

# **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 2004-2005**



**PART I DUE MARCH 6, 2006  
PART II DUE APRIL 14, 2006**

**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 is also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

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

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

The NCLB Consolidated State Performance Report for the 2004-2005 school year consists of two information collections. Part I of this report is due to the Department by March 6, 2006 . Part II is due to the Department by April 14, 2006.

### PART I

Part I of the Consolidated State Report, which States must submit to the Department by **March 6, 2006** , 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 ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- o **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- o **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.
- o **Performance goal 3** : By 2004-2005, all students will be taught by highly qualified teachers.
- o **Performance goal 4** : All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- o **Performance Goal 5** : All students will graduate from high school.

## **PART II**

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2004-2005 school year. Part II of the Consolidated State Performance Report is due to the Department by **April 14, 2006**. The information requested in Part II of the Consolidated State Performance Report for the 2004-2005 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

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

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2004-2005 school year and beyond.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2004-2005 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **March 6, 2006**. Part II of the Report is due to the Department by **April 14, 2006**. Both Part I and Part II should reflect data from the 2004-2005 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. 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 "2004-2005 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 2004-2005 CSPR will be found on the main CSPR page of the EDEN website (<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: 07/31/2006

Consolidated State Performance Report  
For  
State Formula Grant Programs  
under the  
Elementary And Secondary Education Act  
as amended by the  
No Child Left Behind Act of 2001

Check the one that indicates the report you are submitting:  
 Part I, 2004-2005                       Part II, 2004-2005

Name of State Educational Agency (SEA) Submitting This Report:  
Oklahoma State Department of Education

Address:  
2500 North Lincoln Blvd  
Oklahoma City, OK 73105

Person to contact about this report:

Name: Delana Smiley  
Telephone: (405) 521-4513  
Fax: (405) 521-2971  
e-mail: delana\_smiley@sde.state.ok.us

Name of Authorizing State Official: (Print or Type): Dr. Cindy Koss

\_\_\_\_\_  
Signature

\_\_\_\_\_  
4/14/2006 4:54 PM EST  
Date

# CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on  
**School Year 2004-2005**



PART II DUE APRIL 14, 2006

**2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)****2.1.1 Student Achievement and High-Poverty Schools**

**2.1.1.1** Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 1067

**2.1.1.2** Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 977

This data is based on poverty free and reduced lunch count.

**2.1.2 Title I, Part A Schools by Type of Program For the 2004-2005 school year, please provide the following:**

**2.1.2.1** Total Number of Title I schools in the State 1287

**2.1.2.2** Total Number of Title I Targeted Assistance Schools in the State 328

**2.1.2.3** Total Number of Title I Schoolwide Program Schools in the State 959

**2.1.3 Title I, Part A Student Participation****Student Participation in Title I, Part A by Special Services/Programs and Racial/Ethnic Groups**

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2004-2005 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

**2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2004-2005 School Year**

	Number of Students Served
Students with Disabilities	46483
Limited English Proficient	25244
Homeless	1387
Migrant	1888

**2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2004-2005 School Year**

	Number of Students Served
American Indian/Alaskan Native	69274
Asian/Pacific Islander	2621
Black, non-Hispanic	39674
Hispanic	33061
White, non-Hispanic	154688

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.



**2.1.3.2 Student Participation in Title I, Part A by Grade Level**

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide programs (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2004-2005 school year.

<b>Student Participation in Title I, Part A by Grade Level 2004-2005 School Year</b>						
	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>	<b>Percent of Total</b>
<b>Age 0-2</b>	0	109	0	0	109	0.0
<b>Age 3-5</b>	238	18270	4	13	18461	6.1
<b>K</b>	976	29441	9	1	30426	10.1
<b>1</b>	3373	30156	48	3	33586	11.2
<b>2</b>	3064	26748	42	10	29873	9.9
<b>3</b>	2765	25641	34	19	28463	9.5
<b>4</b>	2406	25505	39	32	27990	9.3
<b>5</b>	2484	25175	38	27	27730	9.2
<b>6</b>	1944	21287	36	47	23323	7.8
<b>7</b>	2073	19284	33	48	21437	7.1
<b>8</b>	1948	18443	16	77	20484	6.8
<b>9</b>	2082	9848	0	92	12022	4.0
<b>10</b>	1723	8089	0	78	9890	3.3
<b>11</b>	1223	7059	0	58	8340	2.8
<b>12</b>	807	6518	0	49	7374	2.5
<b>Ungraded</b>	9	930	0	1	940	0.3
<b>TOTALS</b>	27115	272503	299	555	300511	99.9

**2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2004-2005 School Year**

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2004-2005 school year.

<b>Instructional Services</b>	
	Number of Students Served
Mathematics	13531
Reading/Language Arts	22487
Science	763
Social Studies	751
Vocational/Career	1
Other (specify)	709
<b>Support Services</b>	
Health, Dental, and Eye Care	328
Supporting Guidance/Advocacy	635
Other (specify)	246

Other = Extended day, summer school and ESL Other = Summer School Transportation

**2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2004-2005 School Year**

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2004-2005 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

	<b>Number of Title I Targeted Assistance Program FTE Staff</b>
Administrators (non-clerical)	12
Teachers	444
Teacher Aides	112
Support Staff (clerical and non-clerical)	23
Other (specify)	52

Other = summer school teachers, parent liasons, summer school bus drivers, social workers

**2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)****2.2.1 Subgrants and Even Start Program Participants**

For the 2004-2005 school year, please provide the following information:

**2.2.1.1 Federally Funded Even Start Subgrants in the State**

1. Number of federally funded Even Start subgrants in the State 20

**2.2.1.2 Even Start Families Participating During the Year**

("Participating" means participating in all required core services and following any period of preparation.)

1. Total number of families participating	<u>839</u>
2. Total number of adults participating ("Adults" includes teen parents.)	<u>952</u>
3. Total number of adults participating who are limited English proficient	<u>513</u>
4. Total number of children participating	<u>1291</u>

**2.2.1.3 Characteristics of newly enrolled families at the time of enrollment**

(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)

1. Number of newly enrolled families	<u>379</u>
2. Number of newly enrolled adult participants	<u>418</u>
3. Percent of newly enrolled families at or below the Federal poverty level	<u>87.0</u>
4. Percent of newly enrolled adult participants without a high school diploma or GED	<u>78.0</u>
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	<u>38.0</u>

Data not submitted by all districts.

**2.2.1.4 Percent of families that have remained in the program**

(Include families that are newly enrolled and those that are continuing.)

1. From 0 to 3 months	<u>8.0</u>
2. From 4 to 6 months	<u>13.0</u>
3. From 7 to 12 months	<u>18.0</u>
4. More than 12 months	<u>22.0</u>

Not all programs represented.

## 2.2.2 Federal Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting the federal performance indicators listed for Even Start participants in your State. States should report data if local projects are using the indicated measures and the state collects the data.

<b>Indicator</b>	<b>Measure Measurement tool used to assess progress for indicator</b>	<b>Cohort Number of participants to whom the indicator applies</b>	<b>Result Number of participants who met the achievement goal</b>	<b>Explanation of Progress</b>
1. Percentage if adults showing significant learning gains on measures of reading	TABE:	TABE: 278.0	TABE: 195.0	TABE: Of 20 programs, received info from 14 programs.
	CASAS:	CASAS: 7.0	CASAS: 6.0	CASAS: Only 1 program used CASAS
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE:	TABE:	TABE:	TABE: Of the 14 programs submitting data, 6 use the BEST for language acquisition assessment.
	CASAS:	CASAS:	CASAS:	CASAS:
3. Percentage of school age adults who earn a high school diploma or GED	GED	39.0	8.0	Many of those who reported had students with very low pre-test scores and were not ready to test
	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	*Please Indicate diploma or GED
4. Percentage of non-school age adults who earn a high school diploma or GED	High school diploma	256.0	97.0	
	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask
7. Percentage of school-aged children who are reading on grade level	Please indicate source.	Please indicate source.	Please indicate source.	Please indicate source.
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP)

Question 5: All Oklahoma programs are using the PPVT this school year. Results will be reported on April 2007 CSPR. Question 6: Oklahoma does not use the PAL Pre-K assessment. Question 7: Most children served are ages birth through 5 years old. This

information will be collected and reported in April 2007. Question 8: The PEP has not been a required assessment. Training will be provided next school year.

**2.3 EDUCATION OF MIGRATORY CHILDREN (TITLE I, PART C)**

Please complete the following tables for the Title I, Part C, Migrant Education Program.

**General Data Reporting Information**

1. The tables in this section contain annual performance report requirements for the **Title I, Part C, Migrant Education Program (MEP) for reporting year 2004-2005**.
2. Instructions for each table are provided just before the table.

**Table 2.3.1.1 Population Data**

Instructions: Table 2.3.1.1 (on the next page) requires you to report the statewide unduplicated number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2004-2005 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 - 5 cell. In all cases, the Total is the sum of the cells in a row.

**2.3.1.1 Population Data**

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
<b>1. ELIGIBLE MIGRANT CHILDREN</b>																		
1. All Migrant Children Eligible for the MEP	94	425	109	289	249	217	224	219	237	199	193	202	137	110	780	800	3782	
<b>2. PRIORITY FOR SERVICES</b>																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		159	11	74	71	64	61	64	46	64	52	49	33	15	100	0	773	
<b>3. LIMITED ENGLISH PROFICIENT (LEP)</b>																		
1. Migrant Children who are LEP		14	13	58	47	36	44	41	49	31	44	29	20	11	7	0	444	
<b>4. CHILDREN ENROLLED IN SPECIAL EDUCATION</b>																		
1. Migrant Children Enrolled in Special Education																		
<b>5. MOBILITY</b>																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	47	159	11	74	71	64	61	64	46	64	52	49	33	15	100	113	933	
2. Migrant Children with a Last Qualifying Move within Previous 13 - 24 Months (Counting back from the Last Day of the Reporting Period)	41	176	61	163	148	128	131	139	145	120	126	124	97	72	510	169	1891	
3. Migrant Children with a Last Qualifying Move within Previous 25 - 36 Months (Counting back from the Last Day of the Reporting Period)	7	73	29	122	95	84	91	84	121	120	85	91	74	60	470	252	1435	
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	7	216	71	205	164	148	160	164	174	147	146	146	106	73	500	173	2150	

Items left blank are not collected.



**2.3.1.2 Academic Status**

Instructions: Table 2.3.1.2 asks for the statewide *unduplicated number* of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated count*).

Include children who changed grades during the 2004-2005 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
<b>1. HIGH SCHOOL COMPLETION</b> -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																		
1. <b><i>Dropped out of school</i></b>																		
2. Obtained GED																		
<b>2. ACADEMIC ACHIEVEMENT</b> -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
Number of Migrant Students Enrolled During State Testing Window (State Assessment - 1. Reading/Language Arts)						196	146	168				118	69					697
Number of Migrant Students Tested in Reading/Language Arts 2. (State Assessment)						184	137	158				112	66					657
Number of Migrant Students Enrolled During State Testing Window (State Assessment - 3. Mathematics)						196	146	168				118	67					695
Number of Migrant Students Tested in Mathematics (State 4. Assessment)						188	140	163				116	64					671

Items left blank are not collected.

**2.3.1.3.1 MEP Participation - Regular School Year**

Table 2.3.1.3.1 (on the next page) asks for the statewide, unduplicated number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2004-2005 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds. *DO NOT count migrant children served through a schoolwide program (SWP) where MEP funds were combined, in any row of this table.*

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP-funded service, even those children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Regular School Year Project. Enter the number of *children who* participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) - (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the regular school year.

Instructional Services. For each listed instructional service, enter the number of *children who* participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services . For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services . Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds. (Do not count the number of service interventions per child).

**2.3.1.3.1 MEP Participation - Regular School Year**

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
<b><u>PARTICIPATION - REGULAR SCHOOL YEAR</u></b>																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)		51	35	97	78	29	86	82	61	42	58	42	32	24	16	0	0	763
2. Priority for Service		17	4	12	12	9	13	14	6	6	13	6	4	3	2	3	0	121
3. Continuation of Service		0	0	4	4	0	1	3	0	2	4	0	0	1	1	0	0	20
4. Any Instructional Service	1	28	17	61	49	36	48	50	46	27	43	25	18	9	7	0	0	465
5. Reading Instruction	1	13	15	31	25	20	33	25	6	9	2	5	3	1	2	0	0	191
6. Mathematics Instruction	0	0	0	1	0	0	0	1	3	1	2	0	0	1	3	0	0	12
7. High School Credit Accrual													42	32	24	16	0	114
8. Any Support Service	6	8	2	2	4	3	4	6	6	5	1	11	12	3	0	0	0	92
9. Counseling Service	6	8	2	2	4	3	4	6	5	5	11	11	10	12	3	0	0	92
10. Any Referred Service	6	8	2	2	4	3	5	6	5	5	11	11	10	12	3	0	0	93

**2.3.1.3.2 MEP Participation -Summer/Intersession Term**

Instructions Table 2.3.1.3.2 (on the next page) asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only in the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP funded service, even children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Summer or Intersession Project. Enter the number of *children who* participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) - (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the summer term.

Instructional Services. For each listed instructional service, enter the number of *children who* participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds (*i.e.*, do not count the number of service interventions per child).



**2.3.1.4 SCHOOL DATA**

Table 2.3.1.4 asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table 2.3.1.4, enter the number of schools that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide

<b>2.3.1.4. STUDENT ENROLLMENT</b>	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 95	b. 3496
2. Schools in Which MEP Funds are Combined in SWP	a. 3	b. 444

**2.3.1.5 MEP Project Data**

**2.3.1.5.1 Type Of MEP Project**

Enter the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds (by a subgrant from the State or through an intermediate entity that receives the subgrant) and provides services directly to the migrant child. DO NOT include *schoolwide* programs in which MEP were combined in any row of this table.

<b>2.3.1.5.1. TYPE OF MEP PROJECT</b>	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 41	b. 2982
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 0	b. 0
3. MEP Projects: Summer/Intersession Only	a. 8	b. 448
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 0	b. 0

**2.3.1.5.2 KEY MEP PERSONNEL**

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification. For actual numbers, enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed. For the FTE number, define how many full-time days constitute one *FTE* for each term in your state. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, and one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year .) **Use only the percentage of an FTE paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.**

**DO NOT include staff employed in *schoolwide* programs where MEP funds are combined with those of other programs.**

	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR 1 FTE = $\frac{175}{\text{Days}}$ (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = $\frac{40}{\text{Days}}$ (d)
<b>2.3.1.5.2. KEY MEP PERSONNEL</b>				
1. State Director	1	0	1	0
2. Teachers	35	21	30	19
3. Counselors	1	0	0	0
4. All Paraprofessionals	39	27	9	8
5. "Qualified" Paraprofessionals	33	25	9	8
6. Recruiters	22	5	2	1
7. Records Transfer Staff	2	0	0	0

**2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)**

**2.4.1 General Data Reporting Form - Subpart 1**

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 1, N or D Education Program for school year 2004-2005, defined as July 1, 2004, through June 30, 2005.

**General Instructions for Title I, Part D, Subpart 1 Tables:**

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 1 funding during the reporting year.

For items that request information on the **number of students**, report **only** on, neglected or delinquent students who received Title I, Part D, Subpart 1 services during the reporting year.



**Instructions: State Agency Title I, Part D, Facilities and Students**

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 1 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 1 funding. Indicate the total number of facilities/programs by type, including neglected programs, detention facilities, juvenile correction facilities, and adult correction centers.

In the second column, indicate the duplicated number of neglected or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students *more than* once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program more than once during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students *only once*, even if they were admitted to a facility or program multiple times within the reporting year.

**Note:** Throughout Table I, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 3. If a facility was multipurpose, but received Title I, Part D, Subpart 1 funds for only one area, count it only once.

**2.4.1.1 State Agency Title I, Part D, Facilities**

<b>Facility/Program type</b>	<b>Number of facilities/ programs</b>	<b>Number of N or D students (Duplicated)</b>	<b>Average length of stay (days)</b>	<b>Number of N or D students (Unduplicated)</b>
1. Neglected Programs				
2. Delinquent (Total)			NA	
2.1. Juvenile Detention				
2.2. Juvenile Corrections				
2.3. Adult Corrections	4	154		154
<b>3. Number of facilities that served more than one purpose: <u>  0  </u></b>				

Data in the process of being collected. Should have by May 1, 2006.

**2.4.1.2 Student Demographics**

Report demographic data on neglected or delinquent students who were served under Title I, Part D, Subpart 1. Report the number of students by race/ethnicity, gender, and age.

	<b>Number in neglected programs</b>	<b>Number in juvenile detention</b>	<b>Number in juvenile correction</b>	<b>Number in adult correction</b>
All Students				154
<b>Race/ethnicity</b>				
American Indian or Native Alaskan				14
Asian or Pacific Islander				0
Black, non-Hispanic				55
Hispanic				12
White, non-Hispanic				73
<b>Gender</b>				
Male				154
Female				0
<b>Age</b>				
5-10 years old				0
11-15 years old				0
16-18 years old				26
19 years and older				128

**Instructions: Academic/Vocational Outcomes**

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table items 1-3, report the number of neglected programs, juvenile corrections and detention facilities, and adult correction facilities that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

**2.4.1.3 Academic/Vocational Outcomes**

1. Facility Academic Offerings	Number of Facilities/Programs		
	Number of Neglected Programs (a)	Number of Juvenile Corrections and/or Detention Facilities (b)	Number of Adult Corrections Facilities (c)
1. Awarded high school course credit(s)			
2. Awarded high school diploma(s)			
3. Awarded GED(s)			47
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections
<b>1. Academic</b>			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits			
2. Were enrolled in a GED program			66
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school			
4. Earned a GED			41
5. Obtained high school diploma			
6. Were accepted into post-secondary education			1
7. Enrolled in post-secondary education			4
<b>2. Vocational</b>			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs			
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education			
3. Obtained employment			

**Instructions: Academic Performance Tables**

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections/detention, or adult corrections who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004 , to June 30, 2005

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs (**N**), students in juvenile corrections or detention (**JC**), and students in adult corrections (**AC**). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more the one of these change categories

## 2.4.1.4 Academic Performance in Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)			19			11			10
2. # students from row 1 who tested below grade level upon entry.			20			9			9
3. # students from row 1 who took both the pre- and post-test reading exams			12			5			5
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams			0			0			0
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams			0			0			0
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams			6			4			3
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams			6			3			4
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams			6			4			12

**2.4.1.5 Academic Performance in Math**

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)			19			8			12
2. # students from row 1 who tested below grade level upon entry.			21			7			6
3. # students from row 1 who took both the pre- and post-test math exams			15			3			5
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams			4			0			1
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams			0			0			0
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams			5			1			3
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams			1			1			4
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams			4			3			10

**End Subpart 1 Reporting Form**

## 2.4.2 General Data Reporting Form - Subpart 2

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 2, N or D Education Program for school year 2004-2005, **defined as July 1, 2004, through June 30, 2005.**

### General Instructions For Title I, Part D, Subpart 2 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 2 funding during the reporting year.

For items that request information on the **number of students**, report **only** on at-risk, neglected or delinquent students who received Title I, Part D, Subpart 2 services during the reporting year.

**At-risk students** are reported only in the facility/program and demographic counts. They are **not** reported in the outcome or academic performance tables.



**Instructions: Local Education Agency Title I, Part D, Facilities And Students**

Include the aggregate number of facilities/programs and/or students for all Local Education Agencies that received Title I, Part D, Subpart 2 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 2 funding. Indicate the total number of facilities/programs by type, including at-risk programs, neglected programs, detention facilities, and juvenile correction facilities.

In the second column, indicate the duplicated number of at-risk, neglected, or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students more than once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program *more than once* during the reporting year.

In the fourth column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students *only once*, even if they were admitted to a facility or program multiple times within the reporting year.

**Note:** Throughout this table, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 4. If a facility was multipurpose, but received Title I, Part D, Subpart 2 funds for only one area, count it only once.

**2.4.2.1 Local Education Agency Title I, Part D, Facilities and Students**

<b>Facility/Program type</b>	<b>Number of facilities/ programs</b>	<b>Number of at-risk or N or D Students (Duplicated)</b>	<b>Average length of stay (days)</b>	<b>Number of at-risk or N or D students (Unduplicated)</b>
1. At-Risk Programs	4	123	NA	208
2. Neglected Programs	23	1337	172	1331
3. Delinquent (Total)	29	1701	NA	1701
4. Juvenile Detention	21	2009	17	1733
5. Juvenile Corrections	8	597	141	590
<b>6. Number of facilities that served more than one purpose: <u>4</u></b>				

**Instructions: Student Demographics**

Report demographic data on at-risk, neglected or delinquent students who were served under Title I, Part D, Subpart 2. Report the number of students by race/ethnicity, gender, and age.

**2.4.2.2 STUDENT DEMOGRAPHICS**

	<b>Number in at-risk programs</b>	<b>Number in neglected programs</b>	<b>Number in juvenile detention</b>	<b>Number in juvenile correction</b>
All Students	320	1333	1991	979
<b>Race/ethnicity</b>				
American Indian or Native Alaskan	38	172	304	120
Asian or Pacific Islander	5	12	9	9
Black, non-Hispanic	70	372	642	312
Hispanic	20	85	171	74
<i>White, non-Hispanic</i>	187	692	865	464
<b>Gender</b>				
<i>Male</i>	111	728	1544	841
<i>Female</i>	209	605	447	138
<b>Age</b>				
5-10 years old	6	383	32	16
11-15 years old	49	571	937	307
16-18 years old	194	258	822	552
19 years and older	71	10	32	84

**Instructions: Academic/Vocational Outcomes**

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table, items 1-3, report the number of neglected programs, and juvenile corrections and detention facilities that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

**2.4.2.3 Academic/Vocational Outcomes**

1. Facility Academic Offerings	Number of Facilities	
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities
1. Awarded high school course credit(s)	32	252
2. Awarded high school diploma(s)	10	11
3. Awarded GED(s)	1	8
2. Academic & Vocational Outcomes	Number of Students	
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention
<b>1. Academic</b>		
<i>While in the facility, the number of students who...</i>		
1. Earned high school course credits	208	835
2. Were enrolled in a GED program	0	197
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
3. Enrolled in their local district school	175	675
4. Earned a GED	0	59
5. Obtained high school diploma	15	45
6. Were accepted into post-secondary education	9	3
7. Enrolled in post-secondary education	9	2
<b>2. Vocational</b>		
<i>While in the facility, the number of students who...</i>		
1. Enrolled in elective job training courses/programs	8	178
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
2. Enrolled in external job training education	3	5
3. Obtained employment	21	11

**Instructions: Academic Performance Tables**

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs or juvenile corrections/detention who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004, to June 30, 2005.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs (**N**) and students in juvenile corrections or detention (**JC**). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for both the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more than one of these change categories.

## 2.4.2.4 Academic Performance In Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	130	331	84	225	165	114
2. # students from row 1 who tested below grade level upon entry.	18	209	28	113	59	62
3. # students from row 1 who took both the pre- and post-test reading exams	20	219	32	174	84	92
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams	3	27	6	21	8	12
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	2	37	6	31	6	13
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams	7	55	12	34	11	39
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams	4	39	5	22	10	9
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams	3	55	11	38	49	19

## 2.4.2.5 Academic Performance In Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	118	279	52	204	163	114
2. # students from row 1 who tested below grade level upon entry.	16	143	17	94	69	65
3. # students from row 1 who took both the pre- and post-test math exams	11	162	28	160	86	98
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams	2	24	2	20	6	15
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	0	51	4	43	7	25
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams	1	34	4	27	6	38
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams	7	21	11	18	19	7
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams	2	26	9	25	39	13

END Subpart 2 Reporting Form

**2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)**

2.5.1 Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2004-2005 school year. 97.0

2.5.2 Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2004-2005 school year. 100.0

2.5.3 How many schools in the State have or have been awarded a CSR grant since 1998? 104



**2.6 ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)****Funding Year: FY 2003****School Years: 2003-2004 AND 2004-2005****2.6.1 FY 2003 Program Information**

State (Approved) Technology Plan (YES/NO)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (circle one)
Year last updated:	<u>2004</u> (year)
Date of State Approval:	<u>03/05/04</u> MM/DD/YY
Web Site Location/URL: <u>http://title3.sde.state.ok.us/technology/pdf/Technologyplan.pdf</u>	

**State Program Goals, Objectives and Performance Indicators**

Using the format of the table below, describe the State's progress in meeting its EETT performance indicators based on data sources that the State established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement, as submitted in the Consolidated State Application. Indicate which of the three or combination of the three Title II, Part D goals relates to your State goals.

Title II, Part D -- Enhanced Education Through Technology Goals:

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Provide results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets, provide a descriptive assessment of progress. Please indicate where data are not yet available.

For the purpose of completing the table below, please explain how your State defines the following:

### 2.6.2.1.1 Curriculum Integration

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

### 2.6.2.1.2 Technology literacy

In Oklahoma, technology literacy is defined by the *Technology Priority Academic Student Skills (PASS)*. An eighth-grade student in the state of Oklahoma should be able to demonstrate knowledge in the following standards.

**Standard 1:** The student will demonstrate knowledge of basic operations and concepts. 1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. 2. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.

**Standard 2:** The student will demonstrate knowledge of social, ethical, and human issues. 1. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. 2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. 3. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

**Standard 3:** The student will demonstrate knowledge of technology productivity tools. 1. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. 2. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

**Standard 4:** The student will demonstrate knowledge of technology communication tools. 1. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. 2. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

**Standard 5:** The student will demonstrate knowledge of technology research tools. 1. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. 2. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. 3. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. 4. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. 5. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

**Standard 6:** The student will demonstrate knowledge of technology problem-solving and decision-making tools. 1. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. 2. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. 3. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. 4.

Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. 5. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

The above standards have been developed by committees of practioners, and are reviewed and revised on a regular basis.

**2.6.2.2 Goals, Objectives, Targets**

<b>Goals, Objectives, Targets</b>	<b>Narrative</b>
<p><b>Program Goal</b> (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>Page 94 in the State Consolidated Application.</p>
<p><b>Statutory Goal</b> Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<p>1) The primary goal of this part is to improve student academic achievement through the use of technology in elementary schools and secondary schools. 2) To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3) To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies. The four program goals of the Oklahoma EETT program correlate highly with the four statutory goals of the EETT program. The state of Oklahoma has used its' federal funds in this area to train teachers in the use of technology as a tool of instruction, to increase access to technology and the Internet, and to make technology-based teaching tools available to all teachers in the state. Student technology skills have been addressed through the establishment of state standard for student technology skills. Funding for an assessment of these skills would greatly benefit the measurement of the attainment of these standards.</p>
<p><b>Program Objective</b> (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	<p>Pages 95 to 97 in the State Consolidated Application.</p>
<p><b>Indicator</b> (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<p>Pages 95 to 97 in the State Consolidated Application.</p>
<p><b>Target</b> <i>Indicate status of data in 2002-03 school year (SY).</i> <b>BASELINE DATA</b></p>	<ol style="list-style-type: none"> <li>1. PASSport usage in 2002: 3,175 teachers as registered users</li> <li>2. MarcoPolo trained teachers in 2002: 3,756</li> <li>3. PASSport/MarcoPolo integration complete</li> <li>4. In 2002, 333 districts were sharing courses by means of videoconferencing</li> <li>5. In 2002, 311 videoconferencing-based courses were offered to Oklahoma students</li> <li>6. In 2002, 95 school districts were offering credit for online courses</li> <li>7. In 2002, 99 online courses were provided to students in Oklahoma</li> <li>8. As of the fall of 2002, approximately 91 percent of Oklahoma's public school classrooms possessed dedicated Internet access</li> <li>9. As of the fall of 2002, approximately 88 percent of public school libraries within the state possessed dedicated Internet access</li> </ol>
<p><b>Target</b> <i>Indicate status of data in 2003-04 school year</i></p>	<ol style="list-style-type: none"> <li>1. PASSport usage in 2004: 10,191 teachers as registered users (This data is not verifiable)</li> <li>2. MarcoPolo trained teachers in 2004: 13,191 (9,100+ teachers had been trained in integration of technology through the MarcoPolo resources by the end of the 2003-2004 school year—Rusticello, MarcoPolo training database.)</li> <li>3. In 2004, 463 districts were sharing courses by means of videoconferencing. (During the 2003-2004 school year, 491 districts had distance learning connections, 59 districts sent courses and 181 received courses—Oklahoma's School Technology Survey)</li> </ol>

	<ol style="list-style-type: none"> <li>4. In 2002, 399 videoconferencing-based courses were offered to Oklahoma students. (2003-2004—112 videoconferencing-based courses were offered to Oklahoma students.)</li> <li>5. In 2004, 171 school districts were offering credit for online courses. (2003-2004-- This number is confirmed by the Oklahoma's School Technology Survey)</li> <li>6. In 2004, 199 online courses were provided to students in Oklahoma. (2003-2004-- 136 online courses were received by Oklahoma students.)</li> <li>7. As of the fall of 2004, approximately 98 percent of Oklahoma's public school classrooms possessed dedicated Internet access. (2003-2004 school year, 97.95% of Oklahoma's public school classrooms possessed dedicated Internet access—Oklahoma's School Technology Survey)</li> <li>8. As of the fall of 2004, approximately 99 percent of public school libraries within the state possessed dedicated Internet access. (2003-2004--98.6% of public school libraries within the state possessed dedicated Internet access—Oklahoma's School Technology Survey)</li> </ol>
<p><b>Target</b>  <i>Indicate status of data in 2004-05 school year.</i></p>	<ol style="list-style-type: none"> <li>1. PASSport usage in 2005: 15,000 teachers as registered users. (16,000+ teachers were registered users of PASSport at the end of the 2004-2005 school year—PASSport server)</li> <li>2. MarcoPolo trained teachers in 2005: 15,000. (10,700+ teachers had been trained in integration of technology through the MarcoPolo resources by the end of the 2004-2005 school year—Rusticello, MarcoPolo training database.)</li> <li>3. In 2005, 500 districts will be sharing courses by means of videoconferencing. (During the 2004-2005 school year, 496 districts had distance learning connections, 49 districts sent courses and 176 districts received courses—Oklahoma's School Technology Survey)</li> <li>4. In 2005, 450 videoconferencing-based courses will be offered to Oklahoma students. (2004-2005--101 videoconferencing-based courses were offered to Oklahoma students.)</li> <li>5. In 2005, 190 school districts will be offering credit for online courses. (2004-2005—177 school districts offered credit for web based courses—Oklahoma's School Technology Survey)</li> <li>6. In 2005, 225 online courses were provided to students in Oklahoma. (2004-2005—152 online courses were provided to students in Oklahoma—Oklahoma's School Technology Survey)</li> <li>7. As of the fall of 2005, approximately 99 percent of Oklahoma's public school classrooms will possess dedicated Internet access. (2004-2005 school year, 98.56% of Oklahoma's public school classrooms possessed dedicated Internet access—Oklahoma's School Technology Survey)</li> <li>8. As of the fall of 2004, approximately 100 percent of public school libraries within the state will possess dedicated Internet access. (2004-2005—97.3% of public school libraries within the state possessed dedicated Internet access—Oklahoma's School Technology Survey)</li> </ol>
<p><b>Target</b>  <i>Target for 2005-06 school year</i></p>	<ol style="list-style-type: none"> <li>1. PASSport usage in 2006: 15,300 teachers as registered users.</li> <li>2. MarcoPolo trained teachers in 2005: 15,500.</li> <li>3. In 2006, 500 districts will be sharing courses by means of videoconferencing.</li> <li>4. In 2006, 450 videoconferencing-based courses will be offered to Oklahoma students.</li> <li>5. In 2006, 195 school districts will be offering credit for online courses.</li> <li>6. In 2006, 250 online courses were provided to students in Oklahoma.</li> <li>7. As of the fall of 2006, approximately 99 percent of Oklahoma's public school classrooms will possess dedicated Internet access.</li> <li>8. As of the fall of 2006, approximately 100 percent of public school libraries within the state will possess dedicated Internet access.</li> </ol>

<p><b>Target</b> <i>Target for 2006-07 school year.</i></p>	<ol style="list-style-type: none"> <li>1. PASSport usage in 2007: 16,000 teachers as registered users.</li> <li>2. MarcoPolo trained teachers in 2007: 16,000.</li> <li>3. In 2007, 500 districts will be sharing courses by means of videoconferencing.</li> <li>4. In 2007, 450 videoconferencing-based courses will be offered to Oklahoma students.</li> <li>5. In 2007, 200 school districts will be offering credit for online courses.</li> <li>6. In 2007, 275 online courses were provided to students in Oklahoma.</li> <li>7. As of the fall of 2007, approximately 99 percent of Oklahoma's public school classrooms will possess dedicated Internet access.</li> <li>8. As of the fall of 2007, approximately 100 percent of public school libraries within the state will possess dedicated Internet access.</li> </ol>
<p><b>Target</b> <i>Target for 2007-08 school</i></p>	<ol style="list-style-type: none"> <li>1. PASSport usage in 2008: 16,500 teachers as registered users.</li> <li>2. MarcoPolo trained teachers in 2008:16,500.</li> <li>3. In 2008, 500 districts will be sharing courses by means of videoconferencing.</li> <li>4. In 2008, 450 videoconferencing-based courses will be offered to Oklahoma students.</li> <li>5. In 2008, 220 school districts will be offering credit for online courses.</li> <li>6. In 2008, 275 online courses were provided to students in Oklahoma.</li> <li>7. As of the fall of 2008, approximately 99 percent of Oklahoma's public school classrooms will possess dedicated Internet access.</li> <li>8. As of the fall of 2008, approximately 100 percent of public school libraries within the state will possess dedicated Internet access.</li> </ol>
<p><b>Assessment of Progress</b> <i>Status of progress on indicator</i></p> <p>(1) Target met (2) Target not met</p>	<p>Since the state has set a goal of all teachers and all schools, progress toward targets is above expectation.</p>
<p><b>Measurement tool(s) used to assess progress of indicators.</b></p>	<p>Survey of School Technology conducted annually. Teacher training numbers compiled by the Instructional Technology Section each year.</p>

**If for any reason you have modified or added Goal(s), objectives, indicators, and/or targets since submitting the State Consolidated Application, please indicate in the chart below.**

<b>Original Goal(s), objectives, indicators, and/or targets</b> (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	<b>Modification or Additions</b>
Program Goals, Page 94 of the Consolidated State Application	Goal 1 – All teachers will be competent in the use of technology for teaching and learning through high quality professional development to increase student achievement in reading and mathematics. Goal 2 – All students will utilize technology for learning and high academic achievement or continual improvement in reading and mathematics
Program Objective (updated to match new goals)	Objective 1 – By 2008, each public school classroom will have at least 1 computer with dedicated access. (Goal 1, Goal 2) Objective 2 – By 2008, all teachers within the state will obtain high quality professional development and report perceived confidence on the integration of technology for teaching and learning. (Goal 1) Objective 3 – By 2014, all students will achieve satisfactory or better on End of Instruction tests related to reading and mathematics. (Goal 2) Objective 4 – By 2010, all students will receive reading and mathematics instruction through methods integrating the use of technology and technology resources.(Goal 1, Goal 2)
Indicators (updated to match new goals)	Objective 1 – Number of classroom that have at least one computer with dedicated access as reported on the annual Oklahoma’s School Technology Survey Objective 1 – Observation through site visits, random sample Objective 2 – Gathered responses from annual Oklahoma’ Technology Survey regarding perceived teacher competency Objective 2 – Random sampling of end-of-training evaluations submitted by teachers receiving technology training though the State Department of Education. Objective 2 - Random sampling of end-of-training evaluations submitted by teachers receiving technology integration training though the MarcoPolo rollout program. Objective 3 – Percentage of students at or above the satisfactory benchmark in mathematics, language arts, and reading State Assessments. Objective 4 - - Gathered responses from the annual Oklahoma’s School Technology Survey regarding perceived teacher competency Objective 4 – Random sampling of end-of-training evaluations submitted by teachers receiving technology training though the State Department of Education.
Baseline Data (updated to match new goals)	BASELINE DATA (2004-2005 School Year) 2006 EOI Math 30.82% Reading 55.87%MarcoPolo Education Foundation Statistics (Teachers trained 10,703)
Set Target for 2005-06 school year (updated to match new goals)	<ol style="list-style-type: none"> <li>1. 98% of Oklahoma’s public school classrooms will have at least 1 computer with dedicated access.</li> <li>2. 50% of Oklahoma’s public school teachers will obtain high quality professional development and report perceived confidence on the integration of technology for teaching and learning.</li> <li>3. 65% of the students in Oklahoma will achieve satisfactory or better on End of Instruction tests related to reading.</li> <li>4. 48% of the students in Oklahoma will achieve satisfactory or better on End of Instruction tests related to mathematics.</li> <li>5. 60% of the students in Oklahoma will receive reading</li> </ol>

	<p>and mathematics instruction through methods integrating the use of technology and technology resources.</p>
<p>Set target for 2006-07 school year (updated to match new goals)</p>	<ol style="list-style-type: none"> <li>1. 99% of Oklahoma's public school classrooms will have at least 1 computer with dedicated access.</li> <li>2. 75% of Oklahoma's public school teachers will obtain high quality professional development and report perceived confidence on the integration of technology for teaching and learning.</li> <li>3. 75% of the students in Oklahoma will achieve satisfactory or better on End of Instruction tests related to reading.</li> <li>4. 58% of the students in Oklahoma will achieve satisfactory or better on End of Instruction tests related to mathematics.</li> <li>5. 75% of the students in Oklahoma will receive reading and mathematics instruction through methods integrating the use of technology and technology resources.</li> </ol>
<p>Set target for 2007-08 school year (updated to match new goals)</p>	<ol style="list-style-type: none"> <li>1. 100% of Oklahoma's public school classrooms will have at least 1 computer with dedicated access.</li> <li>2. 100% of Oklahoma's public school teachers will obtain high quality professional development and report perceived confidence on the integration of technology for teaching and learning.</li> <li>3. 85% of the students in Oklahoma will achieve satisfactory or better on End of Instruction tests related to reading.</li> <li>4. 62% of the students in Oklahoma will achieve satisfactory or better on End of Instruction tests related to mathematics.</li> <li>5. 90% of the students in Oklahoma will receive reading and mathematics instruction through methods integrating the use of technology and technology resources.</li> </ol>



**2.7 SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)**

**2.7.1 Performance Measures**

Instructions: In the following chart, please identify:

- o Each of your State indicators as submitted in the June 2002 Consolidated State Application;
- o The instrument or data source used to measure the indicator;
- o The frequency with which the data are collected (annually, semi-annually, biennially) and year of the most recent collection;
- o The baseline data and year the baseline was established; and
- o Targets for the years in which your State has established targets.

**2.7.1 Performance Measures**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
The number of “persistently dangerous schools” as defined by the state.	Unsafe School Choice Option Online Report	Frequency: <u>Annual</u>  Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>0</u> 2004-2005 <u>0</u> 2005-2006 <u>0</u> 2006-2007 <u>0</u> 2007-2008 <u>0</u>	2003-2004 <u>0</u> 2004-2005 <u>0</u>  Baseline: <u>0</u> Year established: <u>2002-2003</u>
5% reduction statewide of long-term suspensions for physical fighting incidents.	Title IV Incident Report Form Online	Frequency: <u>Annual</u>  Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>180</u> 2004-2005 <u>241</u> 2005-2006 <u>12866</u> 2006-2007 <u>12223</u> 2007-2008 <u>11612</u>	2003-2004 <u>254</u> 2004-2005 <u>*13543</u>  Baseline: <u>190</u> Year established: <u>2002-2003</u>
5% reduction statewide of long-term suspensions for weapons related incidents.	Title IV Incident Report Form Online and Gun-Free Reports	Frequency: <u>Annual</u>  Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>545</u> 2004-2005 <u>481</u> 2005-2006 <u>1023</u> 2006-2007 <u>972</u> 2007-2008 <u>923</u>	2003-2004 <u>401</u> 2004-2005 <u>*1077</u>  Baseline: <u>244</u> Year established: <u>2002-2003</u>
5% reduction statewide of long-term suspensions for “other drug” related incidents.	Title IV Incident Report Form Online	Frequency: <u>Annual</u>  Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>2250</u> 2004-2005 <u>926</u> 2005-2006 <u>1796</u> 2006-2007 <u>1706</u> 2007-2008 <u>1621</u>	2003-2004 <u>975</u> 2004-2005 <u>*1891</u>  Baseline: <u>680</u> Year established: <u>2002-2003</u>
Increase by 5% the number of districts implementing a risk behavior type survey.	Annual Performance Report Online	Frequency: <u>Annual</u>  Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>279</u> 2004-2005 <u>293</u> 2005-2006 <u>300</u> 2006-2007 <u>315</u> 2007-2008 <u>331</u>	2003-2004 <u>279</u> 2004-2005 <u>286</u>  Baseline: <u>358</u> Year established: <u>2002-2003</u>
5% decrease annually of statewide bullying and/or harassment incidents by students.	Title IV Incident Report Form Online	Frequency: <u>Annual</u>  Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>33695</u> 2004-2005 <u>13375</u> 2005-2006 <u>9777</u> 2006-2007 <u>9288</u> 2007-2008 <u>8824</u>	2003-2004 <u>14079</u> 2004-2005 <u>10292</u>  Baseline: <u>12479</u> Year established: <u>2002-2003</u>

\* These figures increased due to confusion of combining 2004-2005 data defining long and short term suspensions. 2004-2005 district data collection reported indicates a total of both short and long term suspensions.

**2.7.2 Suspension and Expulsion Data**

Instructions: In the following charts, indicate the number of out-of-school suspensions and expulsions for elementary, middle, and high school students for each of the underlined incidents.

Please also provide the State's definition of an elementary, middle, and high school, as well as the State's definition of each of the incidents underlined below.

(If your State does not collect data in the same format as requested by this form, the State may provide data from a similar question, provided the State includes a footnote explaining the differences between the data requested and the data the State is able to supply.)

School Type	State Definition
Elementary School	Grade PreK through Grade 8
Middle School	Grade 5 through Grade 8 Junior High Grade 7 through Grade 9
High School	Grade 9 through Grade 12

**2.7.2.2 The number of out-of-school suspensions and expulsions for physical fighting.**

State definition of physical fighting: Mutual participation in an altercation.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	3125	540
Middle	6729	540
High School	3689	540

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

Expulsions are reported as long term suspensions. Long and short term suspensions are recorded in the Suspensions area above.

**2.7.2.3 The number of out-of-school suspensions and expulsions for weapons possession**

State definition of weapons: Any instrument or object deliberately used to inflict harm on another person or used to intimidate any person. Included in this category are knives of any kind, chains (any not used for the purpose for which was normally intended and capable of harming an individual), pipe (any length, metal or otherwise, not being used for the purpose for which it was intended), razor blades or similar kinds of instruments, ice picks, dirks, or other pointed instruments (including pencils and pens), nuchakas, brass knuckles, Chinese stars, billy clubs, tear gas guns, or electrical weapons or devices (stun guns).

<b>SUSPENSIONS</b>	<b>Number for 2004-2005 school year</b>	<b>Number of LEAs reporting</b>
Elementary	294	540
Middle	341	540
High School	351	540

<b>EXPULSIONS</b>	<b>Number for 2004-2005 school year</b>	<b>Number of LEAs reporting</b>
Elementary		
Middle		
High School		

Expulsions are reported as long term suspensions. Long and short term suspensions are recorded in the Suspensions area above.

**2.7.2.4 The number of alcohol-related out-of-school suspensions and expulsions.**

State definition of alcohol-related: The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages.

<b>SUSPENSIONS</b>	<b>Number for 2004-2005 school year</b>	<b>Number of LEAs reporting</b>
Elementary	12	540
Middle	128	540
High School	410	540

<b>EXPULSIONS</b>	<b>Number for 2004-2005 school year</b>	<b>Number of LEAs reporting</b>
Elementary		
Middle		
High School		

Expulsions are reported as long term suspensions. Long and short term suspensions are recorded in the Suspensions area above.

**2.7.2.5 The number of illicit drug-related out-of-school suspensions and expulsions.**

State definition of illicit-drug related: The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment and devices used for preparing or taking drugs or narcotics.

<b>SUSPENSIONS</b>	<b>Number for 2004-2005 school year</b>	<b>Number of LEAs reporting</b>
Elementary	46	540
Middle	662	540
High School	1183	540

<b>EXPULSIONS</b>	<b>Number for 2004-2005 school year</b>	<b>Number of LEAs reporting</b>
Elementary		
Middle		
High School		

Expulsions are reported as long term suspensions. Long and short term suspensions are recorded in the Suspensions area above.

**2.7.3 Parent Involvement**

Instructions: Section 4116 of ESEA requires that each State provide information pertaining to the State's efforts to inform parents of and include parents in drug and violence prevention efforts. Please describe your State's efforts to include parents in these activities.

- **All school districts consult with parents through parental participation as members of Title IV advisory councils. Parental consultation is required by all districts.**
- **Most districts provide parent/student handbooks of policies concerning alcohol, drugs, tobacco, bullying, disruptive behavior, and other prevention issues.**
- **A statewide "Safe Call" hotline has been in place since 1999.**
- **Oklahoma state law requires a minimum of two parents on school site Safe Schools Committees.**
- **Annual Safe and Healthy Schools Conference hosted by the State Department of Education is open to schools and community members.**
- **Annual Safe School Summit hosted by the Governor's program of Safe and Drug-Free Schools is attended by students, parents, school personnel, and community members.**
- **Technical assistance for parent education and resources is available.**
- **Monthly videoconferences by the State Department of Education are offered statewide on health, safety, substance abuse, crisis planning, and violence prevention issues for schools, parents, and community members.**

**2.8 INNOVATIVE PROGRAMS(TITLE V, PART A)**

**2.8.1** Please describe **major** results to date of State-level Title V, Part A funded activities to improve student achievement and the quality of education for students. Please use quantitative data if available (e.g., increases in the number of highly qualified teachers).

In Oklahoma, state-level funding is used to improve student achievement by supporting teacher professional development activities. Funding is used to improve the quality of education for students by providing high quality professional development to teachers. A *Curriculum Summer Institute* provided professional development in reading, mathematics, and other areas of Oklahoma's core curriculum (*Priority Academic Skills, PASS*) to 743 teachers and other school personnel. Follow up activities in the core curriculum were offered throughout the year as required. In nineteen *Information Literacy* workshops provided by state staff, information was shared about PASS alignment and library media services to 257 participants. A fall *Encyclo-Media Conference* was held for 3400 teachers and librarians. Two leadership academies were offered to principals and superintendents. Ninety three school leaders attended sessions on management skills and team and capacity building. Other professional development activities included opportunities for school district personnel to learn more about how to develop the Consolidated District Federal Programs Plan and Application. Training sessions were offered through the state-wide videoconference network. Additional training activities were held in the SDE computer lab and 486 teachers and administrators attended.

**2.8.2** The table below requests data on student achievement outcomes of **Title V, Part A - funded** LEAs that use **20%** or more of Title V, Part A funds and funds transferred from other programs for **strategic priorities including: (1)** student achievement in reading and math, **(2)** teacher quality, **(3)** safe and drug free schools, **(4)** access for all students to a quality education. Complete the table below using aggregated data from all LEA evaluations of school year 2004-2005 activities funded in whole or in part from Title V, Part A - Innovative Programs funds.

Priority Activity/Area [1]	Number of LEAs that used 20% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for:	Number of these LEAs that met AYP	Total Number of Students Served
Area 1: <b>Student Achievement in Reading and Math</b>	172	155	173970
Area 2: <b>Teacher Quality</b>	32	29	64072
Area 3: <b>Safe and Drug Free Schools</b>	4	2	3500
Area 4: <b>Increase Access for all Students</b>	56	50	18616
Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b).			

**2.8.3** Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2004-2005, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above.   5  

**2.8.4** Indicate the number of LEAs shown in B.1 that met AYP in school year 2004-2005.   5  

**2.8.5** Indicate the percentage of Title V funds, including funds transferred from other programs into Title V that LEAs used for the four strategic priorities.  91.0 

[1] In completing this table, States should include activities described in Section 5131 of the ESEA as follows: Area 1 (activities 3, 9,12,16,19,20,22,26,27), Area 2 (activity 1,2), Area 3 (activity 14,25), Area 4 (activities 4,5,7,8,15,17)

**2.8.6** Indicate the percentage of LEAs that completed needs assessments that the State determined to be meaningful and credible. 100.0

**2.8.7** Describe how decisions were made regarding the local uses of funds.

Local district planning teams, which include parents, teachers, administrators, and often community members, prioritize needs, set annual goals and determine projects to help accomplish these goals. Funding sources such as local funding, State funds, NCLB Title Funds, competitive grants, and funds from other sources are identified and selected to support appropriate projects. The State provides guidance on which NCLB title funds can be used to supplement various project areas but does not influence the local decision making process. Local school board members and the superintendent review the annual goals and approve the final submission of the NCLB Consolidated Application to the State.



**2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B)****2.9.1 Small Rural School Achievement Program (Title VI, Part B, Subpart 1)**

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2004-2005 school year. 285

**2.9.2 Rural and Low-Income School Program (Title VI, Part B, Subpart 2)**

**2.9.2.1** LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2004-2005 school year.

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	4
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	27
Educational technology, including software and hardware as described in Title II, Part D	89
Parental involvement activities	2
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	11
Activities authorized under Title I, Part A	39
Activities authorized under Title III (Language instruction for LEP and immigrant students)	5

- 2.9.2.2** Describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

One hundred thirteen (113) school districts participated in the Rural and Low-Income Schools Program during the 2004-2005 school year. Funds were used to supplement the districts' efforts to ensure that all students have the opportunity to reach high academic standards. Quantitative data about the percentages of students attaining proficiency or better in reading/language arts and mathematics has been reported in Section 1.3 Student Achievement of the 2004-2005 Consolidated State Performance Report, Part I.

**2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)**

**2.10.1 State Transferability of Funds**

Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2004-2005 school year?  
No

**2.10.2 Local Educational Agency Transferability of Funds**

**2.10.2.1** Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2004-2005 school year. 50

**2.10.2.2** In the charts below, please indicate below the total number of LEAs that transferred funds TO and FROM each eligible program and the total amount of funds transferred TO and FROM each eligible program.

<b>Program</b>	<b>Total Number of LEAs transferring funds <u>TO</u> eligible program</b>	<b>Total amount of funds transferred <u>TO</u> eligible program</b>
Improving Teacher Quality State Grants (section 2121)	1	5705
Educational Technology State Grants (section 2412(a)(2)(A))	2	37829
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	5	81639
State Grants for Innovative Programs (section 5112(a))	18	846433
Title I, Part A, Improving Basic Programs Operated by LEAs	31	1125826

<b>Program</b>	<b>Total Number of LEAs transferring funds FROM eligible program</b>	<b>Total amount of funds transferred FROM eligible program</b>
Improving Teacher Quality State Grants (section 2121)	44	2002066
Educational Technology State Grants (section 2412(a)(2)(A))	3	12973
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	12	57496
State Grants for Innovative Programs (section 5112(a))	7	24897

*The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.*

**2.11 21ST CENTURY COMMUNITY LEARNING CENTERS(TITLE IV, PART B)**

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.