

**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

OKLAHOMA



**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>	
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	
Name of State Educational Agency (SEA) Submitting This Report: Oklahoma State Department of Education	
Address: 2500 North Lincoln Blvd Oklahoma City, OK 73105	
Person to contact about this report:	
Name: Dr. Cindy Koss	
Telephone: 405-522-3252	
Fax: 405-521-2998	
e-mail: cindy_koss@mail.sde.state.ok.us	
Name of Authorizing State Official: (Print or Type): Dr. Cindy Koss	
_____ Signature	<u>Friday, December 28, 2007, 4:14:54 PM</u> Date

**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.

OVERVIEW

The state of Oklahoma has had Mathematics, Reading/Language Arts, and Science standards in place for grades 1-12 since 1993. The Oklahoma Priority Academic Student Skills (PASS) document is based on standards recommendations of national organizations such as the National Council of Teachers of Mathematics, the National Council of Teachers of English, The International Reading Association, the National Research Council, and the American Diploma Project.

In July 2002, PASS was revised providing clarity in Mathematics and Reading/Language Arts and separating the previous grade cluster Science standards to specific standards for each grade level in order to meet requirements of the No Child Left Behind legislation. Revision of PASS occurs pursuant to state statute with committees composed of representatives from state teachers, curriculum specialists, university faculty in content specific areas, and professional organizations. Recommendations for revision are then sent to the State Superintendent and the Oklahoma State Board of Education for public hearings and approval before they become state law. State statute requires review of state standards prior to each textbook adoption year and as appropriate during each content area's six-year cycle.

MATHEMATICS

General mathematics knowledge in patterns and algebraic reasoning, number sense, number operations and computation, geometry, measurement, data analysis, probability, and statistics is targeted in the standards for grades 1-8, while standards for grades 9-12 are written for specific mathematics courses including Algebra I, Algebra II, and Geometry. Mathematics process standards and content standards are addressed in separate sections of the PASS document. In addition to the core content knowledge base at each grade level, the ability to apply the knowledge is equally addressed through process standards such as problem solving, connections, representation, communication, and reasoning. Mathematics PASS had minor revisions in 2005 as well as revisions and reorganization of high school standards in 2006 and 2007. The six-year review cycle allows for Mathematics PASS revisions in 2009.

READING/LANGUAGE ARTS

Reading and language arts knowledge in the areas of reading, literature, research and information, writing, grammar, usage, mechanics, oral language, listening and speaking, and visual literacy is targeted in the standards for all grades. Reading/Language Arts PASS had minor revisions in 2005. Reading/Literature standards of Language Arts PASS underwent the six-year review cycle for revisions in 2007. The six-year review cycle allows for Grammar/Language Composition standards of Language Arts PASS revisions in 2010.

SCIENCE

General science knowledge is targeted in the standards for grades 1-8, while standards for grades 9-12 are written for specific science courses including Physical Science, Biology, Chemistry, and Physics. Science process skills and content standards are addressed in separate sections of the PASS document. In addition to the core content knowledge base at each grade level, the ability to apply the knowledge is equally addressed through process standards such as observation and measurement, classification, experimentation, interpretation and communication, modeling, and inquiry. As students apply the content knowledge through these standards and through extended experimental projects, problem-solving skills and creative thinking processes are enhanced. The six-year review cycle allows for Science PASS revisions in 2012.

RIGOR, TECHNICAL ASSISTANCE, AND APPROVAL

The standards of PASS are rigorous as evidenced in the various levels of thinking skills targeted for each content area. In order to

support teachers as they incorporate the standards in classroom curriculum, the Oklahoma State Department of Education has established PASSPORT II, an online database of interactive lessons and resources aligned to the Priority Academic Student Skills for each grade level. Assistance is also provided to teachers through State Department of Education professional development workshops, mathematics academies, reading academies, science inquiry academies, Mathematics and Science Partnership (MSP) Grants, videoconference presentations, and point-to-point videoconferences.

Oklahoma's state assessment system, including state standards, was approved through ED's peer review process in 2005-2006.

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.

In addition to the portfolio alternate assessment based on alternate achievement standards, Oklahoma added the Oklahoma Modified Alternate Assessment Program (OMAAP), based on modified achievement standards in 2007. The OMAAP was developed for up to 2% of students with disabilities who can make significant progress, but may not reach grade level achievement standards within the same timeframe as other students, even after receiving the best designed instructional interventions from highly trained teachers. The OMAAP includes reading and mathematics in Grades 3-8, End-of-Instruction (EOI) assessments in English II and Algebra I.

In accordance with recent state legislation, Oklahoma has developed EOI assessments in English III, Algebra II, and Geometry. These assessments were field-tested in Spring 2007, and will become operational in 2007-2008.

In the future, Oklahoma is considering the development of modified assessments and achievement standards for English III.

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.

Oklahoma recently made slight revisions to the Algebra I curriculum standards in order to realign with the new Algebra II assessment. Following these revisions, Oklahoma held a Standard Setting in Summer 2007, resetting achievement standards for the Algebra I assessment. After operational results from English III, Algebra II, and Geometry become available, a Standard Setting will take place to set achievement standards for these assessments in Summer 2008.

Following the development and implementation of the Oklahoma Modified Alternate Assessment Program (OMAAP), Oklahoma held a Standard Setting in Summer 2007, setting achievement standards for the modified assessments in Grades 3-8 reading and math and EOI English II and Algebra I.

Standard Setting committees for all Oklahoma assessments include teachers, content specialists, and other stakeholders from across the state, representing various locations, demographics, and school types.

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.

Oklahoma currently meets all federal requirements regarding the inclusion of science in our state testing program.

In 2007, Oklahoma introduced the Oklahoma Modified Alternate Assessment Program (OMAAP), based on modified achievement standards. The OMAAP was developed for up to 2% of students with disabilities who can make significant progress, but may not reach grade level achievement standards within the same timeframe as other students, even after receiving the best designed instructional interventions from highly trained teachers. The OMAAP includes alternate assessments and achievement standards for Grades 5 and 8 science, and Biology I End-of-Instruction (EOI).

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.

Following the development and implementation of the Oklahoma Modified Alternate Assessment Program (OMAAP), Oklahoma held a Standard Setting in Summer 2007, setting achievement standards for the modified assessments in Grades 5 and 8 science and End-of-Instruction (EOI) Biology I.

Standard Setting committees for all Oklahoma assessments include teachers, content specialists, and other stakeholders from across the state, representing various locations, demographics, and school types.

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	321066	317715	99.0
American Indian or Alaska Native	59034	58481	99.1
Asian or Pacific Islander	5272	5244	99.5
Black, non-Hispanic	34655	34069	98.3
Hispanic	30409	30096	99.0
White, non-Hispanic	183416	182021	99.2
Children with disabilities (<i>IDEA</i>)	51239	49935	97.5
Limited English proficient (LEP) students	16314	16145	99.0
Economically disadvantaged students	162647	160797	98.9
Migratory students	578	572	99.0
Male	164654	162894	98.9
Female	155976	154821	99.3
Comments:			

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	12871	25.8
Regular Assessment with Accommodations	18618	37.3
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	15396	30.8
Alternate Assessment Based on Alternate Achievement Standards	3050	6.1
Total	49935	
Comments: New Standards were set for the Algebra I assessment for high school in the Spring of 2008. Scores from Winter and Spring cannot be compared. Only Spring results have been included.		

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	43944	43557	99.1
American Indian or Alaska Native	7419	7357	99.2
Asian or Pacific Islander	972	964	99.2
Black, non-Hispanic	4563	4506	98.8
Hispanic	3236	3207	99.1
White, non-Hispanic	26244	26075	99.4
Children with disabilities (<i>IDEA</i>)	6299	6213	98.6
Limited English proficient (LEP) students	1151	1145	99.5
Economically disadvantaged students	17907	17725	99.0
Migratory students	45	44	97.8
Male	22292	22113	99.2
Female	21601	21444	99.3
Comments:			

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	14126	28.2
Regular Assessment with Accommodations	16577	33.1
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	16278	32.5
Alternate Assessment Based on Alternate Achievement Standards	3044	6.1
Total	50025	
Comments: In the percent tested file for EDEN there are the subjects of Reading for grades 3-8 and Reading Language Arts for High School which includes a writing component. The Ed-Facts system is only totaling RLA and not including Reading.		

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	46654	35184	75.4
American Indian or Alaska Native	8438	6282	74.4
Asian or Pacific Islander	739	628	85.0
Black, non-Hispanic	5307	3102	58.5
Hispanic	4951	3345	67.6
White, non-Hispanic	26176	21024	80.3
Children with disabilities (<i>IDEA</i>)	7393	4478	60.6
Limited English proficient (LEP) students	3187	2012	63.1
Economically disadvantaged students	25874	17930	69.3
Migratory students	114	71	62.3
Male	24001	18415	76.7
Female	22592	16738	74.1
Comments: Oklahoma has experienced an increase in the Hispanic student population.			
Oklahoma has also implemented a modified assessment system in the Spring of 2007.			

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

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

1.3.2 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	46514	39555	85.0
American Indian or Alaska Native	8417	7152	85.0
Asian or Pacific Islander	710	654	92.1
Black, non-Hispanic	5302	3948	74.5
Hispanic	4887	3795	77.7
White, non-Hispanic	26148	23124	88.4
Children with disabilities (<i>IDEA</i>)	7398	4436	60.0
Limited English proficient (LEP) students	3089	2278	73.7
Economically disadvantaged students	25745	20772	80.7
Migratory students	111	73	65.8
Male	23943	19843	82.9
Female	22515	19679	87.4
Comments: Oklahoma has experienced an increase in the Hispanic student population.			
Oklahoma has also implemented a modified assessment system in the Spring of 2007.			

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

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

1.3.3 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	45186	36572	80.9
American Indian or Alaska Native	8352	6621	79.3
Asian or Pacific Islander	747	674	90.2
Black, non-Hispanic	4776	3179	66.6
Hispanic	4632	3423	73.9
White, non-Hispanic	25630	21819	85.1
Children with disabilities (<i>IDEA</i>)	7422	4439	59.8
Limited English proficient (LEP) students	3105	2197	70.8
Economically disadvantaged students	24497	18385	75.1
Migratory students	93	63	67.7
Male	22989	18728	81.5
Female	22142	17813	80.4
Comments: Oklahoma has experienced a decrease in the Migrant student population.			
Oklahoma has also implemented a modified assessment system in the Spring of 2007.			

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

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

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

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	45141	39840	88.3
American Indian or Alaska Native	8373	7332	87.6
Asian or Pacific Islander	726	667	91.9
Black, non-Hispanic	4779	3807	79.7
Hispanic	4577	3642	79.6
White, non-Hispanic	25647	23465	91.5
Children with disabilities (<i>IDEA</i>)	7436	4790	64.4
Limited English proficient (LEP) students	3017	2275	75.4
Economically disadvantaged students	24400	20550	84.2
Migratory students	91	60	65.9
Male	22973	19784	86.1
Female	22116	20019	90.5
Comments: Oklahoma has experienced an increase in the Hispanic student population.			
Oklahoma has also implemented a modified assessment system in the Spring of 2007.			

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

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

1.3.5 Student Academic Achievement in Mathematics - Grade 5

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	44537	36750	82.5
American Indian or Alaska Native	8250	6564	79.6
Asian or Pacific Islander	739	682	92.3
Black, non-Hispanic	4803	3356	69.9
Hispanic	4454	3415	76.7
White, non-Hispanic	25216	21876	86.8
Children with disabilities (<i>IDEA</i>)	7408	4451	60.1
Limited English proficient (LEP) students	2613	1840	70.4
Economically disadvantaged students	23649	18100	76.5
Migratory students	82	62	75.6
Male	23080	19031	82.5
Female	21408	17687	82.6

Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.

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	44418	34916	78.6
American Indian or Alaska Native	8241	6240	75.7
Asian or Pacific Islander	723	637	88.1
Black, non-Hispanic	4803	3158	65.8
Hispanic	4378	2955	67.5
White, non-Hispanic	25193	21094	83.7
Children with disabilities (<i>IDEA</i>)	7387	3576	48.4
Limited English proficient (LEP) students	2503	1418	56.7
Economically disadvantaged students	23537	16811	71.4
Migratory students	77	40	51.9
Male	22996	17288	75.2
Female	21368	17605	82.4

Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.

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	44750	33976	75.9
American Indian or Alaska Native	8483	6097	71.9
Asian or Pacific Islander	716	633	88.4
Black, non-Hispanic	4758	2839	59.7
Hispanic	4224	2888	68.4
White, non-Hispanic	25336	20571	81.2
Children with disabilities (<i>IDEA</i>)	7218	3616	50.1
Limited English proficient (LEP) students	2190	1260	57.5
Economically disadvantaged students	22987	15651	68.1
Migratory students	74	41	55.4
Male	22889	17076	74.6
Female	21812	16865	77.3
Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.			

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	44651	34012	76.2
American Indian or Alaska Native	8490	6223	73.3
Asian or Pacific Islander	705	596	84.5
Black, non-Hispanic	4737	2948	62.2
Hispanic	4176	2724	65.2
White, non-Hispanic	25311	20613	81.4
Children with disabilities (<i>IDEA</i>)	7214	3305	45.8
Limited English proficient (LEP) students	2114	1041	49.2
Economically disadvantaged students	22893	15707	68.6
Migratory students	73	40	54.8
Male	22830	16346	71.6
Female	21764	17636	81.0
Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.			

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	45193	32927	72.9
American Indian or Alaska Native	8493	5907	69.6
Asian or Pacific Islander	733	659	89.9
Black, non-Hispanic	4956	2671	53.9
Hispanic	4055	2510	61.9
White, non-Hispanic	25784	20363	79.0
Children with disabilities (<i>IDEA</i>)	7020	3275	46.7
Limited English proficient (LEP) students	2053	1056	51.4
Economically disadvantaged students	22387	14354	64.1
Migratory students	90	47	52.2
Male	23294	17084	73.3
Female	21856	15822	72.4
Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.			

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	45157	34208	75.8
American Indian or Alaska Native	8478	6255	73.8
Asian or Pacific Islander	720	624	86.7
Black, non-Hispanic	4969	3039	61.2
Hispanic	4026	2519	62.6
White, non-Hispanic	25790	20939	81.2
Children with disabilities (<i>IDEA</i>)	7023	3155	44.9
Limited English proficient (LEP) students	2004	958	47.8
Economically disadvantaged students	22380	15119	67.6
Migratory students	89	50	56.2
Male	23270	16825	72.3
Female	21844	17361	79.5
Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.			

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	45444	34521	76.0
American Indian or Alaska Native	8582	6350	74.0
Asian or Pacific Islander	705	637	90.4
Black, non-Hispanic	4812	2785	57.9
Hispanic	3909	2628	67.2
White, non-Hispanic	26334	21309	80.9
Children with disabilities (<i>IDEA</i>)	7277	3456	47.5
Limited English proficient (LEP) students	1820	1024	56.3
Economically disadvantaged students	21906	14799	67.6
Migratory students	76	50	65.8
Male	23153	17618	76.1
Female	22213	16857	75.9

Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.

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	45449	35326	77.7
American Indian or Alaska Native	8600	6536	76.0
Asian or Pacific Islander	695	609	87.6
Black, non-Hispanic	4818	2949	61.2
Hispanic	3884	2461	63.4
White, non-Hispanic	26373	21962	83.3
Children with disabilities (<i>IDEA</i>)	7311	3502	47.9
Limited English proficient (LEP) students	1759	812	46.2
Economically disadvantaged students	21966	15157	69.0
Migratory students	74	46	62.2
Male	23169	17407	75.1
Female	22204	17869	80.5

Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.

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	44534	31807	71.4
American Indian or Alaska Native	7617	5187	68.1
Asian or Pacific Islander	812	710	87.4
Black, non-Hispanic	4465	2242	50.2
Hispanic	3760	2184	58.1
White, non-Hispanic	26408	20495	77.6
Children with disabilities (<i>IDEA</i>)	6017	2851	47.4
Limited English proficient (LEP) students	1114	549	49.3
Economically disadvantaged students	18832	11546	61.3
Migratory students	41	27	65.9
Male	22600	15984	70.7
Female	21894	15804	72.2
Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.			

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	43668	30207	69.2
American Indian or Alaska Native	7372	4888	66.3
Asian or Pacific Islander	964	703	72.9
Black, non-Hispanic	4514	2172	48.1
Hispanic	3213	1671	52.0
White, non-Hispanic	26105	19714	75.5
Children with disabilities (<i>IDEA</i>)	6256	2689	43.0
Limited English proficient (LEP) students	1147	394	34.4
Economically disadvantaged students	17767	10300	58.0
Migratory students	44	16	36.4
Male	22154	14495	65.4
Female	21464	15684	73.1
Comments: Oklahoma implemented a modified assessment system in the Spring of 2007.			

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	1789	1569	87.7
Districts	540	464	85.9
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	1192	1020	85.6
Schoolwide (SWP) Title I schools	953	811	85.1
Targeted assistance (TAS) Title I schools	239	209	87.4
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
540	464	85.9
Comments:		

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

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

1.4.4 Title I Schools Identified for Improvement

1.4.4.1 List of Title I Schools Identified for Improvement

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

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

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

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

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

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

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

1.4.4.2 Actions Taken for Title I Schools Identified for Improvement

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

The response is limited to 8,000 characters.

The Oklahoma School Support Program has one goal, improved student achievement. Our mission is to create and maintain a statewide system of intensive and sustained support and improvement designed to increase the opportunity for all students to meet Oklahoma's challenging academic content and achievement standards. Our action plan is designed to establish the required statewide system through School Support Teams to provide assistance as needed.

Members of Oklahoma's School Support Teams are highly skilled, experienced, and successful educators including a team leader who is a retired educator; a currently practicing educator; and a representative of the Oklahoma State Department of Education. Current members include superintendents, assistant superintendents and other top-level administrators; directors of curriculum, Title I, federal programs, special education, elementary, middle and high school principals including two at National Title I Distinguished Schools, executive directors, and professors in higher education.

The Oklahoma Support Program's first priority is local education agencies (LEAs) with schools in corrective action and schools for which an LEA has not carried out its statutory and regulatory responsibilities regarding corrective action or restructuring. The second priority is LEAs with schools identified as in need of improvement.

The Oklahoma School Support Teams have one primary responsibility: assisting the school in strengthening its instructional program to improve student achievement. Specifically, the school support teams must:

Review and analyze all facets of the school's operation, including the design and operation of the instructional program, using the findings from this review to help the school develop recommendations for improved student performance.

Collaborate with school staff, local educational agency (LEA) staff, and parents to design, implement, and monitor a meaningful and realistic school improvement plan.

Review the implementation of the school improvement plan and request additional assistance from the LEA or the state educational agency (SEA) that either the school or the support team needs.

Provide feedback at least twice a year to the LEA and to the SEA, through school support team reports aligned to the Oklahoma Nine Essential Elements.

Twenty-four sites received School Support Team visits and 58% of the sites (14 of 24) assisted by School Support Teams made Adequate Yearly Progress in Reading and Math, based on the 2006-2007 test score reports. A total of ninety-two site visits were conducted by the School Support Teams to Schools in Need of Improvement including those in Corrective Action and Restructuring for the 2006-2007 school year.

Clearly, the overall charge of the support team is to help the school create and implement a coherent, efficient, and practical plan for improvement. Effective support team members are knowledgeable about scientifically based research and practices related to teaching and learning and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students.

All School Improvement sites have attended the scientifically based research (SBR) What Works in Schools professional development with Dr. Robert Marzano and Debra Pickering presenting. Other SBR professional development included Dr. Robert Marzano's Building Academic Vocabulary.

Other SBR professional development included Dr. Robert Marzano's Building Academic Vocabulary program for Oklahoma; professional development also included targeted videoconferences, demonstration lessons, and workshops on strategies for students with disabilities and English language learners. Technical assistance included but was not limited to: areas of planning, USDE guidance, videoconferences; individual site visits; phone conferences and e-mails for support.

School Support Teams also provided reports focused on the one goal of improved student achievement. Oklahoma's research-based nine essential elements framework provides the basis for a detailed, customized report aligned to the nine essential elements listed below: Academic Performance (curriculum; classroom evaluation/assessment; and instruction) Learning Environment (school culture; student, family, and community support; and professional growth, development and evaluation); Efficiency (leadership; organizational structure and resources; and comprehensive and effective planning).

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	4
Extension of the school year or school day	8
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	2
Restructuring the internal organization of the school	1
Appointment of an outside expert to advise the school	0
Comments:	

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

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

1.4.4.4 Restructuring – Year 2

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

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

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.

During the 2006-2007 school year, 3 districts were in year one, 2 districts were in year two and 2 districts were in year 3 of improvement. All districts in improvement were invited to attend the scientifically based research (SBR) What Works in Schools professional development with Dr. Robert Marzano and Debra Pickering presenting. Other SBR professional development included Dr. Marzano's Building Academic Vocabulary.

Districts also received technical assistance to their schools in year 3 and above in improvement through the School Support Teams, which helped to analyze all aspects of the school's operations. School Support Team reports are focused on one goal, which is improved student achievement. Listed below are the areas in which they schools receive support through a detailed, customized report aligned with Oklahoma's SBR Nine Essential Elements.

? Academic Performance (Curriculum; Classroom Evaluation/Assessment; and Instruction).

? Learning Environment (School Culture; Student, Family, and Community Support; and Professional Growth, Development and Evaluation).

? Efficiency (Leadership; Organizational Structure and Resources; and Comprehensive and Effective Planning).

Technical assistance was also provided in the areas of planning, USDE guidance, Supplemental Educational Service providers, and School Choice. Technical assistance is also given through videoconferences, phone calls, emails, professional development resources and individual site visits.

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	2
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	0
Replaced district personnel who are relevant to the failure to make AYP	1
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	1
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	10/16/07	09/27/07
Preliminary school AYP and identification determinations (if applicable)	09/27/07	08/28/07
Comments:		

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	3	1
Schools	10	7
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	09/14/07
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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.

When Section 1003(a) funds are available, these funds are allocated on a formula basis to School Improvement sites to support scientifically research based activities aligned with their School Improvement plan. Each school receives a base amount and a per pupil amount.

Oklahoma was not able to reserve 4% for 1003(a) funds. However, 100% of the 1003(a) reserved funds were provided to LEAs to support School Improvement plan activities.

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	23
Public Schools <i>to which</i> students transferred for public school choice	24
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	14946
Who applied to transfer	179
Who transferred to another school under Title I public school choice provisions	122

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

	Yes/No
1. Enrolled in a school identified for improvement	<u>Yes</u>
2. Transferred in the current school year, only	<u>Yes</u>
3. Transferred in a prior year and in the current year	<u>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	\$ 859541
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	10
Comments: The LEAs that did not offer public school choice and the reason for not offering public school choice are listed below:	
? Lost City-LEA has only a single school at that grade level	
? Hodgen-LEA has only a single school at that grade level	
? Crescent-LEA has only a single school at that grade level	
? Western Heights-LEA has only a single school at that grade level	
? Picher-Cardin-LEA has only a single school at that grade level	
? Indianola-LEA has only a single school at that grade level	
? Shawnee-LEA has only a single school at that grade level	
? Shady Grove-LEA has only a single school at that grade level	
? Pickett-Center-LEA has only a single school at that grade level	
? Bell-LEA has only a single school at that grade level	

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	26
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	14760
Who applied for supplemental educational services	2959
Who received supplemental educational services	2305
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	\$ 2377328
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	142493	133514	93.7	8979	6.3
Elementary level					
High-poverty schools	14796	14099	95.3	697	4.7
Low-poverty schools	14024	13692	97.6	332	2.4
All elementary schools	54655	52883	96.8	1772	3.2
Secondary level					
High-poverty schools	11853	10122	85.4	1731	14.6
Low-poverty schools	38404	35760	93.1	2644	6.9
All secondary schools	87838	80631	91.8	7207	8.2
Comments:					

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 count of elementary classes is based on class assignment coding. Elementary teachers that teach the same students all day are counted as one class. If a departmentalized approach is used, each elementary class is coded for each time a subject is taught.

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	64.8
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	35.2
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)	0.0
Total	100.0

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

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	64.3
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	35.7
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)	0.0
Total	100.0
Comments:	

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

1.5.3 Poverty Quartiles and Metrics Used

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

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	76.8	45.4
Poverty metric used	Free/reduced lunch eligibility	
Secondary schools	76.8	45.5
Poverty metric used	Free/reduced lunch eligibility	
Comments: Cut off score for both elementary and secondary is 76.79%.		

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
1	Dual language	Spanish	85.0	15.0
1	Two-way immersion	Spanish	80.0	20.0
1	Transitional bilingual	Cherokee	90.0	10.0
1	Developmental bilingual	Spanish	60.0	40.0
1	Heritage language	Spanish	50.0	50.0
8	Sheltered English instruction			
10	Structured English immersion			
0	Specially designed academic instruction delivered in English (SDAIE)			
15	Content-based ESL			
28	Pull-out ESL			
0	Other (explain)			
Comments:				

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.	32921
Comments:	

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	31252
Cherokee	1589
Vietnamese	1024
Hmong	434
Chinese	368

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	34935
Not tested/State annual ELP	347
Subtotal	35282
LEP/One Data Point	10089
Comments:	

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	32921
Not tested/State annual ELP	307
Subtotal	33228
LEP/One Data Point	8976
Comments:	

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

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

1.6.3.2 Student English Language Proficiency Results

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

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

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

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

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	65.0	15953	78.0	Y
No progress		11673		
ELP attainment	13.0	5602	20.0	Y
Comments:				

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

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

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

1.6.3.2.3 Title III LEP English Language Proficiency Results

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

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

Table 1.6.3.2.3 Definitions:

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

	Target	Results		Met
	%	#	%	Yes/No
Making progress	0.0	0		
No progress		0		
ELP attainment	0.0	0		
Comments:				

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

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

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

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

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

1.6.3.4.1 LEP Subgroup Flexibility

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

MFLEP	<u>Yes</u>
Comments:	

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

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

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

In the table below, report the 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	0
MFLEP/AYP grades	4197
Comments:	

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

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

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

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

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

Grade	#
LEP K-2	13868
LEP HS/Non-AYP	0
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	0
4	0
5	0
6	0
7	0
8	0
HS	0
Comments:	

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

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

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

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

Grade	Language
3	0
4	0
5	0
6	0
7	0
8	0
HS	0
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
0	0	0.0
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
0	0	0.0
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
0	4197	4197
Comments: Year one and year two students are aggregated and the number is given under year two. Years one and two were not separated in the data collection.		

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
4089	3390	82.9	

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

Comments:

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

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

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

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

Table 1.6.3.6.3 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
4079	3570	87.5	

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	66
Number of subgrantees that met all three Title III AMAOs	52
Number of subgrantees that met only 2 AMAOs	13
Number of subgrantees that met AMAOs of Making Progress and ELP Attainment	3
Number of subgrantees that met AMAOs of Making Progress and AYP	5
Number of subgrantees that met AMAOs of ELP Attainment and AYP	5
Number of subgrantees that met only 1 AMAO	1
Number of subgrantees that met AMAO of Making Progress	0
Number of subgrantees that met AMAO of Attainment of ELP	0
Number of subgrantees that met AMAO AYP	1
Number of subgrantees that did not meet any AMAOs	0
Number of subgrantees that did not meet AMAOs for two consecutive years	9
Number of subgrantees with an improvement plan for not meeting Title III AMAOs	12
Number of subgrantees who have not met Title III AMAOs for four consecutive years (beginning in SY 2007-08)	1
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.

1.6.4.2 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:	

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
6650	3455	5

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

Comments:

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

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

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

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

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

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

Comments:

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

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

1.6.6 Teacher Information and Professional Development

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

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

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

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

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	711
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.	243
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	354

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

Comments:

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

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

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

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

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

Table 1.6.6.2 Definitions:

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

Type of Professional Development Activity	# Subgrantees	
Instructional strategies for LEP students	34	
Understanding and implementation of assessment of LEP students	34	
Understanding and implementation of ELP standards and academic content standards for LEP students	30	
Alignment of the curriculum in language instruction educational programs to ELP standards	21	
Subject matter knowledge for teachers	31	
Other (Explain in comment box)	5	
Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	31	6185
PD provided to LEP classroom teachers	13	253
PD provided to principals	24	260
PD provided to administrators/other than principals	22	154
PD provided to other school personnel/non-administrative	19	474
PD provided to community-based organization personnel	3	44
Total		7370
Comments: Five Local Educational Agencies provided training in the following topics: English in a Flash (a computer program used by that district), LEP teaching techniques and interventions, content area test development, writing workshops for ELL elementary teachers, and racial and ethnic education.		

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
08/14/06	08/21/06	6
Comments:		

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

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

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

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

The Bilingual Education/Title III Office sends a preliminary estimate of funds to all districts in Oklahoma before the Federal Grant Application process begins. School districts start applying for their federal grants through the consolidated application process before the school year ends in May. Applications are then due at the end of June. In order to comply with this deadline districts may complete a budget and justification with an estimate of funds. Because a final notice of funds is not received until July 1 or after the state does not know what the per student allocation will be but may estimate based on the district's previous year's allocation. There is truly never a delay in funding to the districts. Funding is available to the districts as soon as it is made available to the state.

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: The State of Oklahoma has not changed legislation or our state board definition therefore none of our schools will be identified as persistently dangerous.	

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	84.6
American Indian or Alaska Native	84.6
Asian or Pacific Islander	92.9
Black, non-Hispanic	78.8
Hispanic	71.2
White, non-Hispanic	86.6
Children with disabilities (<i>IDEA</i>)	81.6
Limited English proficient	
Economically disadvantaged	76.7
Migratory students	
Male	
Female	
Comments:	

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	3.6
American Indian or Alaska Native	3.8
Asian or Pacific Islander	1.8
Black, non-Hispanic	4.7
Hispanic	6.2
White, non-Hispanic	3.1
Children with disabilities (<i>IDEA</i>)	4.0
Limited English proficient	
Economically disadvantaged	
Migratory students	
Male	3.8
Female	3.3
Comments: Limited English proficient Economically disadvantaged and Migratory students data not collected.	

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	529	529
LEAs with subgrants	11	11
Total	540	540
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)	116	287
K	239	514
1	235	638
2	219	553
3	214	480
4	195	472
5	174	415
6	212	360
7	262	294
8	213	285
9	230	274
10	214	316
11	188	240
12	199	246
Ungraded		
Total	2910	5374
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	1130	863
Doubled-up (e.g., living with another family)	1536	4223
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	140	258
Hotels/Motels	104	30
Total	2910	5374
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)	149
K	205
1	287
2	316
3	252
4	237
5	210
6	157
7	143
8	153
9	137
10	137
11	131
12	126
Ungraded	
Total	2640

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	446
Migratory children/youth	9
Children with disabilities (<i>IDEA</i>)	306
Limit English proficient students	662

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	9
2. Expedited evaluations	3
3. Staff professional development and awareness	10
4. Referrals for medical, dental, and other health services	7
5. Transportation	8
6. Early childhood programs	6
7. Assistance with participation in school programs	6
8. Before-, after-school, mentoring, summer programs	9
9. Obtaining or transferring records necessary for enrollment	5
10. Parent education related to rights and resources for children	5
11. Coordination between schools and agencies	9
12. Counseling	9
13. Addressing needs related to domestic violence	4
14. Clothing to meet a school requirement	4
15. School supplies	9
16. Referral to other programs and services	7
17. Emergency assistance related to school attendance	6
18. Other (optional)	6
19. Other (optional)	
20. Other (optional)	
Comments: Supplemental Reading/Math Summer Packs	
Enrollment	
Unaccompanied Youth Education Fees	
Teacher Salary/Benefits	
Full Time Bilingual Homeless Liaison	
Liaison Mileage	

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

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

1.9.2.4 Barriers To The Education Of Homeless Children And Youth

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

	# Subgrantees Reporting
1. Eligibility for homeless services	1
2. School Selection	0
3. Transportation	1
4. School records	3
5. Immunizations	2
6. Other medical records	1
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	179	144
4	178	137
5	191	143
6	147	99
7	120	74
8	126	79
High School	48	27
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	193	119
4	182	129
5	195	153
6	158	95
7	122	75
8	129	81
High School	53	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)	132
K	107
1	130
2	124
3	101
4	92
5	104
6	97
7	118
8	75
9	91
10	76
11	52
12	54
Ungraded	0
Out-of-school	115
Total	1468
Comments:	

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

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

1.10.1.1 Category 1 Child Count Increases/Decreases

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

The response is limited to 8,000 characters.

The decrease of Category I Child Count from last year (School Year 2005-2006) is greater than 10%. This decrease is due in large part to the state conducting the re-interview process. All families that were found ineligible were removed from the district rolls as well as the state's data system. Another factor is families 'settling out' thus no longer being classified as migrant.

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)	19
K	32
1	39
2	44
3	37
4	31
5	28
6	26
7	29
8	24
9	18
10	24
11	<N
12	9
Ungraded	<N
Out-of-school	<N
Total	365
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.

Category 2 Child Count did not experience and increase/decrease of greater than 10%.

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.

Oklahoma used the MIS2000 system to compile and generate Category 1 and Category 2 child counts for this reporting period. The same system was used for the last reporting period.
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Source – Manual entry by SEA into the online collection tool.

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

1.10.3.2 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.

Student information (name birth date gender race place of birth parents' or guardians' names migrant student ID number) eligibility information (QAD residency date termination date withdrawal date qualifying activity) and school information (enrollment date withdrawal date enrollment type (school year/summer) attendance.

MEP/LEA staff (recruiters teachers aides and record clerks) recruit migrant children through interviews with parents or legal guardian either face-to-face or home visits or phone interviews. MEP/LEA staff update existing COEs through a verification process such as one-on-one interviews school records home visits. Results of interviews are recorded on COEs. Teachers and/or records clerks record student enrollment in the MEP program.

COEs are completed upon identification of migrant families or children. Summer project enrollment information is collected at the end of each project and during student record update procedures.

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.

Oklahoma has a state maintained database system through MIS2000. All migrant sites submit hard copies of COEs and COE update forms via USPS mail to the Oklahoma State Department of Education where data is verified with accuracy. Based on conversations held during home visits telephone interviews with families the COEs are updated with the information and eligibility information. Changes and updates are sent to the Oklahoma State Department of Education.

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.

As described in 1.10.3.2 the MIS2000 database is used to collect and maintain both Category 1 and Category 2 child counts.

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

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

1.10.3.3 Methods Used To Count Children

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

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

The response is limited to 8,000 characters.

The MIS2000 system can generate a query that filters out any child who did not meet the following criteria during the child count period; between the ages of 3-21 and has not graduated from high school was within 36 months of QAD and has had a 3rd birthday before the end date.

A report is generated that gives a 12-month unduplicated count or list of students between the ages of 3-21 who are within 3 years of their Qualifying Arrival Date and who had a Residency QAD Withdrawal Date Enroll Date or Term Date during the data range of 9-1-06 to 8-31-07.

The same procedure is used as in the first paragraph of 1.10.3.3 with the exception of the School History Type-Summer School is identified by Enrollment Type (ex. S for Summer).

The same procedure is used as described in the previous paragraph.

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.

As described in 1.10.3.2 and 1.10.3.3 the MIS2000 database is used to collect and maintain both Category 1 and Category 2 child counts.

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.

All COEs and COEs updates submitted to the Oklahoma State Department of Education are reviewed for accuracy and eligibility by the state coordinator before the data is entered onto the data base. The forms are reviewed and signed by the state migrant director after computer entry. Professional development training is provided on the importance of reporting data accurately. Random checks of COEs are done by re-interviewing a random sample of migrant parents. During school visits a list of migrant students is reviewed for attendance data. Procedures are provided to summer session personnel on how to collect and report pupil enrollment and attendance data are sent to each site before each session.

In an attempt to avoid duplication of student records a through search of the local database is done for each student identified. A search is done by the last name spelling as reported and if no match is found then any other possible last name spelling are used such as Rodriquez might be Rodriquez or Rodriques etc. If no match is made then a search is made by birth date and/or first name. If matches are still not found on the local database the regional site staff is to perform a search of the state database. If no matches are found then they create an ID# for the child.

A query of the database is performed to identify any possibilities of duplicated numbers. The query pulls out students with similar names and birth dates to check as possible duplication. If there are duplications then duplications are corrected by merging the data into one student record.

Another query is run to identify and verify that any children identified as having residency before the funding begin date are still in the state after the begin date. Any child who were not in residency are eliminated from the Category 1 child count.

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.

During the 2006-2007 school year, the United States Office of Migrant Education requested that Oklahoma as part of its corrective action plan undertake a rigorous re-interview process to ensure that all migrant children served in the state were indeed qualified to receive services in 2003-2004. The state was required to re-interview a specific sample of the total migrant students who were served based on the 2003-2004 Category 1 and Category 2 count.

In order to obtain a valid sample the state was required to re-interview 356 migrant students who were eligible (according to COE's) for migrant services in 2003-2004. The sample size of 356 was calculated based on the total number of eligible students in 2003-2004 as reported to the U.S. Office of Migrant Education (4932 students). The sample size represents the number required to estimate the proportion of defects in migrant child eligibility determinations statewide at a 95 percent confidence interval with an error rate of no more than plus/minus five percent. Out of the sample size of 356 the number found eligible was 167.

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.

Throughout the year the following steps are taken by staff to check child count data are entered and updated accurately: All COEs are reviewed by staff for accuracy and eligibility determination. This consists of checking QAD date Residency date moved from moved to children moved with Qualifying Activity Code and comments. Any questionable data is reviewed again by staff and a call is placed to the district for additional comments. Districts are required to conduct their own re-interviews of currently enrolled families on a yearly basis to determine continued eligibility. During monitoring of migrant programs the staff prior to the visit ask that between

5 and 10 parents be available for a re-interview by the program staff to determine accuracy of the COE (eligibility). Any family found not to meet eligibility requirements based on the re-interview responses is reviewed with the districts migrant staff to reexamine eligibility and the family is not counted if found to be ineligible. Throughout the year staff verifies child count data running periodic reports of each districts count and has these numbers (including names and ID#) verified by each district.

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.

Prior to submission of the Category 1 and Category 2 counts to the United States Department of Education a preliminary report is run after all COEs have been submitted by the districts. This report is then compared to numbers submitted by each district and checked for duplication of numbers by last name birth date and ID#.

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.

The immediate removal of any ineligible students identified in the re-interview process. Require all districts receiving migrant funds to attend rigorous recruiter training. Require district(s) with high defect rates to attend/participate in additional identification and recruitment training.

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.

The Oklahoma MEP has confidence in the accuracy of the reported child counts and eligibility determinations based on the MIS 2000 system, the training of recruiters in identification and recruiting procedures, and the re-interview process.

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

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