

**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 2009-10**

**OKLAHOMA**



**PART I DUE FRIDAY, DECEMBER 17, 2010**  
**PART II DUE FRIDAY, FEBRUARY 18, 2011**

**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* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- 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 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) 2009-10 consists of two Parts, Part I and Part II.

## **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.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

## **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 pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2009-10 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 17, 2010**. Part II of the Report is due to the Department by **Friday, February 18, 2011**. Both Part I and Part II should reflect data from the SY 2009-10, 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 2009-10 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 2009-10 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, 2009-10 <input type="checkbox"/> Part II, 2009-10		
Name of State Educational Agency (SEA) Submitting This Report:		
Address:		
Person to contact about this report:		
Name:		
Telephone:		
Fax:		
e-mail:		
Name of Authorizing State Official: (Print or Type):		
_____ Signature		_____ Date

**CONSOLIDATED STATE PERFORMANCE REPORT  
PART I**

For reporting on  
**School Year 2009-10**



**PART I DUE DECEMBER 17, 2010  
5PM EST**

**1.1 STANDARDS AND ASSESSMENT DEVELOPMENT****STANDARDS OF ASSESSMENT DEVELOPMENT**

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act, as amended (ESEA)* 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. Responses should focus on actions taken or planned since the State's content standards were approved through ED's peer review process for State assessment systems. Indicate specifically in what school 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 made or planned."

The response is limited to 4,000 characters.

**OVERVIEW**

The state of Oklahoma has had Mathematics, Reading/Language Arts, and Science standards in place for grades PK-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.

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 annual textbook adoption 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 Algebra 1, Algebra 2, and Geometry. Mathematics process standards and content standards are addressed in separate sections of the PASS document. Process standards address 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. Mathematics PASS was comprehensively reviewed and revised in spring 2009. The new mathematics standards were assessed beginning 2010.

**READING/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/Literature standards of Language Arts PASS underwent the six-year review cycle for revisions in 2007. The Grammar/Composition standards of Language Arts PASS were reviewed and revised for adoption in spring 2010. The new standards will be assessed beginning 2011.

**COMMON CORE STATE STANDARDS ENGLISH LANGUAGE ARTS and MATHEMATICS**

In June 2010, the Oklahoma State Board of Education adopted the Common Core State Standards in English Language Arts and Mathematics developed under the direction of the National Governors Association and the Council of Chief State School Officers. The timeframe 2010-2014 will be used as a transition period from the Priority Academic Student Skills to the Common Core State Standards.

**SCIENCE**

General science knowledge is targeted in the standards for grades 1-8, while standards for grades 9-12 are written for Physical Science, Biology, Chemistry, and Physics. Science process skills and content standards are addressed in separate sections of the PASS document. Process standards address 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 reviewed and revised for adoption in spring 2011. The new standards will be assessed beginning 2012.

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

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

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 and/or academic achievement standards in mathematics, reading/language arts and/or science required under Section 1111(b)(3) of ESEA. Responses should focus on actions taken or planned since the State's assessment system was approved through ED's peer review process. Responses also should indicate specifically in what school year your State expects the changes to be implemented.

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 as well as alternate achievement standards for students with the most significant cognitive disabilities and modified academic achievement standards for certain students with disabilities 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 assessments and/or academic achievement standards taken or planned."

The response is limited to 8,000 characters.

Oklahoma reset achievement standards for grades 3-8 Mathematics and Reading as well as End-of-Instruction English II in June 2009. These standards as well as new Performance Level Descriptors were then adopted by the State Board of Education. All evidence was submitted to the U.S. Department of Education for Peer Review during the November 2009 cycle, and the state is awaiting final written approval.

Oklahoma developed a Modified assessment and modified academic achievement standards for students with disabilities and implemented it for its first administration in Spring 2007. The State submitted evidence during the November 2009 Peer Review for its Modified assessments in Mathematics and Reading for grades 3-8 and End-of-Instruction Algebra I and English II and is awaiting final written approval.

Oklahoma submitted its alternate assessment for students with the most significant cognitive disabilities for Peer Review during the November 2009 cycle. Assessments for Mathematics and Reading for grades 3-8 and End-of-Instruction Algebra I and English II had academic achievement standards reset in June 2009. The state is awaiting final written approval.

Oklahoma's assessments and academic achievement standards in science are not yet approved.

Oklahoma reset achievement standards for End-of-Instruction Biology I in June 2009. These standards as well as new Performance Level Descriptors were then adopted by the State Board of Education. All evidence was submitted for Peer Review during the November 2009 cycle, and the state is awaiting final approval.

Oklahoma submitted evidence for Science grades 5 and 8 for Peer Review during the November 2009 cycle and is awaiting final approval.

Oklahoma developed a Modified assessment and modified academic achievement standards for students with disabilities and implemented it for its first administration in Spring 2007. The state submitted evidence during the November 2009 Peer Review for its Modified assessments in Science for grades 5 and 8 and End-of-Instruction Biology I and is awaiting final approval.

Oklahoma submitted its alternate assessment for students with the most significant cognitive disabilities for Peer Review during the November 2009 cycle. Alternate achievement standards for Science for grades 5 and 8 and End-of-Instruction Biology I were reset in June 2009.

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

**1.1.3 Grants for State Assessments and Related Activities****1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under ESEA section 6111 (Grants for State Assessments and Related Activities) during SY 2009-10, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

<b>Purpose</b>	<b>Percentage (rounded to the nearest ten percent)</b>
To pay the costs of the development of the State assessments and standards required by section 1111(b)	10.0
To administer assessments required by section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	90.0
<b>Comments:</b>	

**1.1.3.2 Uses of Funds for Purposes Other than Standards and Assessment Development**

For funds your State had available under ESEA 6111 (Grants for State Assessments and Related Activities) during SY 2009-10 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

<b>Purpose</b>	<b>Used for Purpose (yes/no)</b>
Administering assessments required by section 1111(b)	Yes
Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by section 1111(b)	Yes
Developing or improving assessments of English language proficiency necessary to comply with section 1111(b)(7)	Yes
Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials	Yes
Developing multiple measures to increase the reliability and validity of State assessment systems	Yes
Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments	Yes
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (IDEA) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	Yes
Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time	Yes
Other	Yes
<b>Comments:</b> Student information system, CCSSO-SCASS, and ACCESS for ELL students	

**1.2 PARTICIPATION IN STATE ASSESSMENTS**

This section collects data on the participation of students in the State 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 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 participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	330,160	326,174	98.8
American Indian or Alaska Native	63,355	62,580	98.8
Asian or Pacific Islander	6,885	6,861	99.7
Black, non-Hispanic	35,988	35,488	98.6
Hispanic	36,068	35,427	98.2
White, non-Hispanic	187,864	185,818	98.9
Children with disabilities ( <i>IDEA</i> )	56,145	54,045	96.3
Limited English proficient ( <i>LEP</i> ) students	16,321	15,974	97.9
Economically disadvantaged students	187,454	184,557	98.5
Migratory students	402	395	98.3
Male	169,388	166,952	98.6
Female	160,297	158,773	99.0

**Comments:** Input response.

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

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in 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 participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

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

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	11,634	21.6
Regular Assessment with Accommodations	11,768	21.8
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	26,342	48.8
Alternate Assessment Based on Alternate Achievement Standards	4,232	7.8
Total	53,976	

**Comments:** There were 69 Grade 8 IEP students who took the high school Algebra I. They were included in the 1.2.2 counts for the Grade 8 math test, but were not included in the 1.2.2 counts for the high school Algebra I test.

Correct numbers for 1.2.2 are as follows:

Regular Assessment without Accommodations = 11,688

Regular Assessment with Accommodations = 11,783

That makes the total in 1.2.2 (54,045) match the total in 1.2.1 and 1.3.1.

### 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 reading/language arts assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	327,831	323,327	98.6
American Indian or Alaska Native	62,840	61,962	98.6
Asian or Pacific Islander	6,828	6,780	99.3
Black, non-Hispanic	35,716	35,125	98.3
Hispanic	35,164	34,469	98.0
White, non-Hispanic	187,283	184,991	98.8
Children with disabilities ( <i>IDEA</i> )	55,995	53,578	95.7
Limited English proficient (LEP) students	15,448	15,053	97.4
Economically disadvantaged students	184,758	181,557	98.3
Migratory students	380	373	98.2
Male	168,391	165,574	98.3
Female	158,941	157,287	99.0
<b>Comments:</b>			

### 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 reading/language arts assessment.

The data provided should include reading/language arts participation data from all students with disabilities as defined under the Individuals with Disabilities Education Act (*IDEA*). Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	12,297	23.0
Regular Assessment with Accommodations	9,285	17.3
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	27,778	51.8
Alternate Assessment Based on Alternate Achievement Standards	4,218	7.9
Total	53,578	
<b>Comments:</b>		

### 1.2.5 Participation of All Students in the Science Assessment

This section is similar to 1.2.1 and collects data on the State's science assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	139,642	138,112	98.9
American Indian or Alaska Native	26,547	26,222	98.8
Asian or Pacific Islander	3,009	2,996	99.6
Black, non-Hispanic	15,261	15,047	98.6
Hispanic	14,355	14,149	98.6
White, non-Hispanic	80,470	79,698	99.0
Children with disabilities ( <i>IDEA</i> )	22,993	22,086	96.1
Limited English proficient (LEP) students	5,428	5,319	98.0
Economically disadvantaged students	73,838	72,733	98.5
Migratory students	156	156	100.0
Male	71,516	70,589	98.7
Female	67,958	67,367	99.1
<b>Comments:</b>			

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

### 1.2.6 Participation of Students with Disabilities in Science Assessment

This section is similar to 1.2.2 and collects data on the State's science assessment.

The data provided should include science participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act (*IDEA*). Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	4,919	22.3
Regular Assessment with Accommodations	5,288	23.9
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	10,201	46.2
Alternate Assessment Based on Alternate Achievement Standards	1,678	7.6
Total	22,086	
<b>Comments:</b>		

**1.3 STUDENT ACADEMIC ACHIEVEMENT**

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

**1.3.1 Student Academic Achievement in Mathematics**

In the format of the table below, provide the number of students who received a valid score on the State 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 participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group "limited English proficient (*LEP*) students" does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former *LEP* students.

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

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	48,271	32,937	68.2
American Indian or Alaska Native	9,258	6,107	66.0
Asian or Pacific Islander	1,063	829	78.0
Black, non-Hispanic	5,240	2,694	51.4
Hispanic	5,778	3,454	59.8
White, non-Hispanic	26,932	19,853	73.7
Children with disabilities ( <i>IDEA</i> )	8,248	4,510	54.7
Limited English proficient (LEP) students	3,761	1,984	52.8
Economically disadvantaged students	29,682	18,352	61.8
Migratory students	56	34	60.7
Male	24,856	17,429	70.1
Female	23,358	15,483	66.3
<b>Comments:</b>			

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

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	48,195	32,069	66.5
American Indian or Alaska Native	9,250	5,935	64.2
Asian or Pacific Islander	1,033	744	72.0
Black, non-Hispanic	5,229	2,739	52.4
Hispanic	5,741	3,060	53.3
White, non-Hispanic	26,942	19,591	72.7
Children with disabilities ( <i>IDEA</i> )	8,259	3,748	45.4
Limited English proficient (LEP) students	3,666	1,544	42.1
Economically disadvantaged students	29,610	17,430	58.9
Migratory students	51	25	49.0
Male	24,809	15,811	63.7
Female	23,322	16,230	69.6
<b>Comments:</b>			

**1.3.3.1 Student Academic Achievement in Science - Grade 3**

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b>			

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

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	48,100	31,252	65.0
American Indian or Alaska Native	9,270	5,777	62.3
Asian or Pacific Islander	993	797	80.3
Black, non-Hispanic	5,327	2,572	48.3
Hispanic	5,568	3,146	56.5
White, non-Hispanic	26,942	18,960	70.4
Children with disabilities ( <i>IDEA</i> )	8,610	4,113	47.8
Limited English proficient (LEP) students	2,949	1,321	44.8
Economically disadvantaged students	29,271	16,819	57.5
Migratory students	60	26	43.3
Male	24,620	16,472	66.9
Female	23,412	14,750	63.0
<b>Comments:</b>			

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

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	48,049	30,492	63.5
American Indian or Alaska Native	9,273	5,647	60.9
Asian or Pacific Islander	969	681	70.3
Black, non-Hispanic	5,326	2,658	49.9
Hispanic	5,529	2,785	50.4
White, non-Hispanic	26,952	18,721	69.5
Children with disabilities ( <i>IDEA</i> )	8,623	4,220	48.9
Limited English proficient (LEP) students	2,875	998	34.7
Economically disadvantaged students	29,172	16,128	55.3
Migratory students	60	26	43.3
Male	24,601	15,181	61.7
Female	23,378	15,275	65.3
<b>Comments:</b>			

**1.3.3.2 Student Academic Achievement in Science - Grade 4**

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b>			

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

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	47,436	31,504	66.4
American Indian or Alaska Native	9,175	5,637	61.4
Asian or Pacific Islander	949	764	80.5
Black, non-Hispanic	5,254	2,744	52.2
Hispanic	5,269	3,090	58.6
White, non-Hispanic	26,789	19,269	71.9
Children with disabilities ( <i>IDEA</i> )	8,291	4,052	48.9
Limited English proficient (LEP) students	2,293	1,013	44.2
Economically disadvantaged students	28,160	16,481	58.5
Migratory students	56	36	64.3
Male	24,348	16,386	67.3
Female	23,017	15,089	65.6
<b>Comments:</b>			

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

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	47,391	29,976	63.3
American Indian or Alaska Native	9,175	5,459	59.5
Asian or Pacific Islander	929	659	70.9
Black, non-Hispanic	5,268	2,513	47.7
Hispanic	5,224	2,544	48.7
White, non-Hispanic	26,795	18,801	70.2
Children with disabilities ( <i>IDEA</i> )	8,302	3,611	43.5
Limited English proficient (LEP) students	2,213	614	27.7
Economically disadvantaged students	28,072	15,186	54.1
Migratory students	52	20	38.5
Male	24,324	14,921	61.3
Female	23,004	15,031	65.3
<b>Comments:</b>			

**1.3.3.3 Student Academic Achievement in Science - Grade 5**

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	47,347	40,739	86.0
American Indian or Alaska Native	9,170	7,792	85.0
Asian or Pacific Islander	950	854	89.9
Black, non-Hispanic	5,242	3,829	73.0
Hispanic	5,252	4,149	79.0
White, non-Hispanic	26,733	24,115	90.2
Children with disabilities ( <i>IDEA</i> )	8,269	6,077	73.5
Limited English proficient (LEP) students	2,288	1,467	64.1
Economically disadvantaged students	28,097	22,851	81.3
Migratory students	54	42	77.8
Male	24,301	20,840	85.8
Female	22,981	19,846	86.4
<b>Comments:</b>			

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

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	46,896	29,222	62.3
American Indian or Alaska Native	8,888	5,215	58.7
Asian or Pacific Islander	940	741	78.8
Black, non-Hispanic	5,264	2,477	47.1
Hispanic	4,985	2,655	53.3
White, non-Hispanic	26,819	18,134	67.6
Children with disabilities ( <i>IDEA</i> )	7,735	3,422	44.2
Limited English proficient (LEP) students	1,834	669	36.5
Economically disadvantaged students	26,795	14,354	53.6
Migratory students	59	28	47.5
Male	24,060	15,154	63.0
Female	22,768	14,038	61.7
<b>Comments:</b>			

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

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	46,854	28,800	61.5
American Indian or Alaska Native	8,887	5,215	58.7
Asian or Pacific Islander	919	664	72.3
Black, non-Hispanic	5,285	2,327	44.0
Hispanic	4,954	2,342	47.3
White, non-Hispanic	26,809	18,252	68.1
Children with disabilities ( <i>IDEA</i> )	7,754	2,896	37.3
Limited English proficient (LEP) students	1,777	412	23.2
Economically disadvantaged students	26,764	13,809	51.6
Migratory students	56	23	41.1
Male	24,044	13,974	58.1
Female	22,747	14,802	65.1
<b>Comments:</b>			

**1.3.3.4 Student Academic Achievement in Science - Grade 6**

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b>			

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

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	45,375	28,557	62.9
American Indian or Alaska Native	8,709	5,005	57.5
Asian or Pacific Islander	947	753	79.5
Black, non-Hispanic	4,779	2,258	47.2
Hispanic	4,682	2,438	52.1
White, non-Hispanic	26,258	18,103	68.9
Children with disabilities ( <i>IDEA</i> )	7,258	3,172	43.7
Limited English proficient (LEP) students	1,796	595	33.1
Economically disadvantaged students	24,896	13,378	53.7
Migratory students	47	29	61.7
Male	23,012	14,659	63.7
Female	22,296	13,867	62.2
<b>Comments:</b>			

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

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	45,292	29,409	64.9
American Indian or Alaska Native	8,702	5,270	60.6
Asian or Pacific Islander	932	686	73.6
Black, non-Hispanic	4,763	2,362	49.6
Hispanic	4,639	2,409	51.9
White, non-Hispanic	26,256	18,682	71.2
Children with disabilities ( <i>IDEA</i> )	7,246	3,069	42.4
Limited English proficient (LEP) students	1,718	475	27.6
Economically disadvantaged students	24,796	13,819	55.7
Migratory students	47	24	51.1
Male	22,938	14,089	61.4
Female	22,287	15,287	68.6
<b>Comments:</b>			

**1.3.3.5 Student Academic Achievement in Science - Grade 7**

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b>			

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

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	44,530	28,378	63.7
American Indian or Alaska Native	8,391	4,926	58.7
Asian or Pacific Islander	963	811	84.2
Black, non-Hispanic	4,685	2,318	49.5
Hispanic	4,531	2,435	53.7
White, non-Hispanic	25,960	17,888	68.9
Children with disabilities ( <i>IDEA</i> )	7,030	2,943	41.9
Limited English proficient (LEP) students	1,700	598	35.2
Economically disadvantaged students	23,474	12,760	54.4
Migratory students	68	27	39.7
Male	22,921	14,540	63.4
Female	21,502	13,793	64.1
<b>Comments:</b>			

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

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	44,510	30,272	68.0
American Indian or Alaska Native	8,397	5,488	65.4
Asian or Pacific Islander	947	746	78.8
Black, non-Hispanic	4,704	2,405	51.1
Hispanic	4,476	2,341	52.3
White, non-Hispanic	25,986	19,292	74.2
Children with disabilities ( <i>IDEA</i> )	7,027	3,355	47.7
Limited English proficient (LEP) students	1,620	430	26.5
Economically disadvantaged students	23,463	13,557	57.8
Migratory students	63	29	46.0
Male	22,898	14,894	65.0
Female	21,512	15,330	71.3
<b>Comments:</b>			

**1.3.3.6 Student Academic Achievement in Science - Grade 8**

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	44,482	39,068	87.8
American Indian or Alaska Native	8,390	7,311	87.1
Asian or Pacific Islander	965	879	91.1
Black, non-Hispanic	4,691	3,628	77.3
Hispanic	4,514	3,548	78.6
White, non-Hispanic	25,922	23,702	91.4
Children with disabilities ( <i>IDEA</i> )	7,033	5,503	78.2
Limited English proficient (LEP) students	1,696	1,016	59.9
Economically disadvantaged students	23,488	19,509	83.1
Migratory students	69	52	75.4
Male	22,890	20,016	87.4
Female	21,523	18,996	88.3
<b>Comments:</b>			

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

<b>High School</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	45,566	33,146	72.7
American Indian or Alaska Native	8,889	6,009	67.6
Asian or Pacific Islander	1,006	847	84.2
Black, non-Hispanic	4,939	2,886	58.4
Hispanic	4,614	2,777	60.2
White, non-Hispanic	26,118	20,627	79.0
Children with disabilities ( <i>IDEA</i> )	6,873	3,823	55.6
Limited English proficient (LEP) students	1,641	697	42.5
Economically disadvantaged students	22,279	14,160	63.6
Migratory students	49	31	63.3
Male	23,135	16,377	70.8
Female	22,420	16,765	74.8
<b>Comments:</b>			

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

<b>High School</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	43,036	35,019	81.4
American Indian or Alaska Native	8,278	6,595	79.7
Asian or Pacific Islander	1,051	874	83.2
Black, non-Hispanic	4,550	3,046	66.9
Hispanic	3,906	2,660	68.1
White, non-Hispanic	25,251	21,844	86.5
Children with disabilities ( <i>IDEA</i> )	6,367	3,630	57.0
Limited English proficient (LEP) students	1,184	428	36.1
Economically disadvantaged students	19,680	14,468	73.5
Migratory students	44	26	59.1
Male	21,960	17,262	78.6
Female	21,037	17,741	84.3
<b>Comments:</b>			

**1.3.3.7 Student Academic Achievement in Science - High School**

<b>High School</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	46,283	34,556	74.7
American Indian or Alaska Native	8,662	6,320	73.0
Asian or Pacific Islander	1,081	867	80.2
Black, non-Hispanic	5,114	2,777	54.3
Hispanic	4,383	2,422	55.3
White, non-Hispanic	27,043	22,170	82.0
Children with disabilities ( <i>IDEA</i> )	6,784	4,412	65.0
Limited English proficient (LEP) students	1,335	417	31.2
Economically disadvantaged students	21,148	13,723	64.9
Migratory students	33	21	63.6
Male	23,398	17,835	76.2
Female	22,863	16,705	73.1
<b>Comments:</b>			

**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, including charters, and the total number of those schools and districts that made AYP based on data for the SY 2009-10. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2009-10	Percentage that Made AYP in SY 2009-10
Schools	1,789	1,059	59.2
Districts	535	504	94.2
<b>Comments:</b>			

**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 2009-10 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 2009-10	Percentage of Title I Schools that Made AYP in SY 2009-10
All Title I schools	1,157	667	57.6
Schoolwide (SWP) Title I schools	987	542	54.9
Targeted assistance (TAS) Title I schools	170	125	73.5
<b>Comments:</b>			

**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 2009-10. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds in SY 2009-10	# Districts That Received Title I Funds and Made AYP in SY 2009-10	Percentage of Districts That Received Title I Funds and Made AYP in SY 2009-10
535	502	93.8
<b>Comments:</b>		

#### 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 2010-11 based on the data from SY 2009-10. For each school on the list, provide the following:

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met 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 met 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 met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2010-11 (Use one of the following improvement status designations: School Improvement - Year 1, School Improvement - Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing)<sup>1</sup>)
- Whether (yes or no) the school is or is not a Title I school (*This column **must be completed** by States that choose to list all schools in improvement. Column is optional for States that list only Title I schools.*)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003 (g).

See attached for blank template that can be used to enter school data.

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

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

**1.4.4.3 Corrective Action**

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of *ESEA*).

<b>Corrective Action</b>	<b># of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2009-10</b>
Required implementation of a new research-based curriculum or instructional program	2
Extension of the school year or school day	
Replacement of staff members relevant to the school's low performance	1
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	2
<b>Comments:</b>	

**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 *ESEA* were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of *ESEA*).

<b>Restructuring Action</b>	<b># of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented</b>
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	2
<b>Comments:</b>	

In the space below, list specifically the "other major restructuring of the school governance" action(s) that were implemented.

The response is limited to 8,000 characters.

Restructuring of the schools included: block scheduling, ACT/America's Choice, 9th Grade Academy, Professional Learning Communities, Instructional Coaches, small learning communities, increased learning time, new staff, additional staff, instructional coaches, new principals, transformation model, and turnaround model.
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## 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 2010-11 based on the data from SY 2009-10. For each district on the list, provide the following:

- District Name
- District NCES ID Code
- Whether the district met 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 met 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 2010-11 (Use one of the following improvement status designations: Improvement or Corrective Action<sup>2</sup>)
- Whether the district is a district that received Title I funds. Indicate "Yes" if the district received Title I funds and "No" if the district did not receive Title I funds. (**This column must be completed by States that choose to list all districts or all districts in improvement.** This column is optional for States that list only districts in improvement that receive Title I funds.)

See attached for blank template that can be used to enter district data.

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

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

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

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

The response is limited to 8,000 characters.

The Oklahoma State Department of Education will provide technical assistance through:

- consultation, conference calls, and site visits
  - assist with the Data Review process.
  - consultation with OSDE School Support Team Members.
  - attend What Works in Schools training.
  - OSDE training, summer institutes, and video-conferences.
  - OSDE website resources.
  - Ways to Improve School Effectiveness (WISE) online planning tool.
  - Parent Involvement Analysis Tool
  - High School Reform Consortium.
  - communication with OSDE such as email/phone conferences/video conference, etc.
  - Webinars with OSDE on WISE online planning tool, parental involvement, and Marzano's What Works in School Survey.
- The OSDE will serve 9 districts in improvement for the entire year and will utilize the expertise of national experts, the OSDE curriculum directors and school support staff to assist the districts.

**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 ESEA were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of ESEA).

<b>Corrective Action</b>	<b># of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2009-10</b>
Implemented a new curriculum based on State standards	0
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	0
Replaced district personnel who are relevant to the failure to make AYP	0
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	0
Abolished the district (list the number of districts abolished between the end of SY 2008-09 and beginning of SY 2009-10 as a corrective action)	0
<b>Comments:</b> There were no districts needing corrective action.	

**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 SY 2009-10 data and the results of those appeals.

	<b># Appealed Their AYP Designations</b>	<b># Appeals Resulted in a Change in the AYP Designation</b>
Districts	5	1
Schools	38	3
<b>Comments:</b>		

Date (MM/DD/YY) that processing appeals based on SY 2009-10 data was complete	9/30/10
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### 1.4.8 School Improvement Status

In the section below, "Schools in Improvement" means Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA* for SY 2009-10.

Note: With the exception of 1.4.8.5.3, in section 1.4.8 references to 1003(g) mean refers to FY 2008 and/or FY 2007 1003(g) funds that may have been used to assist schools during SY 2009-10.

#### 1.4.8.1 Student Proficiency for Schools Receiving Assistance Through Section 1003(a) and 1003(g) Funds

The table below pertains only to schools that received assistance through section 1003(a) and/or 1003(g) funds during SY 2009-10.

Note: In section 1.4.8 references to 1003(g) mean FY 2008 and/or FY 2007 1003(g) funds that may have been used to assist schools during SY 2009-10

*Instructions for States that during SY 2009-10 administered assessments required under section 1116 of ESEA after fall 2009 (i.e., non fall-testing states):*

- In the **SY 2009-10 column**, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2009-10 who were:
  - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of *ESEA* that were administered in SY 2009-10.
  - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of *ESEA* in SY 2009-10.
  - In SY 2008-09 column, provide the requested data for the same schools whose student proficiency data are reported for SY 2009-10.

*States that in SY 2009-10 administered assessments required under section 1116 of ESEA during fall 2009 (i.e., fall-testing states):*

- In the **SY 2009-10 column**, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2009-10 who were:
  - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of *ESEA* that were administered in fall 2010.
  - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of *ESEA* that were administered in fall 2010.
  - In the **SY 2008-09 column**, provide the requested data for the same schools whose student proficiency data are reported in the SY 2009-10 column.

Category	SY 2009-10	SY 2008-09
Total number of students who completed the <b>mathematics</b> assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	23,835	23,223
Total number of students who were proficient or above in <b>mathematics</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	10,616	10,505
Percentage of students who were proficient or above in <b>mathematics</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	44.5	45.2
Total number of students who completed the <b>reading/language arts</b> assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	23,514	22,863
Total number of students who were proficient or above in <b>reading/language arts</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	10,782	10,683
Percentage of students who were proficient in <b>reading/language arts</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	45.9	46.7
<b>Comments:</b>		

#### 1.4.8.2 School Improvement Status and School Improvement Assistance

In the table below, indicate the number of schools receiving assistance through section 1003(a) and/or 1003(g) funds during SY 2009-10 that:

- Made adequate yearly progress
- Exited improvement status
- Did not make adequate yearly progress

Category	# of Schools
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that <b>made adequate yearly progress</b> based on testing in SY 2009-10	3
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that <b>exited improvement status</b> based on testing in SY 2009-10	8

Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that <b>did not make adequate yearly progress</b> based on testing in SY 2009-10	73
<b>Comments:</b>	

**1.4.8.3 Effective School Improvement Strategies**

In the table below, indicate the effective school improvement strategies used that were supported through Section 1003(a) and/or 1003(g) funds.

For fall-testing States, responses for this item would be based on assessments administered in fall 2010. For all other States the responses would be based on assessments administered during SY 2009-10.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
<p><b>Effective Strategy or Combination of Strategies Used</b></p> <p>(See response options in "Column 1 Response Options Box" below.)</p> <p>If your State's response includes a "5" (other strategies), identify the specific strategy(s) in Column 2.</p>	<p><b>Description of "Other Strategies"</b></p> <p>This response is limited to 500 characters.</p>	<p><b>Number of schools in which the strategy (strategies) was(were) used</b></p>	<p><b>Number of schools that used the strategy (strategies) and exited improvement status based on testing after the schools received this assistance</b></p>	<p><b>Number of schools that used the strategy (strategies), made AYP based on testing after the schools received this assistance, but did not exit improvement status</b></p>	<p><b>Most common other Positive Outcome from the strategy (strategies)</b></p> <p>(See response options in "Column 6 Response Options Box" below)</p>	<p><b>Description of "Other Positive Outcome" if Response for Column 6 is "D"</b></p> <p>This response is limited to 500 characters.</p>
5	Increased learning time, tutoring, technology integration, special education inclusion, frequent monitoring of student achievement, curriculum mapping, interventionists in math and reading, varied instructional practice training, utilization of OSDE website tools, utilization of Building Academic Vocabulary strategies, utilization of WISE Planning Tool based on Oklahoma Nine Essential Elements performance indicators and rubrics	35	22	35	C	
<b>Comments:</b>						

Column 1 Response Options Box
1 = Provide customized technical assistance and/or professional development that is designed to build the capacity of LEA and school staff to improve schools and is informed by student achievement and other outcome-related measures.
2 = Utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring.
3 = Create partnerships among the SEA, LEAs and other entities for the purpose of delivering technical assistance, professional development, and management advice.
4 = Provide professional development to enhance the capacity of school support team members and other technical assistance providers who are part of the Statewide system of support and that is informed by student achievement and other outcome-related measures.
5 = Implement other strategies determined by the SEA or LEA, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.
6 = Combination 1: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

7 = Combination 2: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

8 = Combination 3: Schools Using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

Column 6 Response Options Box

A = Improvement by at least five percentage points in two or more AYP reporting cells

B = Increased teacher retention

C = Improved parental involvement

D = Other

**1.4.8.4 Sharing of Effective Strategies**

In the space below, describe how your State shared the effective strategies identified in item 1.4.8.3 with its LEAs and schools. Please exclude newsletters and handouts in your description.

This response is limited to 8,000 characters.

The School Improvement Overview meeting begins the process of providing technical assistance and ongoing support to the schools in improvement. Effective strategies were shared with our schools by School Support Team members collaborating with Oklahoma's School Improvement sites. Oklahoma's School Support Teams are highly skilled, experienced, and successful educators and consist of a School Support Team leader who is a retired educator; a currently practicing educator; and a representative of the Oklahoma State Department of Education. Additional members are added to differentiate support for schools needing additional assistance in math, reading, high school, ELL, or special education. Current members include 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.

All School Improvement sites attended the Phase I of What Works in Schools (WWIS) professional development in coordination with Dr. Robert Marzano. During November of 2009, Dr. Marzano and Associates and members from OSDE presented successful proven scientifically based research activities. Dr. Marzano and his associates and OSDE team members presented Phase II of WWIS in February of 2011 All School Improvement sites have also shared effective strategies with one another through presentations, visiting other school sites and participating in listserves.

The School Support Teams used Oklahoma's Nine Essential Elements comprehensive system framework as "look fors" (performance indicators) when visiting and observing sites and classrooms. Three formal visits are made throughout the year to examine the areas of focus: Academic Learning, Learning Environment, and Efficiency. Specific, differentiated recommendations are made for each school based on the review of Oklahoma's Nine Essential Elements Performance Indicators. Those schools that are in planning for restructuring or restructuring are provided an Educational Leadership Coach (ELC). The ELCs work directly with the principal to provide support and guidance with the ultimate goal of improved teaching and learning.

**1.4.8.5 Use of Section 1003(a) and (g) School Improvement Funds****1.4.8.5.1 Section 1003(a) State Reservations**

In the space provided, enter the percentage of the FY 2009 (SY 2009-10) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of ESEA and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of ESEA: 4.0 %

**Comments:**

**1.4.8.5.2 Section 1003(a) and 1003(g) Allocations to LEAs and Schools**

For SY 2009-10 there is no need to upload a spreadsheet to answer this question in the CSPR.

1.4.8.5.2 will be answered automatically using data submitted to ED Facts in Data Group 694, School improvement funds allocation table, from File Specification N/X132. You may review data submitted to ED Facts using the report named "Section 1003(a) and 1003(g) Allocations to LEAs and Schools - CSPR 1.4.8.5.2 (EDEN012)" from the ED Facts Reporting System.

**1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance**

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2009-10.

This response is limited to 8,000 characters.

During the 2009-2010 school year, 1003(a) administrative funds were used to support the schools in improvement, including School Improvement Grant support.

**1.4.8.6 Actions Taken for Title I Schools Identified for Improvement Supported by Funds Other than Those of Section 1003(a) and 1003(g).**

In the space below, describe actions (if any) taken by your State in SY 2009-10 that were supported by **funds other than Section 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

The response is limited to 8,000 characters.

Oklahoma's SSOS provides intensive and coordinated capacity building frameworks that support districts and schools so that they can provide a high quality education that meets the diverse needs of all students. School Support provided for all Oklahoma students to receive standards-based learning aligned to the state academic content standards, the Priority Academic Student Skills. Universal access to the Statewide System of Support exists for professional development and technical assistance in the areas of curriculum, assessment, special education, and English language learning. Oklahoma Nine Essential Elements framework identifies performance indicators for each element, suggested strategies for planning and implementation and resources to support student learning. The School Improvement process has three overlapping phases: assessing indicators; creating action plans; and monitoring the implementation. The OSDE supports continuous improvement with its Ways to Improve School Effectiveness (WISE) coaching and planning online tool and information available on the OSDE Web site including Schoolwide resources; Professional Development Toolkit; and School Improvement resources. In Oklahoma, districts and schools use several methods for their comprehensive needs assessment. The needs assessment tools include but are not limited to: Ways to Improve School Effectiveness (WISE) an online planning and coaching tool that assesses Oklahoma Nine Essential Elements Performance Indicators; Quality Time Analysis online tool to determine effective use of instructional time; and Parent Involvement Analysis online tool to determine current parent and community engagement and provide resources to expand and improve current parent involvement. These needs assessment tools provide a comprehensive evaluation of the strengths and needs of the school, with the goal of determining how the school can build on its strengths and address areas of need in order to improve teaching and learning.

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### 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.

##### 1.4.9.1.2 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 to transfer, and the number who transferred under the provisions for public school choice under Section 1116 of *ESEA*. The number of students who were eligible for public school choice should include:

1. All students currently enrolled in a school Title I identified for improvement, corrective action or restructuring.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116, and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

The number of students who applied to transfer should include:

1. All students who applied to transfer in the current school year but did not or were unable to transfer.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116; and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

For any of the respective student counts, States should indicate in the Comment section if the count does not include any of the categories of students discussed above.

	<b># Students</b>
Eligible for public school choice	16,201
Applied to transfer	303
Transferred to another school under the Title I public school choice provisions	194
<b>Comments:</b>	

**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 under Section 1116 of ESEA.

	<b>Amount</b>
Dollars spent by LEAs on transportation for public school choice	\$ 1,015,637

**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 to eligible students due to any of the following reasons:

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

	<b># LEAs</b>
LEAs Unable to Provide Public School Choice	6

**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? For those LEAs that implement open enrollment or other school choice programs in addition to public school choice under Section 1116 of ESEA, the State may consider a student as having applied to transfer if the student meets the following:
- Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a school 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.

In addition, the State may consider costs for transporting a student meeting the above conditions towards the funds spent by an LEA on transportation for public school choice if the student is using district transportation services to attend the non-identified school.

- b. How should States report on public school choice for those LEAs that are not able to offer public school choice? In the count of LEAs that are not able to offer public school choice (for any of the reasons specified in 1.4.9.1.4), States should include those LEAs that are unable to offer public school choice at one or more grade levels. For instance, if an LEA is able to provide public school choice to eligible students at the elementary level but not at the secondary level, the State should include the LEA in the count. States should also include LEAs that are not able to provide public school choice at all (i.e., at any grade level). States should provide the reason(s) why public school choice was not possible in these LEAs at the grade level(s) in the Comment section. In addition, States may also include in the Comment section a separate count just of LEAs that are not able to offer public school choice at any grade level.

For LEAs that are not able to offer public school choice at one or more grade levels, States should count as eligible for public school choice (in 1.4.9.1.2) all students who attend identified Title I schools regardless of whether the LEA is able to offer the students public school choice.

**Comments:**

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

**1.4.9.2 Supplemental Educational Services**

This section collects data on supplemental educational services.

**1.4.9.2.2 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*.

	<b># Students</b>
Eligible for supplemental educational services	13,808
Applied for supplemental educational services	3,887
Received supplemental educational services	3,387
<b>Comments:</b>	

**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*.

	<b>Amount</b>
Dollars spent by LEAs on supplemental educational services	\$ 3,713,958
<b>Comments:</b>	

**1.5 TEACHER QUALITY**

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of 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 the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, 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.

	<b>Number of Core Academic Classes (Total)</b>	<b>Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified</b>	<b>Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified</b>	<b>Number of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified</b>	<b>Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified</b>
All classes	154,156	153,557	99.6	599	0.4
All elementary classes	64,106	63,927	99.7	179	0.3
All secondary classes	90,050	89,630	99.5	420	0.5

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

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	<u>Yes</u>
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If the answer above is no, please explain below. The response is limited to 8,000 characters.

--

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.

Elementary self contained classes are generally reported as one class except in instances where students go to another classroom for instruction such as music or art.
--

**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% 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. 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 is 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 the reporting period?* The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

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

In the tables 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	53.6
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	46.4
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
Other (please explain in comment box below)	
Total	100.0

The response is limited to 8,000 characters.

	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)	77.1
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	22.9
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
Other (please explain in comment box below)	
Total	100.0

The response is limited to 8,000 characters.

### 1.5.3 Poverty Quartiles and Metrics Used

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. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

This means that for the purpose of establishing poverty quartiles, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in different category in 1.5.3 than it would be in 1.5.1.

**NOTE:** No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, 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).

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
<b>Elementary Schools</b>			
High Poverty Elementary Schools	19,294	19,221	99.6
Low-poverty Elementary Schools	16,137	16,093	99.7
<b>Secondary Schools</b>			
High Poverty secondary Schools	12,978	12,896	99.4
Low-Poverty secondary Schools	36,201	36,066	99.6

**1.5.4** 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	79.1	49.2
Poverty metric used	Percentage of students who qualify for the free or reduced-price lunch program	
Secondary schools	79.1	49.3
Poverty metric used	Percentage of students who qualify for the free or reduced-price lunch program	

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

- 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.
- 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.
- 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.
- 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.

**1.6.1 Language Instruction Educational Programs**

In the table below, place a check next to each type of language instruction educational programs implemented in the State, as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

**Table 1.6.1 Definitions:**

1. **Types of Programs** = Types 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/files/uploads/5/Language\\_Instruction\\_Educational\\_Programs.pdf](http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf).
2. **Other Language** = Name of the language of instruction, other than English, used in the program.

Check Types of Programs	Type of Program	Other Language
<u>No</u>	Dual language	
<u>No</u>	Two-way immersion	
<u>Yes</u>	Transitional bilingual programs	Spanish
<u>No</u>	Developmental bilingual	
<u>Yes</u>	Heritage language	Cherokee
<u>Yes</u>	Sheltered English instruction	
<u>Yes</u>	Structured English immersion	
<u>No</u>	Specially designed academic instruction delivered in English (SDAIE)	
<u>Yes</u>	Content-based ESL	
<u>Yes</u>	Pull-out ESL	
<u>Yes</u>	Other (explain in comment box below)	

The response is limited to 8,000 characters.

School districts in Oklahoma also provide assistance to English language learners through self-contained classrooms, inclusionary support, and newcomer programs.

**1.6.2 Student Demographic Data**

**1.6.2.1 Number of ALL LEP Students in the State**

In the table below, provide the unduplicated number of ALL LEP students in the State who meet the LEP definition under Section 9101(25).

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled LEP students, whether or not they receive services in a Title III language instruction educational program
- Do not include Former LEP students (as defined in Section 200.20(f)(2) of the Title I regulation) and monitored Former LEP students (as defined under Section 3121(a)(4) of Title III) in the ALL LEP student count in this table.

Number of ALL LEP students in the State	37,122
<b>Comments:</b>	

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

In the table below, provide the unduplicated 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.	33,622
<b>Comments:</b>	

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

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all LEP students, not just LEP students who received Title III Services). The top five languages should be determined by the highest number of students speaking each of the languages listed.

Language	# LEP Students
Spanish; Castilian	30,359
Cherokee	1,220
Vietnamese	933
Hmong	563
Chinese	431

Report additional languages with significant numbers of LEP students in the comment box below.

The response is limited to 8,000 characters.

This question only asks for the top five languages spoken in the state. The total of the top five is 33,506. In contrast, the total of all LEP students or all other language speakers in the state is 37,122. The difference between the two numbers is 3,616 speakers of languages not falling in the top five languages spoken in the state.

### 1.6.3 Student Performance Data

This section collects data on LEP student English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(a)(2).

#### 1.6.3.1.1 All LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, please provide the number of ALL LEP students tested and not tested on annual State English language proficiency assessment (as defined in 1.6.2.1).

	#
Number tested on State annual ELP assessment	35,405
Number not tested on State annual ELP assessment	427
Total	35,832
<b>Comments:</b> The difference between All LEP students in the state (37,122) and All LEP Total (35,832) is explained by the fact that these two numbers come from two different data collections. The first number comes from the LEP Survey (October 1) and the second number comes from the ACCESS for ELLs Test file (May).	

#### 1.6.3.1.2 ALL LEP Student English Language Proficiency Results

	#
Number attained proficiency on State annual ELP assessment	4,408
Percent attained proficiency on State annual ELP assessment	17.5
<b>Comments:</b>	

**1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency (ELP) Assessment**

In the table below, provide the number of Title III LEP students tested on annual State English language proficiency assessment.

	<b>#</b>
Number tested on State annual ELP assessment	32,482
Number not tested on State annual ELP assessment	387
Total	32,869
<b>Comments:</b> The difference between Title III LEP Total participation tested and not tested (32,869) and Title III students receiving services (32,622) can be explained by examining the data collections from which the numbers come. The number tested comes from the test file in May and the LEP number comes from the LEP Survey (the number of LEP students enrolled as of October 1).	
In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined and whose results were not included in the calculation for AMAO1. Report this number ONLY if the State did not include these students in establishing AMAO1/ making progress target and did not include them in the calculations for AMAO1/ making progress (# and % making progress).	
	<b>#</b>
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.	4,652

**1.6.3.2.2**

**Table 1.6.3.2.2 Definitions:**

1. **Annual Measureable Achievement Objectives (AMAOs)** = State targets for the number and percent of students making progress and attaining proficiency.
2. **Making Progress** = Number and percent of Title III LEP students that met the definition of "Making Progress" as defined by the State and submitted to ED in the State Consolidated Application (CSA), or as amended.
3. **ELP Attainment** = Number and percent of Title III LEP students that meet the State definition of "Attainment" of English language proficiency submitted to ED in the State Consolidated Application (CSA), or as amended.
4. **Results** = Number and percent of Title III LEP students that met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

In the table below, provide the State targets for the number and percentage of States making progress and attaining English proficiency for this reporting period. Additionally, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12. If your State uses cohorts, provide us with the range of targets, (i.e., indicate the lowest target among the cohorts, e.g., 10% and the highest target among a cohort, e.g., 70%).

	<b>Results</b>		<b>Targets</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Making progress	15,222	54.7	16,366	58.00
Attained proficiency	4,472	13.8	3,668	13.00
<b>Comments:</b>				

**1.6.3.5 Native Language Assessments**

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)) to be used for AYP determinations.

**1.6.3.5.1 LEP Students Assessed in Native Language**

In the table below, check "yes" if the specified assessment is used for AYP purposes.

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

**1.6.3.5.2 Native Language of Mathematics Tests Given**

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for mathematics.

Language(s)
<b>Comments:</b> n/a



**1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students**

This section collects data on the performance of former LEP students as required by Sections 3121(a)(4) and 3123(b)(8).

**1.6.3.6.1 Title III Served MFLEP Students by Year Monitored**

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.

Monitored Former LEP students include:

- Students who have transitioned out of a language instruction educational program.
- Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

**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
3,029	3,800	6,829
<b>Comments:</b>		

**1.6.3.6.2** In the table below, report the number of MFLEP students who took the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.2 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics in all AYP grades.
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.

# Tested	# At or Above Proficient	% Results	# Below Proficient
7,259	5,113	70.4	2,146
<b>Comments:</b>			

**1.6.3.6.3 Monitored Former LEP (MFLEP) Students Results for Reading/Language Arts**

In the table below, report results MFLEP students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.3 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts in all AYP grades.
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
7,290	4,781	65.6	2,509
<b>Comments:</b>			

**1.6.3.6.4 Monitored Former LEP (MFLEP) Students Results for Science**

In the table below, report results for monitored former LEP students who took the annual science assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.4 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in science.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual science 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 who did not score proficient on the State annual science assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
2,656	2,148	80.9	508
<b>Comments:</b>			

### 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

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. 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.

**Note:** Do not include number of subgrants made under Section 3114(d)(1) from funds reserved 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	95
# - Number of subgrantees that met all three Title III AMAOs	47
# - Number of subgrantees who met AMAO 1	61
# - Number of subgrantees who met AMAO 2	64
# - Number of subgrantees who met AMAO 3	93
# - Number of subgrantees that did not meet any Title III AMAOs	2
# - Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2008-09 and 2009-10)	21
# - Number of subgrantees implementing an improvement plan in SY 2009-10 for not meeting Title III AMAOs for two consecutive years	21
# - Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2006-07, 2007-08, 2008-09, and 2009-10)	0

Provide information on how the State counted consortia members in the total number of subgrantees and in each of the numbers in table 1.6.4.1.

The response is limited to 4,000 characters.

**Comments:** Each member of the consortia is counted as one in the total number of subgrantees. If only the LEA were counted, the total number of subgrantees would be 57. Data for consortia are aggregated at the consortium level and reported at the consortium level. Each consortium member must implement Title III improvement at the district level and will be monitored at the district level as well.

#### 1.6.4.2 State Accountability

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. This section collects data that will be used to determine State AYP, as required under Section 6161.

State met <u>all</u> three Title III AMAOs	<u>No</u>
<b>Comments:</b> Proficiency and AYP were met; however, the state did not meet the progress goal.	

#### 1.6.4.3 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3123(b)(7).

Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<u>Yes</u>
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.	1
<b>Comments:</b>	

**1.6.5 Education Programs and Activities for Immigrant Students**

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 schools in the State and who participated 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 under 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 language instructional educational programs under Sections 3114(a) and 3115(a).
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 Language Instruction Educational Program (LIEP) subgrants made under Sections 3114(a) and 3115(a) that serve immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
4,499	616	11

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

The response is limited to 8,000 characters.

**1.6.6 Teacher Information and Professional Development**

This section collects data on teachers in Title III language instruction education programs as required under Section 3123(b)(5).

**1.6.6.1 Teacher Information**

This section collects information about teachers as required under Section 3123 (b)(5).

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined under Section 3301(8) and reported in 1.6.1 (Types of language instruction educational programs) even if they are not paid with Title III funds.

**Note:** Section 3301(8) ð The term æLanguage instruction educational program' means an instruction course ð (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 as a second language.

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	864
Estimate number of <b>additional</b> certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	226

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

The response is limited to 8,000 characters.

\* 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 Activities of Subgrantees Related to the Teaching and Learning of LEP Students**

In the tables below, provide information about the subgrantee professional development activities that meet the requirements of Section 3115(c)(2).

**Table 1.6.6.2 Definitions:**

1. **Professional Development Topics** = Subgrantee activities for professional development topics 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 activities reported.
4. **Total** = Number of all participants in professional development (PD) activities

<b>Type of Professional Development Activity</b>	<b># Subgrantees</b>	
Instructional strategies for LEP students	63	
Understanding and implementation of assessment of LEP students	59	
Understanding and implementation of ELP standards and academic content standards for LEP students	50	
Alignment of the curriculum in language instruction educational programs to ELP standards	45	
Subject matter knowledge for teachers	61	
Other (Explain in comment box)	14	
<b>Participant Information</b>	<b># Subgrantees</b>	<b># Participants</b>
PD provided to content classroom teachers	75	15,660
PD provided to LEP classroom teachers	55	885
PD provided to principals	73	744
PD provided to administrators/other than principals	60	421
PD provided to other school personnel/non-administrative	57	1,105
PD provided to community based organization personnel	9	70
<b>Total</b>	<b>329</b>	<b>18,885</b>

The response is limited to 8,000 characters.

--

**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 2009-10 funds July 1, 2009, and then made these funds available to subgrantees on August 1, 2009, for SY 2009-10 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/06/09	09/21/09	71
<b>Comments:</b>		

**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 response is limited to 8,000 characters.

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 never a true delay in funding to the districts. Funding is available to the districts as soon as it is made available to the state.

**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	
<b>Comments:</b> Oklahoma has no schools identified as being persistently dangerous.	

**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 2008-09). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	78.5
American Indian or Alaska Native	76.2
Asian or Pacific Islander	80.5
Black, non-Hispanic	72.5
Hispanic	71.1
White, non-Hispanic	81.1
Children with disabilities ( <i>IDEA</i> )	82.3
Limited English proficient	
Economically disadvantaged	79.4
Migratory students	
Male	
Female	
<b>Comments:</b> Oklahoma does not collect graduation rate data for LEP, Migrant, Male, and Female students.	

**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.

The response is limited to 8,000 characters.

**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 2008-09). Below the table is a FAQ about the data collected in this table.

<b>Student Group</b>	<b>Dropout Rate</b>
All Students	2.5
American Indian or Alaska Native	2.5
Asian or Pacific Islander	1.9
Black, non-Hispanic	2.7
Hispanic	3.7
White, non-Hispanic	2.3
Children with disabilities ( <i>IDEA</i> )	3.0
Limited English proficient	5.4
Economically disadvantaged	3.1
Migratory students	1.0
Male	2.7
Female	2.3
<b>Comments:</b>	

**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	508	508
LEAs with subgrants	18	18
Total	526	526
<b>Comments:</b>		

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

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

**1.9.1.1 Homeless Children And Youths**

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

<b>Age/Grade</b>	<b># of Homeless Children/Youths Enrolled in Public School in LEAs <u>Without</u> Subgrants</b>	<b># of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants</b>
Age 3 through 5 (not Kindergarten)	443	609
K	649	876
1	599	885
2	602	892
3	483	743
4	492	737
5	481	708
6	415	633
7	359	606
8	348	633
9	451	602
10	381	504
11	403	451
12	428	469
Ungraded	3	25
Total	6,537	9,373
<b>Comments:</b>		

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

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

	<b># of Homeless Children/Youths - LEAs <u>Without</u> Subgrants</b>	<b># of Homeless Children/Youths - LEAs <u>With</u> Subgrants</b>
Shelters, transitional housing, awaiting foster care	786	1,787
Doubled-up (e.g., living with another family)	4,829	6,829
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	232	574
Hotels/Motels	690	183
Total	6,537	9,373
<b>Comments:</b>		

**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.

<b>Age/Grade</b>	<b># Homeless Children/Youths Served by Subgrants</b>
Age 3 through 5 (not Kindergarten)	609
K	876
1	885
2	892
3	743
4	737
5	708
6	633
7	606
8	633
9	602
10	504
11	451
12	469
Ungraded	25
Total	9,373
<b>Comments:</b>	

**1.9.2.2 Subgroups of Homeless Students Served**

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

	<b># Homeless Students Served</b>
Unaccompanied youth	2,941
Migratory children/youth	22
Children with disabilities ( <i>IDEA</i> )	923
Limited English proficient students	703
<b>Comments:</b>	

**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.

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

The response is limited to 8,000 characters.

Laptop Check-out: ACT prep and homework needs. Salary homeless coordinator, assistance with college applications and financial aid, transition from homeless to housing, credit recovery program.

**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.

	<b># Subgrantees Reporting</b>
Eligibility for homeless services	4
School Selection	1
Transportation	4
School records	4
Immunizations	4
Other medical records	3
Other Barriers – in comment box below	3

The response is limited to 8,000 characters.

Gaps and their mastery of academic skills, limited housing, transportation to local district when living in shelter.

### 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 *ESEA* 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 *ESEA*.

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or Above Proficient
3	416	208
4	436	218
5	364	182
6	528	264
7	464	232
8	404	202
High School	40	20
<b>Comments:</b>		

#### 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 *ESEA* mathematics assessment.

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or Above Proficient
3	344	172
4	392	196
5	328	164
6	584	292
7	580	290
8	452	226
High School	112	56
<b>Comments:</b>		

**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, 2009 through August 31, 2010. 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 under Section 1.10.3.4 Quality Control Processes.

**Note:** 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:**

*a. 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.

*b. 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, 2009 through August 31, 2010. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

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

<b>Age/Grade</b>	<b>12-Month Count of Eligible Migrant Children Who Can Be Counted for Funding Purposes</b>
Age 3 through 5 (not Kindergarten)	78
K	69
1	52
2	45
3	61
4	52
5	71
6	61
7	56
8	46
9	45
10	39
11	28
12	29
Ungraded	0
Out-of-school	65
Total	797

**Comments:** There are no eligible, ungraded students for the reporting period.

**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 percent.

The response is limited to 8,000 characters.

The Category 1 Child Count of Oklahoma has stabilized for the 2009-2010 school year as compared with the 2008-2009 school year. These reported numbers are accurate for the requested period.

**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, 2009 through August 31, 2010. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

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

<b>Age/Grade</b>	<b>Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes</b>
Age 3 through 5 (not Kindergarten)	0
K	3
1	2
2	5
3	4
4	5
5	5
6	2
7	3
8	0
9	1
10	1
11	0
12	0
Ungraded	0
Out-of-school	0
Total	31
<b>Comments:</b>	

**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 percent.

The response is limited to 8,000 characters.

There was a small drop in the Category 2 Child Count for the 2009-2010 reporting period attributable to a normal fluctuation in the number of districts that offered and the number of students who participated in migrant-funded Summer programs. The reported numbers are accurate for the requested period.

**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.

**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 and home visits. Results of interviews are recorded on COEs.

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

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 United States Postal Service to the Oklahoma State Department of Education where data is verified to be accurate. Based on conversations held during home visits, the COEs are updated with the information and eligibility information. All 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.

N/A

**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;
- 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 Qualifying Arrival Date (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 the QAD and who had a Residency QAD, Withdrawal Date, Enroll Date or Term Date during the date range of 9-1-09 to 8-31-10.

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.

In an attempt to avoid duplication of student records, a search of the local database is performed for each student identified. A search is performed by the last name spelling as reported and if no match is found, then any other possible last name spelling are used such as Rodriguez might be Redriguez or Rodriques etc. A search is also conducted with birthdate, legal father and/or legal mother. If no match is made then a search is made by birth date and/or first name. If no matches are found a new student ID number is created 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 possible duplication. If there are duplications, they 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 was not in residency is eliminated from the Category 1 child count.

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.

The MIS2000 database is used to collect and maintain both Category 1 and Category 2 child counts.

**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.

At the LEA level:

COEs and COE updates are signed by the migrant recruiter, certifying that all of the information provided on the COE is true and correct to the best of his/her knowledge. The recruiter's supervisor then reviews the COEs before submitting them, in paper form, to the SEA.

At the state level:

All COEs and COE updates submitted to the Oklahoma State Department of Education are reviewed for accuracy and eligibility by the state coordinator and program specialist before being signed by the state director and entered into the database. This process is provided to LEAs and is included in the state's ID&R manual (page 15), located on the state's website.

Any errors noted are recorded, and the COE is sent back to the district with a letter of explanation directing the district to correct the errors and resubmit. Repeated errors by the same recruiter/LEA result in further training and/or a technical visit by SEA migrant staff. Such trainings/meetings have been held through a variety of venues including webinars, videoconferences, meetings held at the SEA office, and site visits.

Random checks of COEs are done by re-interviewing a random sample of migrant parents.

During school monitoring 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.

In an attempt to avoid duplication of student records, a search of the local database is performed for each student identified. A search is performed by the last name spelling as reported and if no match is found, then any other possible last name spelling are used such as Rodriguez might be Rodriguez or Rodriques etc. If no match is made then a search is made by birth date and/or first name. If no matches are found a new student ID number is created 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 possible duplication. If there are duplications, they 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 was not in residency is eliminated from the Category 1 child count.

Oklahoma provides recruiters and administrative staff with training via video conferences, statewide meetings and a written recruitment guide which was revised in 2010. The state also encourages districts to provide specialized in-service trainings to paraprofessionals and teachers at LEAs (ELL instructional strategies via the SEA Bilingual Office and support to attend conferences on intervention, poverty and migrant students).

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.

Oklahoma contracted with Educational Research & Training Corporation (ERTC) to complete a statewide re-interview process in 2010.

In order to obtain a valid sample, ERTC re-interviewed the families of 93 migrant students. The sample size of 267 was calculated based on the total number of eligible students in 2009-2010 program year, as reported to the United States Office of Migrant Education (OME). 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. The protocol was developed based upon recommendations from OME staff. The audit interviewer was contracted by ERTC and had no relation to the MEP in Oklahoma. The interviewer was provided with the original COEs used to determine each child's eligibility for comparison purposes. The re-interviewing process for Oklahoma was completed by ERTC between April and May of 2010. The families of the 93 migrant children were re-interviewed within 14 school districts throughout the state of Oklahoma. Of the 93 interviewed, 88 were found to be eligible which resulted in a 5.3% defect rate. Each error was evaluated by SEA staff and LEAs and any students found to be ineligible were immediately removed from the program. Districts that were found to contain errors were contacted by the SEA and received further training via videoconference and a meeting at the SEA office. The results of this re-interview initiative were forwarded to OME; however have not yet been accepted.

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. 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 and a call is placed to the school district for clarification. Districts are required to conduct their own re-interviews of currently enrolled families.

Eligible households are re-interviewed on a yearly basis to determine ongoing eligibility. School district recruiters and staff meet with families prior to school enrollment and discuss ongoing eligibility, a second or third year evaluation COE is completed and it is noted on the form whether or not the household retains eligibility. Upon receipt of the COE, the SEA reviews the document and takes appropriate action, either removing the student from the program or continuing service.

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 USDE, 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#.

In the space below, 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.

Overall, Oklahoma has seen an increase in accuracy; however, further training of school district personnel has been pursued via site visits, point to point videoconferences, monitoring and new recruiter training. Prospective re-interviewing was completed by a contracted organization in May of 2010 evidencing the increase in accuracy.

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 based on the MIS2000 system, training of recruiters in identification and recruiting procedures, and the re-interview process.