Black, non-Hispanic	41923	41592	99.2
Hispanic	47974	47493	99.0
White, non-Hispanic	201870	201404	99.8
Children with disabilities (*IDEA*)	36925	36524	98.9
Limited English proficient (LEP) students	14634	14634	100.0
Economically disadvantaged students	87896	87119	99.1
Migratory students			
Male	155704	154933	99.5
Female	147288	146727	99.6

Comments: Migratory student data was updated in EdFacts on 3/7/08. It should read 22 students enrolled, 17 students assessed and 86.3 for percent tested.

CT will restore the element allowing districts to self-report migrant students in the individual student data base (public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.

The number of all students tested (currently 301834) will not equal the sum of the all students who completed the assessment and for whom a proficiency level was assigned (as reported by grade level) in 1.3.1 (currently 302014). This is due to the method of calculating a participation rate where only absent students are deducted from the denominator (# of students enrolled) compared to a proficiency rate where absent students and invalid scores are deducted from the denominator (# of students who completed the assessment and for whom a proficiency level was assigned).

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	8231	22.7
Regular Assessment with Accommodations	25253	69.6
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	2798	7.7
Total	36282	
Comments: Connecticut collects data on students with disabilities who participate in assessments with and without accommodations. However, at this time, the assessment file (used for calculating proficiency) and the accommodations file (used here) are not integrated.		

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 <u>not</u> 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

Grade 3	# 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	42559	33668	79.1
American Indian or Alaska Native	164	120	73.2
Asian or Pacific Islander	1757	1601	91.1
Black, non-Hispanic	5817	3409	58.6
Hispanic	7343	4389	59.8
White, non-Hispanic	27414	24149	88.1
Children with disabilities (*IDEA*)	4771	2124	44.5
Limited English proficient (LEP) students	2396	1346	56.2
Economically disadvantaged students	13236	7993	60.4
Migratory students	<N	<N	
Male	21875	17248	78.8
Female	20620	16420	79.6
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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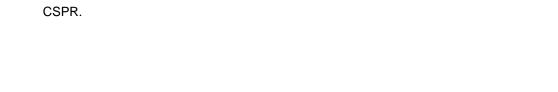
Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

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

Grade 3	# 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	42559	28932	68.0
American Indian or Alaska Native	164	100	61.0
Asian or Pacific Islander	1752	1389	79.3
Black, non-Hispanic	5808	2487	42.8
Hispanic	7330	2941	40.1
White, non-Hispanic	27399	22015	80.3
Children with disabilities (*IDEA*)	4753	1228	25.8
Limited English proficient (LEP) students	2380	582	24.5
Economically disadvantaged students	13219	5517	41.7
Migratory students	<N	<N	
Male	21845	14315	65.5
Female	20608	14617	70.9
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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

Grade 4	# 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	42216	33706	79.8
American Indian or Alaska Native	161	118	73.3
Asian or Pacific Islander	1683	1547	91.9
Black, non-Hispanic	5881	3432	58.4
Hispanic	6971	4129	59.2
White, non-Hispanic	27463	24480	89.1
Children with disabilities (*IDEA*)	5072	2260	44.6
Limited English proficient (LEP) students	2264	1111	49.1
Economically disadvantaged students	13019	7831	60.2
Migratory students	<N	<N	
Male	21646	17300	79.9
Female	20513	16406	80.0
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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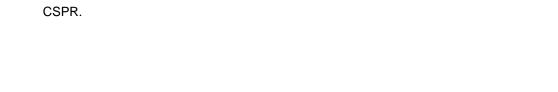
Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

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

Grade 4	# 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	42216	29272	69.3
American Indian or Alaska Native	161	97	60.2
Asian or Pacific Islander	1678	1343	80.0
Black, non-Hispanic	5870	2659	45.3
Hispanic	6948	2810	40.4
White, non-Hispanic	27450	22363	81.5
Children with disabilities (*IDEA*)	5057	1340	26.5
Limited English proficient (LEP) students	2249	434	19.3
Economically disadvantaged students	12994	5590	43.0
Migratory students	<N	<N	
Male	21606	14516	67.2
Female	20501	14756	72.0
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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.

1.3.5 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# 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	43053	35032	81.4
American Indian or Alaska Native	160	120	75.0
Asian or Pacific Islander	1659	1523	91.8
Black, non-Hispanic	5763	3538	61.4
Hispanic	6716	4184	62.3
White, non-Hispanic	28626	25667	89.7
Children with disabilities (*IDEA*)	5375	2357	43.9
Limited English proficient (LEP) students	2340	1082	46.2
Economically disadvantaged students	12722	8045	63.2
Migratory students	<N	<N	
Male	22080	17825	80.7
Female	20844	17207	82.6
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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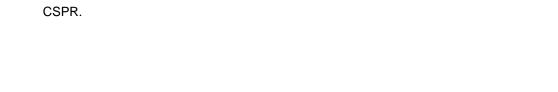
Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

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

Grade 5	# 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	43053	31041	72.1
American Indian or Alaska Native	160	109	68.1
Asian or Pacific Islander	1660	1369	82.5
Black, non-Hispanic	5755	2768	48.1
Hispanic	6716	3016	44.9
White, non-Hispanic	28620	23779	83.1
Children with disabilities (*IDEA*)	5364	1605	29.9
Limited English proficient (LEP) students	2330	473	20.3
Economically disadvantaged students	12708	5987	47.1
Migratory students	<N	<N	
Male	22074	15380	69.7
Female	20837	15661	75.2
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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.

1.3.7 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# 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	43073	35060	81.4
American Indian or Alaska Native	145	106	73.1
Asian or Pacific Islander	1624	1496	92.1
Black, non-Hispanic	5779	3562	61.6
Hispanic	6788	4120	60.7
White, non-Hispanic	28580	25776	90.2
Children with disabilities (*IDEA*)	5348	2167	40.5
Limited English proficient (LEP) students	1922	761	39.6
Economically disadvantaged students	12438	7740	62.2
Migratory students	<N	<N	
Male	22067	17782	80.6
Female	20849	17278	82.9
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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

Grade 6	# 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	43073	31989	74.3
American Indian or Alaska Native	144	99	68.8
Asian or Pacific Islander	1619	1354	83.6
Black, non-Hispanic	5769	2972	51.5
Hispanic	6776	3234	47.7
White, non-Hispanic	28581	24330	85.1
Children with disabilities (*IDEA*)	5337	1599	30.0
Limited English proficient (LEP) students	1921	301	15.7
Economically disadvantaged students	12418	6203	50.0
Migratory students	<N	<N	
Male	22050	15859	71.9
Female	20839	16130	77.4
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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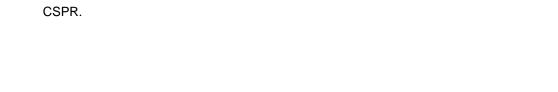
Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07

CSPR.

1.3.9 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# 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	43947	34533	78.6
American Indian or Alaska Native	163	116	71.2
Asian or Pacific Islander	1535	1398	91.1
Black, non-Hispanic	5978	3287	55.0
Hispanic	6753	3745	55.5
White, non-Hispanic	29183	25987	89.0
Children with disabilities (*IDEA*)	5436	2009	37.0
Limited English proficient (LEP) students	1821	571	31.4
Economically disadvantaged students	12427	6970	56.1
Migratory students	<N	<N	
Male	22468	17486	77.8
Female	21144	17047	80.6

Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.

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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

Grade 7	# 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	43947	32454	73.8
American Indian or Alaska Native	162	115	71.0
Asian or Pacific Islander	1532	1312	85.6
Black, non-Hispanic	5974	3110	52.1
Hispanic	6768	3179	47.0
White, non-Hispanic	29150	24738	84.9
Children with disabilities (*IDEA*)	5430	1641	30.2
Limited English proficient (LEP) students	1818	273	15.0
Economically disadvantaged students	12425	6114	49.2
Migratory students	<N	<N	
Male	22441	15938	71.0
Female	21145	16516	78.1

Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.

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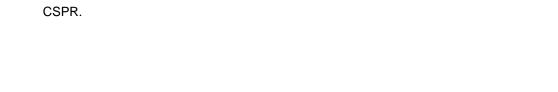
Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07

CSPR.

1.3.11 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# 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	44857	35453	79.0
American Indian or Alaska Native	139	100	71.9
Asian or Pacific Islander	1428	1310	91.7
Black, non-Hispanic	6140	3433	55.9
Hispanic	6749	3712	55.0
White, non-Hispanic	29985	26898	89.7
Children with disabilities (*IDEA*)	5328	2004	37.6
Limited English proficient (LEP) students	1695	557	32.9
Economically disadvantaged students	12370	7088	57.3
Migratory students	<N	<N	
Male	22766	18049	79.3
Female	21675	17404	80.3
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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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

Grade 8	# 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	44857	33453	74.6
American Indian or Alaska Native	136	95	69.9
Asian or Pacific Islander	1423	1210	85.0
Black, non-Hispanic	6145	3201	52.1
Hispanic	6749	3237	48.0
White, non-Hispanic	29974	25710	85.8
Children with disabilities (*IDEA*)	5330	1717	32.2
Limited English proficient (LEP) students	1686	251	14.9
Economically disadvantaged students	12376	6259	50.6
Migratory students	<N	<N	
Male	22772	16593	72.9
Female	21655	16860	77.9
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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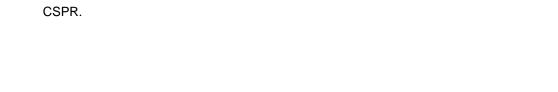
Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07

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	42309	32130	75.9
American Indian or Alaska Native	107	69	64.5
Asian or Pacific Islander	1371	1177	85.8
Black, non-Hispanic	5724	2403	42.0
Hispanic	5537	2691	48.6
White, non-Hispanic	29570	25790	87.2
Children with disabilities (*IDEA*)	4813	1656	34.4
Limited English proficient (LEP) students	1342	439	32.7
Economically disadvantaged students	9887	4680	47.3
Migratory students	<N	<N	
Male	22066	16651	75.5
Female	21186	15894	75.0
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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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	42410	33267	78.4
American Indian or Alaska Native	108	71	65.7
Asian or Pacific Islander	1370	1157	84.5
Black, non-Hispanic	5758	3050	53.0
Hispanic	5550	3059	55.1
White, non-Hispanic	29624	25930	87.5
Children with disabilities (*IDEA*)	4860	1753	36.1
Limited English proficient (LEP) students	1318	463	35.1
Economically disadvantaged students	9946	5302	53.3
Migratory students	<N	<N	
Male	22134	15997	72.3
Female	21231	17545	82.6
Comments: Connecticut districts began closing down their MEP programs beginning in the 2005-06 school year. In 2005-06, Connecticut went from nine funded programs to four. In 2006-07, only two programs continued to operate. Connecticut ceased running MEP programs as of June 30, 2007. In 2008-09, CT will be restoring the element allowing districts to self-report migrant students in the individual student data base (Public School Information System) based on the definition of migrant provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes.			

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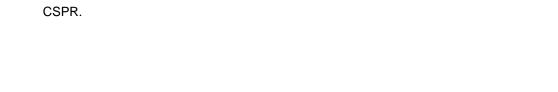
Note: The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07

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	985	672	68.2
Districts	171	139	81.3
Comments:			

Source – The table above is produced through ED*Facts.* 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 <u>not</u> 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	456	255	55.9
Schoolwide (SWP) Title I schools	112	34	30.4
Targeted assistance (TAS) Title I schools	344	221	64.2
Comments: Changes have been made to this file through EdFacts. They were submitted on 12/28 and thus did not transfer over to CSPR in time.			

Source – The table above is produced through ED*Facts.* 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
131	102	77.9
Comments:		

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))[1]
- 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.

[1] 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.

The Connecticut State Department of Education (CSDE) has developed and implemented a comprehensive accountability initiative to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as "in need of improvement," according to No Child Left Behind (NCLB). In 2006-07, the CSDE provided technical assistance to 21 Title I districts identified in need of improvement or corrective action and 125 Title I schools identified in need of improvement, corrective action or restructuring. The goal of the Connecticut Accountability for Learning Initiative (CALI) is twofold:

1. to develop and implement a systemic and sustainable initiative of district and school improvement that focuses on accountability for student learning to accelerate the closing of Connecticut's achievement gap through district-level reform; and

2. to meet state requirements of Part A, section 1116, "Academic Assessment and Local Educational Agency School Improvement" and section 1117, "School Support and Recognition" of NCLB.

This comprehensive improvement initiative:

* focuses on the district as the primary change agent;

* targets raising student achievement levels in reading and math for all students;

* creates a culture of professional learning communities;

* builds leadership and training capacity within the state; and

* differentiates support based on individual district and school needs.

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.

Corrective Action	# of Schools in Corrective Action in Which the Corrective Action Is Being Implemented
Required implementation of a new research-based curriculum or instructional program	24
Extension of the school year or school day	2
Replacement of staff members relevant to the school's low performance	2
Significant decrease in management authority at the school level	0
Replacement of the principal	0
Restructuring the internal organization of the school	10
Appointment of an outside expert to advise the school	46
Comments:	

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.

Restructuring Action	# of Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	0
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	2
Comments:	

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[2])
- 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.

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[2] 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.

As a result of the department reorganization, under the leadership of a new Commissioner, the Bureau of Accountability, Compliance and Monitoring (BACM) was created to serve as the clearinghouse for the state accountability efforts. The School Improvement Unit was elevated to bureau status as the Bureau of School and District Improvement (BSDI) with an expectation the BACM and BSDI along with the Bureau of Curriculum and Instruction would work in partnership with districts regarding accountability and improvement efforts. The bureaus created a system of monitoring and intervention that begins with oversight, training and technical assistance for all schools and districts; increased monitoring and oversight is provided for districts identified as needing assistance, intervention or substantial intervention. There are two levels of assistance available: Level 1 - Twelve districts identified as whole districts "in need of improvement", Year 3 and beyond have been assigned CSDE district team "leads" (at least one staff member from the BSDI and one from the BACM). The "leads" serve as the core members of the Cambridge Education instructional and financial assessments. These assessments serve as the starting point for accountability efforts. The team "leads" are the primary contact for the district for school and district improvement efforts and provide on-site technical assistance. Each of the 12 districts has also been assigned an external consultant(retired superintendents with successful urban experience)who is working as a coach with the superintendent and district leadership team. These 12 districts are also offered training and technical assistance days through the Connecticut Accountability for Learning Initiative(CALI) and Request for Services days. Level 2 - Thirty other districts identified in need of improvement are offered similar training and technical assistance through the BSDI. Each district "in need of improvement" for a subgroup in reading and/or mathematics and districts with Title I schools "in need of improvement" have been assigned a contact person from the BSDI.

The CSDE is providing district- and school-level support and technical assistance in key areas that research has shown is essential to implement a results-based district accountability system. Through CALI, trainings in the areas of Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies and Common Formative Assessments have been provided to staff from identified districts and schools.

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.

Corrective Action	# of Districts in Corrective Action in Which Corrective Action Is Being Implemented
Implementing a new curriculum based on State standards	21
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 or districts abolished between the SYs 2005-06 and 2006-07 as a corrective action)	0
Comments:	

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.

	Districts	Schools
Final AYP and identification determinations	08/30/07	08/30/07
Preliminary school AYP and identification determinations (if applicable)	08/17/07	08/17/07
Comments: Schools administering the CMT were provided preliminary AYP and identification results on 07/23/07.		

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.

	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts	0	0
Schools	1	0
Comments:		

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	08/24/07

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.

The State allocates funds to those Title I schools identified for school improvement, corrective action and restructuring under section 1116(b) giving priority to schools in corrective action and restructuring.

The funds are distributed using a formula. An equal amount of money is distributed to each of the schools that are identified in corrective action and restructuring.

All use of funds must be consistent with the school improvement plan and be used to accelerate student achievement. Districts must adhere to the following NCLB priorities when allocating the funds to identified Title I schools:

1. serve the lowest achieving students;

2. demonstrate the greatest need for such funds (defined by CSDE as schools

furthest along in the NCLB identification continuum); and

3. demonstrate the strongest commitment to ensuring that such funds are used to

enable the lowest-achieving students to meet state standards.

Additionally, Connecticut has partnered with the Center for Leading and Learning whose philosophy and approach are well aligned with Connecticut's vision of quality instruction to improve student performance. Funds from Section 1003(a) support these activities as well as differentiated technical assistance:

â€¢ Data-Driven Decision-Making/Data Teams (DDDM/DT): using district and school data for analyzing, setting goals and implementing research-based strategies for improved instruction;

â€¢ Making Standards Work (MSW): aligning school and district assessment and instruction, and developing classroom-based assessments to monitor student progress;

â€¢ Effective Teaching Strategies (ETS): examining effective ways to write thorough lesson plans and deliver effective instruction using Dr. Marzanno's nine research-based strategies;

â€¢ Common Formative Assessments(CFA): building the knowledge and skills of educators to develop common formative assessments to inform instruction; and

â€¢ Accountability in District and School Improvement Planning: creating a framework for a new accountability system.

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 *from which* students transferred for public school choice	56
Public Schools *to which* students transferred for public school choice	32
Comments:	

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	48287
Who applied to transfer	585
Who transferred to another school under Title I public school choice provisions	333

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	Yes
2. Transferred in the current school year, only	Yes
3. Transferred in a prior year and in the current year	No
Comments:	

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.

	Amount
Dollars spent by LEAs on transportation for public school choice	$ 1709467
Comments:	

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.

	# LEAs
LEAs Unable to Provide Public School Choice	11
Comments: This count includes districts that were able to offer choice to some, but not all, grades.	

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.[3]

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.

[3] 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	98
Comments:	

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	51806
Who applied for supplemental educational services	5365
Who received supplemental educational services	3675
Comments:	

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	$ 5306553
Comments:	

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 <u>by</u> teachers who are highly qualified <u>and the percentage taught by teachers who are not highly qualified</u> 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 <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All schools	132501	129842	98.0	2659	2.0
Elementary level					
High-poverty schools	10215	9902	96.9	313	3.1
Low-poverty schools	10513	10422	99.1	91	0.9
All elementary schools	38347	37758	98.5	589	1.5
Secondary level					
High-poverty schools	14961	14239	95.2	722	4.8
Low-poverty schools	24722	24425	98.8	297	1.2
All secondary schools	91046	89097	97.9	1949	2.1

Comments: CT follows the federal guidelines to count elementary classes as one class. The total number of core academic classes includes teachers reported out of LEAs' central offices and special programs who work in an itinerant capacity. These teachers are not classified as either elementary or secondary teachers. Therefore, the sum of only elementary and secondary schools will be less than the state total since it does not include the teachers working out of central office or in special programs.

The number of classes at both the elementary and secondary levels include special education teachers who provide direct instruction.

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.	Yes

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.

CT follows the federal guidelines to count elementary classes as one class.

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 though 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 <u>not highly qualified</u>, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided <u>at each grade level</u> are not sufficient to explain why core academic classes <u>at a particular grade</u> 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 <u>for each grade</u> 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	61.9
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	0.0
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	38.1
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)	58.3
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	0.0
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	41.7
Other (please explain)	0.0
Total	100.0
Comments:	

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.

	High-Poverty Schools (more than what %)	**Low-Poverty Schools** (less than what %)
Elementary schools	48.0	10.4
Poverty metric used	Percentage of students eligible for free or reduced-price meals.	
Secondary schools	33.1	7.0
Poverty metric used	Percentage of students eligible for free or reduced-price meals.	
Comments:		

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 **T**ITLE **III** AND **L**ANGUAGE **I**NSTRUCTIONAL **P**ROGRAMS

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**
9	Dual language	Spanish	50.0	50.0
0	Two-way immersion			
18	Transitional bilingual	Spanish, Portuguese, Japanese, Chinese, Serbo-Croation, Creole-Haitian, Polish, Albanian, Vietnamese	80.0	20.0
0	Developmental bilingual			
0	Heritage language			
31	Sheltered English instruction			
0	Structured English immersion			
0	Specially designed academic instruction delivered in English (SDAIE)			
38	Content-based ESL			
43	Pull-out ESL			
6	Other (explain)			
Comments: New Arrival Centers, Co-teaching, Language Transition Support Programs, Summer Porgrams, Differentiated Instruction				

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 underlined 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.	28841
Comments: This is the count of LEP stuedents reported as receiving Title III services as of October 1 2007. It does not equal the number of Title III-served students at the time of the annual spring assessment of english proficiency. The number of Title III-served LEP students reported in 1.6.2.1 is the state's official count, and reflects the number of students enrolled on October 1. LEP students come from a highly mobile population. Between October 1 and spring, when the annual assessment of English language proficiency is conducted, students have moved into and out of the state. Therefore, the number of Title III-served students tested does not equal the number of Title III-served students on October 1.	

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	21046
Portuguese	1169
Polish	771
Chinese	642
Creole-Haitian	582

For additional significant languages please use comment box.

Comments: Albanian (520) Vietnamese (401)

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 underlined 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.

ALL LEP Testing Status	#
Tested/State annual ELP	29425
Not tested/State annual ELP	437
Subtotal	29862
LEP/One Data Point	8874

Comments: Connecticut uses a four-part test to assess English proficiency. It is possible for a student to have incomplete test scores due to serious illness, moving out of state or other reasons. However students were counted as tested if they had a score on at least one part of the four-part English language proficiency test. If they had a score on the corresponding part of the test the previous year they were counted as having two data points. The number of Title III-served LEP students reported in 1.6.2.1 is the state's official count, and reflects the number of students enrolled on October 1. LEP students come from a highly mobile population. Between October 1 and spring, when the annual assessment of English language proficiency is conducted, students have moved into and out of the state. Therefore, the number of Title III-served students tested does not equal the number of Title III-served students on October 1.

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 underlined 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.

Title III LEP Testing Status	#
Tested/State annual ELP	28248
Not tested/State annual ELP	375
Subtotal	28623
LEP/One Data Point	8574
Comments: Connecticut uses a four-part test to assess English proficiency. It is possible for a student to have incomplete test scores due to serious illness, moving out of state or other reasons. However students were counted as tested if they had a score on at least one part of the four-part English language proficiency test. If they had a score on the corresponding part of the test the previous year they were counted as having two data points. The number of Title III-served LEP students reported in 1.6.2.1 is the state's official count, and reflects the number of students enrolled on October 1. LEP students come from a highly mobile population. Between October 1 and spring, when the annual assessment of English language proficiency is conducted, students have moved into and out of the state. Therefore, the number of Title III-served students tested does not equal the number of Title III-served students on October 1.	

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.	Yes
State applied the annual measurable achievement objectives (AMAOs) to ALL LEP students in LEAs receiving Title III funds.	No
Comments: The AMAO analysis excluded those students whose parents refused services.	

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				
No progress				
ELP attainment				
Comments:				

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	72.0	19149	97.3	Y
No progress		525		
ELP attainment	18.0	10549	40.1	Y
Comments: Connecticut counts any Title III-served student whose scores increased on any part of the four-part English language proficiency test as "making progress". Students are included in the analysis of progress if they have corresponding scores on at least one part of the test from the previous year (in other words two data points for at least one of the four parts of the test). Students who attained English language proficiency are included. Referring to Table 1.6.3.1.2 the number of students in the progress analysis should equal the number "Tested/State annual ELP" minus "LEP/One Data Point" (28248 minus 8574 equals 19674). The number of students who did not make progress equals this number minus the number of students who made progress (19,674 minus 19,149 equals 525). To determine if a student attained English language proficiency the four test scores are averaged. Therefore only Title-III served students with scores on all four parts of the test are included in the analysis. there were 26306 students in the proficiency analysis. The number of Title III-served LEP students reported in 1.6.2.1 is the state's official count, and reflects the number of students enrolled on October 1. LEP students come from a highly mobile population. Between October 1 and spring, when the annual assessment of English language proficiency is conducted, students have moved into and out of the state. Therefore, the number of Title III-served students tested does not equal the number of Title III-served students on October 1.				

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

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

If a State does <u>not</u> 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" <u>and</u> "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	Yes
Comments:	

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 underlined 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	5496
MFLEP/AYP grades	2280
Comments:	

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	10856
LEP HS/Non-AYP	4459
LEP other grades	0
Comments: These are counts of LEP students enrolled as of October 1 2007 and include students not served under Title III.	

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
Comments:	

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	
4	
5	
6	
7	
8	
HS	
Comments:	

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	
4	
5	
6	
7	
8	
HS	
Comments:	

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 <u>native language</u> version of the mathematics assessment.
2. **# At or Above Proficient =** Number of students tested through the <u>native language</u> 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
Comments:		

Source – Initially pre-populated by ED*Facts* 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 <u>native language</u> version of the reading/language arts assessment.
2. **# At or Above Proficient =** Number of students tested through the <u>native language version</u> 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
Comments:		

Source – Initially pre-populated by ED*Facts* 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
2280	0	2280
Comments: 2006-07 was the first school year Connecticut could begin tracking ELL students; the unique student identifier was first implemented at the start of the 2005-06 school year.		

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 MFLELP 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
2256	1928	85.5	328

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: 24 ELL students were absent for the mathematics test.

The data presented in Tables 1.6.3.4.3 (MFLEP) and 1.6.3.6.2 (MFLEP) are accurate. When you account for student absenteeism on the exams the number of tested students equals number of MFLEP students in Table 1.6.3.4.3.

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
2254	1658	73.6	596

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: 26 ELL students were absent for the reading test.

The data presented in Tables 1.6.3.4.3 (MFLEP) and 1.6.3.6.3 (MFLEP) are accurate. When you account for student absenteeism on the exams the number of tested students equals number of MFLEP students in Table 1.6.3.4.3.

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	60
Number of subgrantees that met all three Title III AMAOs	24
Number of subgrantees that met only 2 AMAOs	36
Number of subgrantees that met AMAOs of Making Progress and ELP Attainment	36
Number of subgrantees that met AMAOs of Making Progress and AYP	0
Number of subgrantees that met AMAOs of ELP Attainment and AYP	0
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	33
Number of subgrantees with an improvement plan for not meeting Title III AMAOs	33
Number of subgrantees who have not met Title III AMAOs for four consecutive years (beginning in SY 2007-08)	14
Comments: The number of subgrantees that did not meet the AMAOs for two consecutive years includes subgrantees that failed to meet the AMAOs for more than two years. The total breaks down as follows: 16 subgrantees failed for two consecutive years 3 failed for three consecutive years and 14 failed for four consecutive years.	

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 all three Title III AMAOs	No
Comments:	

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 or programs and activities for immigrant children and youth terminated for failure to reach program goals.	No
If yes, provide the number of language instruction educational programs or programs and activities for immigrant children and youth terminated.	
Comments:	

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 underlined <u>unduplicated</u> 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 <u>not</u> 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
14481	3202	12

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

Comments: N/A

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	_Yes_	Multi-year	_No_
Type of subgrant awarded			
Competitive	_No_	Formula	_Yes_

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

Comments: The CSDE surveys all school districts to secure information on immigrant children enrolled in public and nonpublic schools and by countries. The number of immigrant children reported by the LEAs to CSDE is verified by the program manager and is submitted to the Office of Grants Analysis for preliminary entitlements. This office runs a "simulation program" showing the "significant increase" on the State determined 2 percent benchmark indicator for eligible districts. The eligible school districts submit an RFP for review and final approval. Awards are issued through formula.

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.	838
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.	838
Estimate number of **additional** certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	12

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 <u>additional</u> teachers needed for the next 5 years, not the number needed for each year. Do <u>not</u> include the number of teachers <u>currently</u> 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.

Type of Professional Development Activity	# Subgrantees	
Instructional strategies for LEP students	47	
Understanding and implementation of assessment of LEP students	43	
Understanding and implementation of ELP standards and academic content standards for LEP students	34	
Alignment of the curriculum in language instruction educational programs to ELP standards	31	
Subject matter knowledge for teachers	0	
Other (Explain in comment box)	14	
Participant Information	**# Subgrantees**	**# Participants**
PD provided to content classroom teachers	47	10289
PD provided to LEP classroom teachers	46	2181
PD provided to principals	41	495
PD provided to administrators/other than principals	42	398
PD provided to other school personnel/non-administrative	45	1283
PD provided to community-based organization personnel	23	505
Total		15151
Comments:		

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
7/1/06	11/30/06	120
Comments: By November 30th, fifty percent of the subgrantees had received Title III awards. There were subgrantees that received awards as early as September 30th.		

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.

If there was more than one person reading and processing the Title III grants, the process would move along more quickly. Additional staff have been added to improve this for 2006-07. Also, approving the consortium applications take more time. At times there is missing information from one of the members of the consortia and this holds up the whole 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
Comments:	

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	92.2
American Indian or Alaska Native	91.4
Asian or Pacific Islander	96.0
Black, non-Hispanic	86.0
Hispanic	79.4
White, non-Hispanic	94.9
Children with disabilities (*IDEA*)	73.5
Limited English proficient	
Economically disadvantaged	
Migratory students	
Male	90.5
Female	93.5
Comments: Connecticut will not be able to calculate a graduation rate for all subgroups until the class of 2010; this was approved in Connecticut's NCLB Accountability Workbook. Beginning in school year 2006-07, Connecticut began using individual student data in its calculation of a graduation rate. In the fall of 2010, we will be able to calculate a graduation rate for the required sub-groups (LEP and Economically disadvantaged) using individual student data. The migrant element is being restored to the individual student data base (Public School Information System - PSIS) beginning in the 2008-09 school year. Districts will self-report migrant students in PSIS based on the definition of migrant provided in Section 1309(2) of the No Child Left Behind Act of 2001. The datat will be used solely for NCLB reporting purposes. (CT is no longer runs a Migrant Educaton Program.) This will allow reporting of migrant graduation rates beginning in 2011-12.	

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	1.7
American Indian or Alaska Native	2.2
Asian or Pacific Islander	0.7
Black, non-Hispanic	2.6
Hispanic	4.4
White, non-Hispanic	1.2
Children with disabilities (*IDEA*)	3.8
Limited English proficient	4.4
Economically disadvantaged	3.2
Migratory students	
Male	1.5
Female	2.1
Comments: Beginning in 07-08, Connecticut is restoring the element that allows districts to self-report migrant students in the individual student data base (Public School Information System-PSIS) based on the definition of migrant provided in Section 1309(2) of the No child Left Behind Act of 2001. This data will be used solely for NCLB reporting purposes.	

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 **H**OMELESS **C**HILDREN AND **Y**OUTHS **P**ROGRAM

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	169	74
LEAs with subgrants	13	12
Total	182	86
Comments:		

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:

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs Without Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	<N	121
K	87	146
1	84	135
2	89	132
3	84	137
4	57	95
5	60	91
6	54	72
7	54	59
8	38	49
9	51	65
10	25	42
11	22	33
12	28	59
Ungraded		
Total		1236
Comments:		

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.

	# of Homeless Children/Youths - LEAs Without Subgrants	# of Homeless Children/Youths - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care	207	691
Doubled-up (e.g., living with another family)	404	477
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	0	3
Hotels/Motels	133	65
Total	744	1236
Comments:		

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)	118
K	131
1	123
2	129
3	125
4	90
5	79
6	64
7	50
8	44
9	47
10	38
11	21
12	52
Ungraded	
Total	1111
Comments:	

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	<N
Migratory children/youth	<N
Children with disabilities (*IDEA*)	54
Limit English proficient students	59
Comments:	

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	10
2. Expedited evaluations	4
3. Staff professional development and awareness	7
4. Referrals for medical, dental, and other health services	6
5. Transportation	9
6. Early childhood programs	6
7. Assistance with participation in school programs	9
8. Before-, after-school, mentoring, summer programs	7
9. Obtaining or transferring records necessary for enrollment	6
10. Parent education related to rights and resources for children	10
11. Coordination between schools and agencies	10
12. Counseling	0
13. Addressing needs related to domestic violence	0
14. Clothing to meet a school requirement	8
15. School supplies	0
16. Referral to other programs and services	10
17. Emergency assistance related to school attendance	2
18. Other (optional)	1
19. Other (optional)	1
20. Other (optional)	0
Comments:	

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	1
2. School Selection	1
3. Transportation	2
4. School records	3
5. Immunizations	3
6. Other medical records	3
7. Other Barriers	0
Comments:	

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	78	27
4	58	28
5	50	21
6	43	20
7	26	12
8	29	<N
High School	<N	<N
Comments:		

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	80	44
4	60	27
5	50	28
6	43	<N
7	26	<N
8	30	<N
High School	<N	<N
Comments:		

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 underlined 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).

Age/Grade	12-Month Count of Eligible Migrant Children Who Can be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	<N
K	<N
1	<N
2	<N
3	<N
4	<N
5	<N
6	<N
7	<N
8	<N
9	<N
10	<N
11	<N
12	<N
Ungraded	<N
Out-of-school	<N
Total	82
Comments:	

Source – Initially, pre-populated by EDFacts 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 migrant population decreased. No new recruitment activity was conducted between 9/1/2006 through 6/30/2007. The LEAs were phasing out their migrant programs. The Connecticut Migrant Porgram was officially closed on June 30, 2007.

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 underlined unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were underlined served for one or more days in a MEP-funded project conducted during either the underlined 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 underlined 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).

Age/Grade	Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments: N/A No summer services were provided.	

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.

N/A. No summer services were provided.

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.

MIS 2000 was used for the present reporting period as well as 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.

No new recruiting of families was done in 2006-07. The 2006-07 child count is made up of families recruited during 2004-05 and 2005-06. The process of recruiting and reinterviewing, included below, pertains to activity during 2005-06.

The follwing data were collected: Standard Certificate of Eligibility (COE) with a unique COE identification number generated by MIS 2000; qualifying arrival date (QAD); residency date; education interrupted; end of eligibility (EOE); initial enrollment date; family data; child data; eligibility data; and school data. Most of the families were recruited through personal interviews in the home by local recruiters. If a recruiter determined a family was eligible, a standard COE was completed and signed by the recruiter. The COE was reviewed and initialed by the local education agency's (LEA) migrant coordinator and then sent to the central state identification and recruitment coordinator's office for review. A state independent verifier re-interviewed each family for verification of the information given on the COE. The verifiers signed and forwarded their findings to the State Migrant Director for final review and approval. When the COE was approved, a data entry specialist entered the information from the COE into MIS 2000. An education record was generated for each student entered into the MIS database and then was sent to the student's LEA. An enrollment or residency date was assigned based on when the child initially arrived (school year or summer program) in the state. A residency only date was assigned when a student arrived in an LEA before or after the school year or was enrolled in a summer session and was only used when the child was initially enrolled from the COE into the database. The student was given an enrollment date in the subsequent school year. Throughout the duration of the child's eligibility for migrant services, the student education record was used to enroll and withdraw students during the regular school year and summer programs, record what migrant-funded and non-migrant funded services the child was receiving, certify that the child resided in the state, and maintained and updated any information for accuracy. The following indicates when data collection occurred: a child's initial enrollment from the COE was entered once the form was submitted to the state identification and recruitment office and received approval, which occurred throughout the year; recertification took place during school year enrollments (September to November); withdrawals (June to August); summer enrollments (July and August); and withdrawals (August and September); updates and moves were usually done when the form was sent in for enrollment or withdrawals or throughout the year; and LEA staff annually updated student and eligibility information.

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.

After the COE was approved by the State Migrant Director, information from the COE was entered into the MIS 2000 database at the state identification and recruitment office. A student record was generated from the information on the COE. The student record was sent to the LEA for enrollment and withdrawal purposes. Any LEAs withdrawals/updates completed for the reporting period were reviewed for accuracy and entered into the system by the data entry specialist once cleared by the state identification and recruitment coordinator. Student enrollment lists for school year and summer sessions were sent to each LEA periodically to be checked for accuracy once school year or summer enrollments were completed. LEAs were notified of the need for any corrections. A report was generated and sent to LEAs regarding students that were enrolled the previous school year, and were eligible for migrant services but who were not enrolled in the current school year. Also, if a child initially was assigned a residency only date, the student record was sent to the LEA to assign an enrollment date for the subsequent year. If the child was eligible or not eligible for migrant services, an updated student record was generated and sent by the LEA to the state identification and recruitment office for review.

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.

N/A. There is no Category 2 count since no summer services were provided.

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.

The MIS 2000 program logic was used.

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.

N/A There is not a Category 2 count since no summer services were provided

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.

A standard COE was used statewide. Recruiters, hired by the LEAs, received a written manual, from on state procedures for certifying eligible migrant families. Recruiters received annual and periodic training, as well as training on an as need basis, covering eligibility requirements including: the basic eligibility definition; principal means of livelihood; temporary vs. seasonal; crop activities; and industrial surveys. Once a family was identified through a personal interview with a parent, guardian or other responsible adult, the recruiter completed a standard COE that was then signed by the parent/guardian and the recruiter, then reviewed and initialed by the migrant LEA coordinator verifying the information. The COE was then sent to the state identification and recruitment office where it was reviewed by the state identification and recruitment coordinator and then sent to an independent verifier to re-interview the family on the COE. After the re-interview the COE and verification questionnaire was sent to the state migrant director for final review in order to make the final determination. Qualified students were entered into the migrant database. No new recruitment activity was conducted in the 2006-07 school year.

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.

No new recruitment activity was conducted in the 2006-07 school year, thus no re-interviewing was necessary. Re-interviewing of eligible families within the 2006-07 child count did take place during the 2005-06 school year as described in 1.10.3.2.

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.

Training was provided to each staff member who completed the COE and MIS 2000 record. Technical assistance was provided on an ongoing basis to ensure that the COE and student education records were completed accurately. LEAs crosschecked master lists of students against status supplied from the state identification and recruitment office. In addition, LEA migrant staff called or visited the school's central office or the family to ensure that the data were accurately inputted on the student record.

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.

Enrollment lists were sent periodically to LEAs in order to verify student eligibility. Once the final report was verified as accurate by the LEA, several state-level reports were generated using the QAD and residency dates of the reporting period and manually checked for accuracy. In order to assure that only eligible migrant children were recruited, counted and served, every COE that was submitted required a re-interview of the family by an independent verifier before students were entered into the migrant database.

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.

NA, All LEA programs were phased out by June 30, 2007. Connecticut is no longer running any migrant education programs.

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.

NA, Connecticut ceased running migrant education programs as of June 30, 2007.

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

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