

**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

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

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

INTRODUCTION

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

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

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

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

PART I

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

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

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

PART II

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

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

GENERAL INSTRUCTIONS AND TIMELINES

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

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

TRANSMITTAL INSTRUCTIONS

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

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

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

		OMB Number: 1810-0614
		Expiration Date: 10/31/2010
<p>Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended by the No Child Left Behind Act of 2001</p>		
<p>Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2006-07 <input type="checkbox"/> Part II, 2006-07</p>		
<p>Name of State Educational Agency (SEA) Submitting This Report: Iowa Department of Education</p>		
<p>Address: 400 East 14th Street Des Moines, IA 50319.0146</p>		
<p>Person to contact about this report:</p>		
<p>Name: Del Hoover</p>		
<p>Telephone: 515-281-8402</p>		
<p>Fax: 515-281-7700</p>		
<p>e-mail: del.hoover@iowa.gov</p>		
<p>Name of Authorizing State Official: (Print or Type): Judy Jeffrey</p>		
		<p>Friday, March 7, 2008, 3:34:12 PM</p>
<p>Signature</p>		<p>Date</p>

**CONSOLIDATED STATE PERFORMANCE REPORT:
PART I**

For reporting on
School Year 2006-07



PART I DUE DECEMBER 28, 2007

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

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

1.1.1 Academic Content Standards

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

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

The response is limited to 8,000 characters.

No revisions or changes to content standards taken or planned.

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

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

1.1.2 Assessments in Mathematics and Reading/Language Arts

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

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

The response is limited to 8,000 characters.

No revisions or changes to assessments made or planned.

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

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

1.1.3 Academic Achievement Standards in Mathematics and Reading/Language Arts

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

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

The response is limited to 8,000 characters.

No revisions or changes to content standards taken or planned.

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.

Iowa will use the Iowa Tests of Basic Skills (Grades 3-8) and the Iowa Tests of Educational Development (Grade 11) to meet this requirement. Also students with the most significant cognitive disabilities will participate in the Iowa Alternate Assessment an alternate assessment based on alternate academic achievement standards intended to include not more than 1% of the students tested.

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 following information is intended to be submitted for Peer Review in the spring of 2008:

1. Academic Achievement Standards for Science Grades 3-8 11 (Iowa has previously received approval from USED for academic content standards in science.
2. Science proficiency descriptors Grade 5
3. Science Performance Level Descriptors Grades 5 8 and 11.

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	245775		
American Indian or Alaska Native	1412	1394	98.7
Asian or Pacific Islander	4894	4860	99.3
Black, non-Hispanic	13114	12919	98.5
Hispanic	14878	14750	99.1
White, non-Hispanic	211477	210511	99.5
Children with disabilities (<i>IDEA</i>)	35241	34737	98.6
Limited English proficient (LEP) students	8979	8896	99.1
Economically disadvantaged students	81199	80191	98.8
Migratory students			
Male			
Female			
Comments: Migrant and Gender were not a part of the 06-07 data collection for AYP determinations. Iowa reported out on Iowa Report Card on proficiency for migrant vs. non-migrant and gender			

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	6206	19.3
Regular Assessment with Accommodations	24412	75.9
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	1548	4.8
Total	32166	
Comments: Only includes Full Academic Year students.		

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	245816		
American Indian or Alaska Native	1414	1403	99.2
Asian or Pacific Islander	4889	4829	98.8
Black, non-Hispanic	13116	12971	98.9
Hispanic	14863	14734	99.1
White, non-Hispanic	211534	210726	99.6
Children with disabilities (<i>IDEA</i>)	35230	34795	98.8
Limited English proficient (LEP) students	8953	8820	98.5
Economically disadvantaged students	81240	80300	98.8
Migratory students			
Male			
Female			
Comments: Migrant and Gender were not a part of the 06-07 data collection for AYP determinations. Iowa reported out on Iowa Report Card on proficiency for migrant vs. non-migrant and gender			

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	6206	19.3
Regular Assessment with Accommodations	24467	75.9
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	1548	4.8
Total	32221	
Comments: Includes only Full Academic Year students.		

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

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

1.3 STUDENT ACADEMIC ACHIEVEMENT

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

1.3.1 Student Academic Achievement in Mathematics

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

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

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

1.3.2 Student Academic Achievement in Reading/Language Arts

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

1.3.1 Student Academic Achievement in Mathematics - Grade 3

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	34020	26255	77.2
American Indian or Alaska Native	182	116	63.7
Asian or Pacific Islander	734	589	80.2
Black, non-Hispanic	2040	1071	52.5
Hispanic	2411	1460	60.6
White, non-Hispanic	28653	23019	80.3
Children with disabilities (<i>IDEA</i>)	4238	1977	46.6
Limited English proficient (LEP) students	1817	1005	55.3
Economically disadvantaged students	12691	8227	64.8
Migratory students	215	118	54.9
Male	17341	13565	78.2
Female	16679	12690	76.1
Comments: Data are accurate this year.			

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	34102	26021	76.3
American Indian or Alaska Native	186	126	67.7
Asian or Pacific Islander	727	574	79.0
Black, non-Hispanic	2042	1093	53.5
Hispanic	2408	1408	58.5
White, non-Hispanic	28739	22820	79.4
Children with disabilities (<i>IDEA</i>)	4242	1571	37.0
Limited English proficient (LEP) students	1800	909	50.5
Economically disadvantaged students	12728	8083	63.5
Migratory students	213	103	48.4
Male	17374	12748	73.4
Female	16728	13273	79.3
Comments: Data are accurate this year.			

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

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

1.3.3 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	33880	27383	80.8
American Indian or Alaska Native	206	139	67.5
Asian or Pacific Islander	764	637	83.4
Black, non-Hispanic	2050	1194	58.2
Hispanic	2380	1528	64.2
White, non-Hispanic	28480	23885	83.9
Children with disabilities (<i>IDEA</i>)	4804	2426	50.5
Limited English proficient (LEP) students	1733	977	56.4
Economically disadvantaged students	12241	8484	69.3
Migratory students	242	140	57.9
Male	17391	14193	81.6
Female	16489	13190	80.0
Comments: Data are accurate this year			

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	33901	26964	79.5
American Indian or Alaska Native	212	153	72.2
Asian or Pacific Islander	758	618	81.5
Black, non-Hispanic	2062	1182	57.3
Hispanic	2371	1468	61.9
White, non-Hispanic	28498	23543	82.6
Children with disabilities (<i>IDEA</i>)	4811	2018	41.9
Limited English proficient (LEP) students	1714	894	52.2
Economically disadvantaged students	12257	8181	66.7
Migratory students	239	136	56.9
Male	17406	13519	77.7
Female	16495	13445	81.5
Comments: Data are accurate this year.			

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

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

1.3.5 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	33941	26750	78.8
American Indian or Alaska Native	199	123	61.8
Asian or Pacific Islander	703	584	83.1
Black, non-Hispanic	1810	949	52.4
Hispanic	2242	1394	62.2
White, non-Hispanic	28987	23700	81.8
Children with disabilities (<i>IDEA</i>)	4942	2153	43.6
Limited English proficient (LEP) students	1390	722	51.9
Economically disadvantaged students	11886	7875	66.3
Migratory students	200	104	52.0
Male	17461	13928	79.8
Female	16480	12822	77.8
Comments: Data are accurate this year.			

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	33950	26818	79.0
American Indian or Alaska Native	200	124	62.0
Asian or Pacific Islander	698	569	81.5
Black, non-Hispanic	1813	1026	56.6
Hispanic	2242	1363	60.8
White, non-Hispanic	28997	23736	81.9
Children with disabilities (<i>IDEA</i>)	4947	1995	40.3
Limited English proficient (LEP) students	1376	662	48.1
Economically disadvantaged students	11895	7828	65.8
Migratory students	198	106	53.5
Male	17468	13499	77.3
Female	16482	13319	80.8
Comments: Data are accurate this year.			

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

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

1.3.7 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	34153	25116	73.5
American Indian or Alaska Native	196	108	55.1
Asian or Pacific Islander	676	531	78.6
Black, non-Hispanic	1840	803	43.6
Hispanic	2137	1130	52.9
White, non-Hispanic	29304	22544	76.9
Children with disabilities (<i>IDEA</i>)	4986	1681	33.7
Limited English proficient (LEP) students	1258	526	41.8
Economically disadvantaged students	11626	6709	57.7
Migratory students	199	93	46.7
Male	17529	12952	73.9
Female	16624	12164	73.2
Comments: Data are accurate this year.			

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	34185	23271	68.1
American Indian or Alaska Native	195	100	51.3
Asian or Pacific Islander	669	482	72.0
Black, non-Hispanic	1849	759	41.0
Hispanic	2138	911	42.6
White, non-Hispanic	29334	21019	71.7
Children with disabilities (<i>IDEA</i>)	4994	1251	25.1
Limited English proficient (LEP) students	1252	333	26.6
Economically disadvantaged students	11640	5968	51.3
Migratory students	196	59	30.1
Male	17539	11460	65.3
Female	16646	11811	71.0
Comments: Data are accurate this year.			

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

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

1.3.9 Student Academic Achievement in Mathematics - Grade 7

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	35569	27549	77.5
American Indian or Alaska Native	211	123	58.3
Asian or Pacific Islander	674	561	83.2
Black, non-Hispanic	1902	911	47.9
Hispanic	2102	1179	56.1
White, non-Hispanic	30680	24775	80.8
Children with disabilities (<i>IDEA</i>)	5314	1913	36.0
Limited English proficient (LEP) students	1057	472	44.7
Economically disadvantaged students	11520	7155	62.1
Migratory students	197	93	47.2
Male	18248	14090	77.2
Female	17321	13459	77.7
Comments: Data are accurate this year.			

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

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

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

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	35593	25332	71.2
American Indian or Alaska Native	210	122	58.1
Asian or Pacific Islander	671	486	72.4
Black, non-Hispanic	1911	880	46.0
Hispanic	2094	946	45.2
White, non-Hispanic	30707	22898	74.6
Children with disabilities (<i>IDEA</i>)	5322	1419	26.7
Limited English proficient (LEP) students	1045	306	29.3
Economically disadvantaged students	11525	6257	54.3
Migratory students	194	63	32.5
Male	18259	12557	68.8
Female	17334	12775	73.7
Comments: Data are accurate this year.			

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

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

1.3.11 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	36474	27494	75.4
American Indian or Alaska Native	220	139	63.2
Asian or Pacific Islander	693	570	82.3
Black, non-Hispanic	1913	858	44.9
Hispanic	2007	1088	54.2
White, non-Hispanic	31641	24839	78.5
Children with disabilities (<i>IDEA</i>)	5621	1750	31.1
Limited English proficient (LEP) students	955	407	42.6
Economically disadvantaged students	11617	6828	58.8
Migratory students	170	83	48.8
Male	18799	14253	75.8
Female	17675	13241	74.9
Comments: Data are accurate this year.			

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

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

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

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	36520	26480	72.5
American Indian or Alaska Native	220	138	62.7
Asian or Pacific Islander	692	532	76.9
Black, non-Hispanic	1923	887	46.1
Hispanic	2007	988	49.2
White, non-Hispanic	31678	23935	75.6
Children with disabilities (<i>IDEA</i>)	5643	1468	26.0
Limited English proficient (LEP) students	950	293	30.8
Economically disadvantaged students	11643	6479	55.6
Migratory students	168	55	32.7
Male	18823	13280	70.6
Female	17697	13200	74.6
Comments: Data are accurate this year.			

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

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

1.3.13 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	36404	28341	77.9
American Indian or Alaska Native	183	117	63.9
Asian or Pacific Islander	620	490	79.0
Black, non-Hispanic	1366	644	47.1
Hispanic	1474	768	52.1
White, non-Hispanic	32761	26322	80.3
Children with disabilities (<i>IDEA</i>)	4835	1693	35.0
Limited English proficient (LEP) students	689	264	38.3
Economically disadvantaged students	8630	5241	60.7
Migratory students	164	70	42.7
Male	18551	14689	79.2
Female	17853	13652	76.5
Comments: Data are accurate this year.			

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

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

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

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	36419	27560	75.7
American Indian or Alaska Native	183	124	67.8
Asian or Pacific Islander	618	461	74.6
Black, non-Hispanic	1373	681	49.6
Hispanic	1477	746	50.5
White, non-Hispanic	32768	25548	78.0
Children with disabilities (<i>IDEA</i>)	4839	1324	27.4
Limited English proficient (LEP) students	686	190	27.7
Economically disadvantaged students	8632	5062	58.6
Migratory students	163	61	37.4
Male	18565	13387	72.1
Female	17854	14173	79.4
Comments: Data are accurate this year.			

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

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

1.4 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	1489	1391	93.4
Districts	365	359	98.4
Comments:			

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

1.4.2 Title I School Accountability

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

Title I School	# Title I Schools	# Title I Schools That Made AYP in SY 2006-07	Percentage of Title I Schools That Made AYP in SY 2006-07
All Title I schools	663	643	97.0
Schoolwide (SWP) Title I schools	135	123	91.1
Targeted assistance (TAS) Title I schools	528	520	98.5
Comments:			

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

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

1.4.3 Accountability of Districts That Received Title I Funds

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

# Districts That Received Title I Funds	# Districts That Received Title I Funds and Made AYP in SY 2006-07	Percentage of Districts That Received Title I Funds and Made AYP in SY 2006-07
364	351	96.4
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.

Iowa has established a statewide system of intensive and sustained support and improvement to assist schools and districts identified as in need of improvement. Responsibilities to Title I schools and districts include providing technical assistance to schools identified as low performing, with priority given to schools and districts subject to corrective action and school improvement.

The Iowa Support System for Schools and Districts in Need of Assistance (SINA and DINA) has been developed in response to state and federal legislation. This support team is comprised of consultants from each of Iowa's Area Education Agencies with a wide range of expertise including curriculum development, subject area knowledge, data analysis, assessment, professional development and others. Within three months following identification by the Iowa Department of Education a School in Need of Assistance must develop a two-year plan that:

- addresses core academic subjects;
- utilizes scientifically researched strategies;
- implements new teacher mentoring;
- includes parent involvement activities; and
- provides for a peer review of school plan.

Purpose:

The purpose of the Iowa Support System for Schools and Districts in Need of Assistance (SINA and DINA) is to assist the districts'/schools' achievement of the following:

- Educate all students to high standards;
- Strengthen the internal capacity of each district and school;
- Focus accountability on results; and
- Integrate quality educational practices with local decision making

There are five phases in the Iowa Support System for Schools and Districts in Need of Assistance:

the Audit Phase, the Diagnosis Phase, the Design Phase, the Implementation Phase, and the Monitoring/Assessment Phase.

The Audit Phase focuses on the collection and analysis of district/school data to identify strengths and areas of concern in order to design the action plan to increase student achievement. The audit team will . . .

- Collect and analyze district/school data;
- Develop a district/school profile; and
- Determine the strengths and area(s) of concern based on the preliminary analysis in preparation for a more focused review by the district/ school.

As part of the support framework for Schools and Districts in Need of Assistance (SINA/ DINA), the Diagnosis Phase reviews prioritized areas from the audit summary. Through a comparison of the current reality with the desired state, a gap analysis is completed. The root causes that are contributing to the area(s) for further study are identified. If/then statements and/or a theory of change based on possible solutions are created as a final step to set the stage for the goals or action plan steps in the design phase.

The Design Phase provides for the development of an action plan to address the prioritized areas of concern in order to increase student achievement. The district/school collaborates with the support team to design a two-year action plan that . . .

â€¢ increases the proficiency of their students in the identified area(s) of concern;

â€¢ incorporates the Iowa Professional Development Model to provide teachers with additional or enhanced skills within the area(s) of concern;

â€¢ develops the capacity of leadership within the district/school;

â€¢ integrates statewide initiatives/programs where appropriate;

â€¢ demonstrates how resources (e.g., time, dollars, expertise) are dedicated to the achievement of the plan;

â€¢ aligns with the district's Comprehensive School Improvement Plan (CSIP);

â€¢ provides both formative and summative evaluation strategies;

â€¢ includes strategies for increasing the involvement of parent engagement; and

â€¢ incorporates actions for appropriate primary elements for the domains based on the identified areas of concern:

Academic Domain: standards, curriculum, instruction, assessment; Quality Educator Domain: professional development, leadership/supervision, internal communications, climate and culture; District/School Domain: external environment, stakeholders/family and community, resource allocation, technology, accountability, and completed peer review.

The Implementation/Monitoring Phase provides the professional development that develops the capacity of teachers and leaders in the School/District in Need of Assistance (SINA/DINA) to provide opportunities that increase students' achievement. The building/district leadership team in collaboration with the support team lead . . .

â€¢ Assures the delivery of the intervention;

â€¢ Facilitates ongoing support to the building/district staff members;

â€¢ Provides for ongoing formative assessment and data collection; and

â€¢ Builds the capacity of the district/school for ongoing school improvement.

The Monitoring/Assessment Phase provides for the evaluation of the effectiveness of the intervention(s) for student achievement and provides the support for recommendations that assure sustainability. The building/district leadership team in collaboration with the support team...

â€¢ Evaluates the effectiveness of the intervention(s);

â€¢ Reports findings and recommendations to district/school, their stakeholders, and the Iowa Department of Education; and

â€¢ Determines recommendations for adjustments to the action plan.

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	0
Extension of the school year or school day	0
Replacement of staff members relevant to the school's low performance	0
Significant decrease in management authority at the school level	0
Replacement of the principal	0
Restructuring the internal organization of the school	0
Appointment of an outside expert to advise the school	0
Comments: No Title I schools were in corrective during the 2006-2007 school year.	

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	0
Comments: No Title I schools were in restructuring during the 2006-2007 school year.	

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 Action²)
- 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.

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.

Districts in Need of Assistance have access to the statewide support system for schools and districts in need of assistance as described in 1.4.4.2. In years one and two of identification, districts file an amendment to their Comprehensive School Improvement Plan that is required by Chapter 12 of the Iowa Administrative Code. These amendments typically focus on changes in district professional development, district efforts to improve/increase parent involvement, and improvements in instructional programming to better meet all students' needs. To date, all but three districts have made academic gains to be removed from the identified list in either year one or year two. During the 2006-2007 school year, three districts were identified at the corrective action level. Each of these districts chose to work with the statewide support team to go through the audit and diagnosis process. Action plans were then developed to address the areas of need revealed by the gap analysis. Districts began to implement the action plans and monitor the effectiveness of the strategies.

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	0
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	3
Replaced district personnel who are relevant to the failure to make AYP	0
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	0
Abolished the district (list the number of districts abolished between the SYs 2005-06 and 2006-07 as a corrective action)	0
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	08/21/07	08/21/07
Preliminary school AYP and identification determinations (if applicable)	8/21/07	8/21/07
Comments: Three districts had problems with their AYP data and were notified at a date later than		

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	9	5
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	10/5/07
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Source – Manual entry by SEA into the online collection tool.

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

1.4.8 Section 1003(a) Funds

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

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

The response is limited to 8,000 characters.

A building identified as a school in need of assistance receives Title I allocations for schools in need of assistance based based upon factors that include size nad number of areas identified as in need. A two-year action plan that has been reviewed by peers is required before allocations are distributed. All Title I buildings and districts identified must allocate 10% of their Title I funding to professional development in the area for which the school/district is identified.

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

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

1.4.9 Public School Choice and Supplemental Educational Services

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

1.4.9.1 Public School Choice

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

1.4.9.1.1 Schools Using Public School Choice

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

	# Schools
Title I schools <i>from which</i> students transferred for public school choice	3
Public Schools <i>to which</i> students transferred for public school choice	4
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	5004
Who applied to transfer	15
Who transferred to another school under Title I public school choice provisions	15

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

	Yes/No
1. Enrolled in a school identified for improvement	<u>No</u>
2. Transferred in the current school year, only	<u>Yes</u>
3. Transferred in a prior year and in the current year	<u>No</u>
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	\$ 0
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	2
Comments:	

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	3
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	3762
Who applied for supplemental educational services	48
Who received supplemental educational services	48
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	\$ 9696
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 by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in 1.5.3.

School Type	# of Core Academic Classes (Total)	# of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	# of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified
All schools	43334	42989	99.2	345	0.8
Elementary level					
High-poverty schools	4151	4133	99.6	18	0.4
Low-poverty schools	4420	4402	99.6	18	0.4
All elementary schools	15941	15865	99.5	76	0.5
Secondary level					
High-poverty schools	6476	6389	98.7	87	1.3
Low-poverty schools	7762	7705	99.3	57	0.7
All secondary schools	27393	27124	99.0	269	1.0
Comments: The data on the total number of classes are not consistent with the data the state reported last year because of a 31% increase in the number of secondary schools. Last year some of the 7-8 schools were not included. This year, secondary school included schools 7-12.					
The totals in the All Schools row does not include district office assigned teachers. The totals provided for Elementary and Secondary levels do NOT include district office teachers. This represents 899 teachers.					

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.

The state counts elementary classes so that a full-day self-contained classroom equals 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 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher were Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State. The poverty quartile breaks are reported later in this section.
- h. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State. The poverty quartile breaks are reported later in this section.

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

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

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

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	0.0
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	0.0
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.0
Other (please explain)	100.0
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)	0.0
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)	0.0
Other (please explain)	100.0
Total	100.0
Comments: All teachers are fully licensed; however, they may be working to complete an endorsement for an additional area(s) for which they have a teaching assignment that is in one of the core academic areas.	

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	48.4	24.6
Poverty metric used	K-6 The poverty metric used is the number of students at this level who qualify for free or reduced price lunches as of October 1, 2006.	
Secondary schools	36.5	49.9
Poverty metric used	7-12 The poverty metric used is the number of students at this level who qualify for free or reduced price lunches as of October 1, 2006.	
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 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

Throughout this section:

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

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

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

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

Table 1.6.1 Definitions:

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

# Using Program	Type of Program	Other Language	% Language of Instruction	
			English	OLOI
4	Dual language	Spanish	75.0	25.0
1	Two-way immersion	Spanish	50.0	50.0
0	Transitional bilingual			0.0
0	Developmental bilingual			0.0
0	Heritage language			0.0
8	Sheltered English instruction			
9	Structured English immersion			
5	Specially designed academic instruction delivered in English (SDAIE)			
8	Content-based ESL			
11	Pull-out ESL			
8	Other (explain)			

Comments: "Other"--LEAs use a combination of programs to provide services. Iowa's plan is based on consortia therefore all students are in a program or receive services (services are defined as modified instruction tutoring before and after school programs summer schools etc.; all of those activities not part of a "formal" program.

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

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

1.6.2 Student Demographic Data

1.6.2.1 Number of LEP Students Who Received Title III Language Instruction Educational Program Services

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

	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	16604
Comments: The EDEN number reflects the students identified at the beginning of the year. The second number is the number of students enrolled and assessed at the end of the school year with the ELP assessment (Iowa-ELDA).	

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	13870
Bosnian	841
Vietnamese	740
Laotian;Pha Xa Lao	457
Arabic	277

For additional significant languages please use comment box.

Comments:

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

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

1.6.3 Student Performance Data

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

1.6.3.1 Student English Language Proficiency Testing Status

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

1.6.3.1.1 ALL LEP Student English Language Proficiency Testing Status

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

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

Table 1.6.3.1.1. Definitions:

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

ALL LEP Testing Status	#
Tested/State annual ELP	16104
Not tested/State annual ELP	4196
Subtotal	20326
LEP/One Data Point	5118
Comments: LEAs reported the following reasons for not testing a student: not attending, dropped, moved, withdrew, graduated, significant medical emergency.	

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

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

1.6.3.1.2 Title III Student English Language Proficiency Testing Status

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

Table 1.6.3.1.2. Definitions:

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

Title III LEP Testing Status	#
Tested/State annual ELP	16104
Not tested/State annual ELP	4196
Subtotal	20326
LEP/One Data Point	5118
Comments: LEAs reported the following reasons for not testing a student: not attending, dropped, moved, withdrew, graduated, significant medical emergency.	

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

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

1.6.3.2 Student English Language Proficiency Results

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

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

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

State applied the Title III English language proficiency annual assessment to all LEP students in LEAs receiving Title III funds.	<u>No</u>
State applied the annual measurable achievement objectives (AMAOs) to ALL LEP students in LEAs receiving Title III funds.	<u>No</u>
Comments: It was the policy of the state not to assess the students who scored proficient on the ELP assessment but who were in the Transitional stage. This stage allowed the students to be minimally monitored up to 2 year. This policy will not continue. All students who are identified and labelled ELL will be assessed with the I-ELDA.	
AMAOs 2 and 3 were applied to all ELLs. AMAO 1 (making progress) was applied only to those students with 2 years of data.	

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	52.9	8474	78.9	Y
No progress		2290		
ELP attainment	17.5	3377	21.0	Y
Comments: Analysis of "Making progress" was based on two years data of the same students. ELP attainment is based on all the students who took the test.				

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	52.9	8474	78.9	Y
No progress		2290		
ELP attainment	17.5	3377	21.0	Y
Comments: Based on the two years of ELP assessment data with the Iowa ELDA Iowa has revised the AMAOs. The revised targets for 2006-07 are: 52.9 for Making Progress and 17.5 for ELP attainment.				

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

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

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

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

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

1.6.3.4.1 LEP Subgroup Flexibility

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

MFLEP	No
<p>Comments: 34CFR200.20(f)(2) indicates that a state may include scores of students no longer classified as ELL for up to two years. Iowa's accountability plan indicates that procedures for determining AYP for ELL as well as with SWD. While that continues to be the state's intent we have experienced some programming issues relative to integrating student demographic/placement coding with assessment results which if corrected could significantly delay AYP decisions and notification of schools and districts as required by law. As such Iowa has elected to forego the continuation of including ELL and SWD after exiting those programs until such time as programming issues related to timing of data collection analysis and data file integration can be achieved seamlessly between the student system and the assessment results system.</p>	

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

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

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

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

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

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

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

	#
Total MFLEP	2172
MFLEP/AYP grades	1307
Comments: 34CFR200.20(f)(2) indicates that a state may include scores of students no longer classified as ELL for up to two years. Iowa's accountability plan indicates taht procedures for determining AYP for ELL as well as with SWD. While that continues to be the state's intent we have experienced some programming issues relative to integrating student demographic/placement coding with assessment results which if correced could significantly delay AYP decisions and notification of schools and districts as required by law. As such Iowa has elected to forego the continuation of including ELL and SWD after exiting those programs until such time as programming issues related to timing of data collection analysis and data file integration can be achieved seamlessly between the student system and the assessment results system.	

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	6248
LEP HS/Non-AYP	2445
LEP other grades	0
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 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 native language version of the mathematics assessment.
2. **# At or Above Proficient** = Number of students tested through the native language version of the mathematics assessment who scored at or above proficient.
3. **% Results** = Automatically calculated based on the number who scored at or above proficient divided by the number tested.

# Tested	# At or Above Proficient	% Results
Comments:		

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

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

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

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

Table 1.6.3.5.5 Definitions:

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

# Tested	# At or Above Proficient	% Results
Comments:		

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

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

1.6.3.6 Title III Served Monitored Former LEP Students

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

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

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

Table 1.6.3.6.1 Definitions:

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

# Year One	# Year Two	Total
427	306	733
Comments: 34CFR200.20(f)(2) indicates that a state may include scores of students no longer classified as ELL for up to two years. Iowa's accountability plan indicates that procedures for determining AYP for ELL as well as with SWD. While that continues to be the state's intent we have experienced some programming issues relative to integrating student demographic/placement coding with assessment results which if corrected could significantly delay AYP decisions and notification of schools and districts as required by law. As such Iowa has elected to forego the continuation of including ELL and SWD after exiting those programs until such time as programming issues related to timing of data collection analysis and data file integration can be achieved seamlessly between the student system and the assessment results system.		

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

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

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

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

Table 1.6.3.6.2 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
487	355		

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: 34CFR200.20(f)(2) indicates that a state may include scores of students no longer classified as ELL for up to two years. Iowa's accountability plan indicates taht procedures for determining AYP for ELL as well as with SWD. While that continues to be the state's intent we have experienced some programming issues relative to integrating student demographic/placement coding with assessment results which if correced could significantly delay AYP decisions and notification of schools and districts as required by law. As such Iowa has elected to forego the continuation of including ELL and SWD after exiting those programs until such time as programming issues related to timing of data collection analysis and data file integration can be achieved seamlessly between the student system and the assessment results system.

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
487	350		

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

Comments:

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

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

1.6.4 Title III Subgrantees

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

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

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

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

	#
Total number of subgrantees for the year	13
Number of subgrantees that met all three Title III AMAOs	10
Number of subgrantees that met only 2 AMAOs	13
Number of subgrantees that met AMAOs of Making Progress and ELP Attainment	10
Number of subgrantees that met AMAOs of Making Progress and AYP	10
Number of subgrantees that met AMAOs of ELP Attainment and AYP	13
Number of subgrantees that met only 1 AMAO	0
Number of subgrantees that met AMAO of Making Progress	10
Number of subgrantees that met AMAO of Attainment of ELP	13
Number of subgrantees that met AMAO AYP	13
Number of subgrantees that did not meet any AMAOs	0
Number of subgrantees that did not meet AMAOs for two consecutive years	3
Number of subgrantees with an improvement plan for not meeting Title III AMAOs	3
Number of subgrantees who have not met Title III AMAOs for four consecutive years (beginning in SY 2007-08)	2
Comments: Although only 3 subgrantees did not meet AMAOs for two consecutive years and 2 did not for four years ALL subgrantees submit improvement plans every year.	

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

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

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

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

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

State met <u>all</u> three Title III AMAOs	<u>Yes</u>
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 <u>or</u> programs and activities for immigrant children and youth terminated for failure to reach program goals.	<u>No</u>
If yes, provide the number of language instruction educational programs <u>or</u> programs and activities for immigrant children and youth terminated.	
Comments: In 2005-06 there were 14 subgrantees. Two subgrantees merged 2006-07 therefore there are 13 subgrantees. The difference in the number of subgrantees is due to the merger not to termination of programs and/or activities.	

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

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

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

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

1.6.5.1 Immigrant Students

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

Table 1.6.5.1 Definitions:

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

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
4124	2476	9

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

Comments: The number of immigrant students (4124) is the number of public and nonpublic immigrant students reported in the Fall of 2006 and used to allocate funds. The EDEN number is the number of students only public immigrant students reported.

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

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

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

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

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

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

Comments: LEAs with more than 50 immigrant students submit an application. The application is then evaluated and funds are assigned based on the number of students.

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.	190
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.	353
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	250

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

Comments: Over the last few year the average growth is 1000 students per year. If that trend continues, with a class size of 20 to 1 at least 50 teachers will be needed per year.

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

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

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

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

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

Table 1.6.6.2 Definitions:

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

Type of Professional Development Activity	# Subgrantees	
Instructional strategies for LEP students	13	
Understanding and implementation of assessment of LEP students	13	
Understanding and implementation of ELP standards and academic content standards for LEP students	9	
Alignment of the curriculum in language instruction educational programs to ELP standards	6	
Subject matter knowledge for teachers	9	
Other (Explain in comment box)	9	
Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	13	3143
PD provided to LEP classroom teachers	13	746
PD provided to principals	13	281
PD provided to administrators/other than principals	13	241
PD provided to other school personnel/non-administrative	13	337
PD provided to community-based organization personnel	13	488
Total		5236
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
07/01/06	12/01/06	153
<p>Comments: Funds are made available to the sub-recipients in July but the sub-recipients are on a reimbursement basis as required by federal regulations. They must incur expenditures prior to being reimbursed for their expenditures under the grant. They are not advanced funding. The Iowa Department of Education considers the funds obligated when the sub-recipients are notified of their allocation. To assist the sub-recipients in accessing their funds on a more timely basis, we have separated the financial reported process from the program report.</p>		

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.

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	90.8
American Indian or Alaska Native	70.6
Asian or Pacific Islander	93.2
Black, non-Hispanic	76.6
Hispanic	75.5
White, non-Hispanic	92.1
Children with disabilities (<i>IDEA</i>)	
Limited English proficient	
Economically disadvantaged	
Migratory students	
Male	89.5
Female	92.1
<p>Comments: Regarding the graduation rate for Hispanic students, district level data can vary slightly from state level data. This would account for the difference of .1 percent between the rate (75.4 percent) reported in the Condition of Education, 2007 and this report.</p> <p>Also, there was a decrease in the graduation rate for the American Indian/Native Alaskan subpopulation of 6.4 percent. While this is a significant increase, this population represents 1,090 students, or .2 percent of the total student enrollment. This subgroup is therefore more sensitive to change.</p> <p>Data for children with disabilities, limited English proficient, economically disadvantaged, and migratory students is not reported because four years of longitudinal data is not available.</p>	

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	1.5
American Indian or Alaska Native	3.9
Asian or Pacific Islander	1.2
Black, non-Hispanic	3.9
Hispanic	3.9
White, non-Hispanic	1.2
Children with disabilities (<i>IDEA</i>)	
Limited English proficient	
Economically disadvantaged	
Migratory students	
Male	1.6
Female	1.3
Comments: Data for children with disabilities, limited English proficient, economically disadvantaged, and migratory students was not reported. It will be available for 2006-07.	

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

FAQ on dropout rates:

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

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

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

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

	#	# LEAs Reporting Data
LEAs without subgrants	354	170
LEAs with subgrants	10	10
Total	364	180
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 <u>Without</u> Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)	13	51
K	29	200
1	44	262
2	28	283
3	29	261
4	34	231
5	29	210
6	33	145
7	23	145
8	23	115
9	22	107
10	12	130
11	<N	135
12	<N	159
Ungraded	20	102
Total	350	2536
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 <u>Without</u> Subgrants	# of Homeless Children/Youths - LEAs <u>With</u> Subgrants
Shelters, transitional housing, awaiting foster care	257	692
Doubled-up (e.g., living with another family)	90	1483
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	0	158
Hotels/Motels	<N	203
Total		2536
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)	49
K	191
1	198
2	224
3	221
4	196
5	176
6	103
7	106
8	106
9	95
10	99
11	114
12	105
Ungraded	35
Total	2018

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	78
Migratory children/youth	69
Children with disabilities (<i>IDEA</i>)	525
Limit English proficient students	205

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	6
2. Expedited evaluations	6
3. Staff professional development and awareness	5
4. Referrals for medical, dental, and other health services	7
5. Transportation	8
6. Early childhood programs	5
7. Assistance with participation in school programs	7
8. Before-, after-school, mentoring, summer programs	5
9. Obtaining or transferring records necessary for enrollment	6
10. Parent education related to rights and resources for children	5
11. Coordination between schools and agencies	7
12. Counseling	6
13. Addressing needs related to domestic violence	5
14. Clothing to meet a school requirement	3
15. School supplies	7
16. Referral to other programs and services	5
17. Emergency assistance related to school attendance	7
18. Other (optional)	0
19. Other (optional)	0
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	2
2. School Selection	0
3. Transportation	4
4. School records	4
5. Immunizations	4
6. Other medical records	2
7. Other Barriers	1
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	156	81
4	140	71
5	135	73
6	71	35
7	68	27
8	62	23
High School	186	101
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	114	67
4	98	54
5	114	59
6	94	43
7	76	38
8	70	35
High School	64	36
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 unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2006 through August 31, 2007. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

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

Age/Grade	12-Month Count of Eligible Migrant Children Who Can be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	278
K	299
1	192
2	197
3	201
4	182
5	182
6	160
7	156
8	161
9	165
10	148
11	111
12	85
Ungraded	0
Out-of-school	110
Total	2627
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.

IOWA'S MIGRANT COUNT FOR CATEGORY 1 IS NEARLY 1000 STUDENTS LESS THAN LAST YEAR. WE ARE EXPERIENCING A DECLINE IN THE NUMBERS OF ELIGIBLE MIGRANT STUDENTS FOR TWO MAJOR REASONS:

1. FEWER FAMILIES ARE MIGRATING TO IOWA TO WORK IN AGRIBUSINESS. OUR 18 MIGRANT PROGRAMS HAVE ALL REPORTED THAT THEY ARE SEEING FEWER NUMBERS OF MIGRANT STUDENTS ENROLLING IN THEIR SCHOOLS. FAMILIES THAT TYPICALLY RETURN EACH YEAR ARE NOT COMING BACK TO IOWA. THIS IS PARTICULARLY TRUE OF FAMILIES THAT ARE TRYING TO RETURN FROM MEXICO AND ENCOUNTER DIFFICULTY RECROSSING THE US/MEXICO BORDER.

2. MORE OF THE MIGRANT FAMILIES CURRENTLY IN IOWA ARE STAYING PAST THE EXPIRATION OF THEIR CHILDREN'S ELIGIBILITY FOR MEP SERVICES. MANY ARE PURCHASING PROPERTY AND MOVING INTO NON-AGRIBUSINESS EMPLOYMENT.

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

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

1.10.2 Category 2 Child Count

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

Do not include:

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

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)	11
K	<N
1	<N
2	<N
3	<N
4	<N
5	<N
6	<N
7	<N
8	0
9	<N
10	<N
11	0
12	16
Ungraded	0
Out-of-school	24
Total	108
Comments:	

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.

THE SUMMER COUNT FOR 2006-07 IS DOWN SIGNIFICANTLY (OVER 200 FEWER STUDENTS) FROM THE YEAR BEFORE. IOWA HAS ONLY 1 SUMMER ONLY PROGRAM AND THEY HAVE REPORTED FEWER NUMBERS FOR THIS TIME PERIOD. IN ADDITION, THE OTHER 17 MIGRANT PROGRAMS IN IOWA PROVIDED FEWER SERVICES IN THE SUMMER FOR MIGRANT STUDENTS. THIS WAS PARTLY THE RESULT OF LESS MIGRANT FUNDING ALLOCATED DUE TO FEWER PRIORITY FOR SERVICES STUDENTS IN THESE DISTRICTS. IF SUMMER SERVICES WERE PROVIDED, IT WAS DONE WITH LOCAL SCHOOL MONEY, RATHER THAN MIGRANT FUNDING.

ALSO, WITH FEWER STUDENTS ENROLLED IN THE REGULAR SCHOOL YEAR (SEE PRIOR NARRATIVE FOR CATEGORY 1 COUNT), THERE WOULD BE FEWER STUDENTS ATTENDING SUMMER SESSIONS.

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.

IOWA USES MIS 2000 FOR BOTH CATEGORY 1 AND CATEGORY 2 COUNTS. MIS 2000 WAS USED LAST YEAR AND WILL BE USED FOR THE 2007-08 COUNT.

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.

1. Local recruiters interview new families in the district/community as the first step in determining eligibility. If it appears that students may be eligible, COEs are completed for children ages 3-21. Information collected during the interviews includes:

2. Parent/guardian names & addresses

Home base/home school district

Current address/phone number

Child Data -

Name

Gender

Birthdate & verification of

Race

Facility name/enrollment date/grade level/type of enrollment

Eligibility data -

Qualifying move from school district/city/state

Qualifying move to school district/city/state

QAD

Move with/to join/on own

Worker's relationship to children

Worker's name

Worker's qualifying employment: temporary, seasonal, agriculture, fishing

Residency date

Departure date

Comments verifying seeking, but not obtaining, eligible employment

Additional comments to determine eligibility.

3. Local recruiters visit with families new to the district/community to determine possible eligibility. They also visit with local agribusinesses to determine if there are new employees who are age eligible & living on their own.

4. Completed COEs are sent directly to the State Migrant Director's office for review and input into the MIS2000 database. COEs are sent within a 5 day time frame to the State office. After review (usually within 2-3 days), the data is entered into the database.

5. Data for Category 2 are collected in the same manner as Category 1 data.

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

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

In the space below, 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.

Completed COEs are sent directly from the local district to the State Migrant Director's office for review. If errors are found, the COE is returned to the district & the local recruiter contacts the family in question to review & verify information. Corrected COEs are returned to the State office for additional review before being approved for input into the database. Data entry staff conduct an additional review as they enter data into the MIS2000 system. The system automatically flags information that does not meet the criteria for input. This allows both data entry staff & the State Director to conduct another review of the COE to ensure that the information is accurate & the student is eligible for migrant education services.

Data is organized within the MIS2000 system to allow the State to put reports that identify facility lists by student, grade level, length of eligibility, etc.

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.

NA

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.

As completed COEs are received at the State office, they are reviewed by staff for the following: completion of all required data elements, required dates entered, required signatures present. Any COEs not meeting review standards are sent back to the local district for additional interviews with the families to ensure accuracy of the data.

Only eligible children between the ages of 3 and 21 are entered into the database. The MIS2000 system automatically rejects data that does not meet the eligibility criteria: children younger than 3 or older than 21; expired eligibility; non-qualifying activity/move.

Each child's information is counted only once for entry into the system.

Students who are living in Iowa for even only one day are counted only if their information is accurate & verifiable and their short residency is an historical event.

The same process is used to verify the Category 2 count for services received during the summer/intersession term.

Student enrollment and count lists are generated only from COE data that has been entered & accepted by the MIS2000 system.

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.

NA

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.

Iowa uses a standard COE statewide. After being reviewed at the local level, the COEs are sent to the State Migrant Director for further review & certification. Approved & certified COEs are entered into the State MIS2000 database. All Iowa programs update COE information at the local level when children move in & out of the district, when they change grade levels and/or when any of the required data changes. A verification report for each local district is generated through the MIS2000 system & is sent to each district for review. The locals make all necessary changes on the verification report & the updated information is then entered in the MIS2000 system.

The State Recruiter works with local districts by providing training for ID & R and supporting the local recruiters when they interview families to verify eligibility data. Trainings are held in January to assist local recruiters in developing better ways to interview/contact families to ensure accuracy of information. Both the State Director & the State Recruiter are available to assist districts with data collection, interviewing, quality control, etc.

The State Director participates in State school improvement visits & checks on data collection in non-MEP districts to ensure that migrant students are being identified accurately.

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.

NA

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.

At least two times a year, verification reports and facility lists are generated through MIS2000. These reports are sent to the local districts for review and updating. Any changes made by the local district with regard to student information and eligibility are sent back to the State office for further review. Updated & accurate information on students is entered into the MIS2000 database.

Several times a year, the State Director will access the MIS2000 system to review COEs that were to have updated to ensure that this did occur & that information is accurate. In the event that student information has not been updated, data entry staff is required to review their records and must enter the new data as soon as possible.

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.

STATE STAFF DO A COMPLETE REVIEW OF ALL DATA SUBMITTED BY THE LOCAL DISTRICTS BY EXAMINING THE

REPORTS GENERATED THROUGH MIS2000: C-7 REPORT THAT LISTS STUDENT NAMES, GRADES, BIRTHDATES, ENROLLMENT DATES & THE VERIFICATION REPORT THAT HAS BEEN REVIEWED & UPDATED BY THE LOCAL PROGRAM.

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

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

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

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