

**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 2005-2006



PART I DUE DECEMBER 1, 2006
PART II DUE FEBRUARY 1, 2007

U.S. DEPARTMENT OF EDUCATION
WASHINGTON DC 20202

INTRODUCTION

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

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

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

In addition to the programs cited above, the Title X, Part C - *Education for Homeless Children and Youths* program data will be incorporated in the CSPR for 2005-2006.

The NCLB Consolidated State Performance Report for the 2005-2006 school year consists of two information collections. Part I of this report is due to the Department by December 1, 2006 . Part II is due to the Department by February 1, 2007.

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 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:

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

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 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 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 2005-2006 school year and beyond.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2005-2006 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **December 1, 2007**. Part II of the Report is due to the Department by **February 1, 2007**. Both Part I and Part II should reflect data from the 2005-2006 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 "2005-06 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 2005-2006 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

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

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2005-2006



PART II DUE FEBRUARY 1, 2007

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 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	1126
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 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	1073
Comments:	

2.1.2 Title I, Part A Schools by Type of Program	
For the 2005-2006 school year, please provide the following:	
2.1.2.1 Total Number of Title I schools in the State	1304
2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State	329
2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State	975
Comments: After further review, 2.1.2.1 should reflect 1304, the number previously given in 1.4.2 was not accurate.	

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 2005-2006 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 2005-2006 School Year	
	Number of Students Served
Students with Disabilities	48566
Limited English Proficient	25806
Homeless	2189
Migrant	1682
Comments: There is an increase in the Homeless number due to Katrina evacuees. There is a decrease in the Migrant number due to students settling out and no longer eligible for the program.	

2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2005-2006 School Year	
	Number of Students Served
American Indian/Alaskan Native	73736
Asian/Pacific Islander	3142
Black, non-Hispanic	39926
Hispanic	37122
White, non-Hispanic	159052
Comments:	

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 2005-2006 school year.

Student Participation in Title I, Part A by Grade Level 2005-2006 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0 to 2	9	98	0	0	107	0.00
Age 3 to 5	72	20205	18	11	20306	6.40
K	790	31174	19	98	32081	10.20
1	3031	31773	64	94	34962	11.10
2	2697	28799	84	78	31658	10.00
3	2528	27580	51	62	30221	9.60
4	1971	25984	41	92	28088	8.90
5	1836	25526	45	71	27478	8.70
6	1560	22953	69	109	24691	7.80
7	1370	20159	58	136	21723	6.90
8	1315	20240	15	167	21737	6.90
9	1092	11558	0	253	12903	4.10
10	480	10254	0	166	10900	3.50
11	241	8729	0	161	9131	2.90
12	261	7939	0	61	8261	2.60
Ungraded	0	754	0	9	763	0.20
TOTALS	19253	293725	464	1568	315010	99.80

Comments: 2.1.3.2 data has been verified.

2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2005-2006 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 2005-2006 school year.

Instructional Services	
	Number of Students Served
Mathematics	6598
Reading/Language Arts	14951
Science	132
Social Studies	130
Vocational/Career	1
Other (specify)	687
Support Services	
Health, Dental, and Eye Care	28
Supporting Guidance/Advocacy	72
Other (specify)	361

Comments:

2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2005-2006 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 2005-2006 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.

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	10
Instructional Support Paraprofessionals	104
Non-Instructional Support Paraprofessionals	10
Teachers	366
Support Staff (clerical and non-clerical)	10
Other (specify)	36

Comments: With threshold change to 40%, more schools made the move from Targeted to Schoolwide status.

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 2005-2006 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
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Comments:

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	809
2. Total number of adults participating ("Adults" includes teen parents.)	894
3. Total number of adults participating who are limited English proficient	397
4. Total number of children participating	1030

Comments:

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	389
2. Number of newly enrolled adult participants	454
3. Percent of newly enrolled families at or below the Federal poverty level	76.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	73.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	33.00

Comments:

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	11.00
2. From 4 to 6 months	15.00
3. From 7 to 12 months	28.00
4. More than 12 months	46.00

Comments:

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.

Instructions:

Indicators 1 and 2: The definition of significant learning gains for adult education is determined by each state. Use the definition determined by your state's adult education program in conjunction with the Department of Education's Office of Adult and Vocational Education (OVAE).

Indicators 3 and 4: School-age adults are defined as any parent attending elementary or secondary school. This term also includes those parents within the State's compulsory attendance range who are being served in an alternative school setting such as directly through the Even Start program. For the "Cohort", please include only those adult participants who had a goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by state, so you should include only those adult participants for whom a GED or high school diploma is a possibility.

Indicator 5: A standard score increase of 4 or more points between pre- and post-test is considered to be a significant learning gain. For the "Cohort", please describe the number of age-eligible children who took both a pre-test and post-test with at least six months of services in between. In the "Explanation" box please note the number of students exempted from participation due to severe disability or inability to understand the directions in English.

Indicator 6: In the "Result" box for this indicator, please describe the average score for the children in your state who participated in this assessment. Do not describe the number of participants who met the achievement goal. The "Cohort" is the total number of students who participated in the assessment.

Indicator 7: The source of data for this indicator is usually determined by the state, and in some cases by school district. Please indicate the source of the data you provide.

Indicator 8: While most states are using the PEP, other assessments of parenting education are acceptable. Please provide non-PEP data in the "Explanation of Progress" column.

2.2.2 Federal Even Start Performance Indicators				
Indicator	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
1. Percentage of adults showing significant learning gains on measures of reading	TABE:	TABE:	TABE:	Three assessments were used by projects and participant numbers. COHORT TABE: 174 WRAT: 119 BEST: 36 Total: 329 RESULT TABE: 116 WRAT: 30 BEST: 18 Total: 164
	CASAS:	CASAS:	CASAS:	
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE:	TABE:	TABE:	COHORT TABE: 3 BEST: 238 Total: 241 RESULT TABE: 3 BEST: 158 Total: 161
	CASAS:	CASAS:	CASAS:	
				Both high school diploma and GED were used. COHORT HS Diploma: 49

				GED: 30 Total: 79 RESULT HS Diploma: 23 GED: 15 Total: 38
3. Percentage of school age adults who earn a high school diploma or GED	Both high school diploma and GED were used. *Please indicate diploma or GED	*Please indicate diploma or GED	*Please indicate diploma or GED	
				Both high school diploma and GED were used. COHORT HS Diploma: 21 GED: 235 Total: 256 RESULT HS Diploma: 11 GED: 81 Total: 92
4. Percentage of non- school age adults who earn a high school diploma or GED	Both high school diploma and GED were used. *Please indicate diploma or GED	*Please indicate diploma or GED	*Please indicate diploma or GED	
				Battelle and Early Screening Profiles were also used to determine progress. COHORT PPVT: 219 Battelle: 64 Early Screening Profiles: 17 Total: 300 RESULT PPVT: 214 Battelle: 59
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:	Early Screening Profiles: 9 Total: 282 COHORT

				Battelle: 61 Dibels: 92 Literacy First: 10 PAL Pre-K Upper Case Letter Naming Subtask: Teacher Assessment: 9 Total: 172 RESULT Battelle: 12 Dibels: 0 Literacy First: 3 Teacher Assessment: 7 Total: 22
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: Battelle: 1 Dibels: 1 Literacy First: 1 Teacher Assessment: 2	PAL Pre-K Upper Case Letter Naming Subtask:	*Please indicate average score, not number of participants.	COHORT BEAR: 128 Parents: 9 Dibels: 333 Reading Sufficiency: 10 Total: 480 RESULT BEAR: 128 Parents: 7 Dibels: 202 Reading Sufficiency: 10 Total: 347
7. Percentage of school-aged children who are reading on grade level	BEAR: 2 Parents: 1 Dibels: 5 Reading Sufficiency: 1	Please indicate source.	Please indicate source.	COHORT PEP: 221 Parenting Survey: 194 Parents as Teachers: 39 Bowdoin Parenting Prog: 8

<p>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</p>	<p>Parent Education Profile (PEP) PEP: 6</p> <p>Parenting Survey: 5</p> <p>Parents as Teachers: 1</p> <p>Bowdoin Parenting Prog:1</p> <p>Step Program: 1</p> <p>Unknown: 5</p>	<p>Parent Education Profile (PEP)</p>	<p>Parent Education Profile (PEP)</p>	<p>Step Program: 46</p> <p>Unknown: 5</p> <p>Total: 513</p> <p>RESULT</p> <p>PEP: 167</p> <p>Parenting Survey: 184</p> <p>Parents as Teachers: 39</p> <p>Bowdoin Parenting Prog: 8</p> <p>Step Program: 46</p> <p>Unknown: 5</p> <p>Total: 449</p> <p>Unknown:</p>
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Comments: The data cells would not accept amounts over 100 thus accepting only percentages, however, we were advised that percentages would be calculated by the USDE staff and to only input actual numbers. After speaking with representatives from the USDE and EDEN, it was decided data should be put into the "Explanation of Progress" area.

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 2005-2006.
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 2005-2006 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		Ages	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total		
	0-2	3-5																			
1. ELIGIBLE MIGRANT CHILDREN																					
1. All Migrant Children Eligible for the MEP	57	344		114	243	209	161	159	173	183	194	147	171				133	92	63	562	3005
2. PRIORITY FOR SERVICES																					
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		66	19	45	37	36	30	32	39	31	28	31	27	20	11					452	
3. LIMITED ENGLISH PROFICIENT (LEP)																					
1. Migrant Children who are LEP		37	9	71	56	41	46	39	41	47	41	32	33	17	10					520	
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																					
1. Migrant Children Enrolled in Special Education																					
5. MOBILITY																					
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	23	66	19	45	37	36	30	32	39	31	28	31	27	20	11				66	541	
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	24	136	41	103	95	82	74	84	66	71	65	74	59	28	23				147	1172	
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	10	104	41	125	109	96	87	92	98	110	88	90	81	47	46				204	1428	
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)	9	80	18	71	62	55	40	55	51	51	44	49	37	20	17				76	735	

Comments: Oklahoma has not collected data for Migrant Children Enrolled in Special Education. However, this data will begin to be collected as of 2006-2007.

There is a decrease in the Migrant number due to students settling out and no longer eligible for the program.

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 2005-2006 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages													Ungraded	School	Out of Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10				11
1. HIGH SCHOOL COMPLETION -- (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. Dropped out of school																	
2. Obtained GED																	
2. ACADEMIC ACHIEVEMENT -- (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)						121	118	122	142	138	106				77		824
Number of Migrant Students Tested in Reading/Language Arts																	
2. (State Assessment)						119	117	122	142	138	105				74		817
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																	
3. Mathematics)						122	119	125	148	142	109				88		853
Number of Migrant Students Tested in Mathematics (State																	
4. Assessment)						122	119	125	148	142	109				87		852

Comments: Oklahoma has not collected Drop out or GED data for the Migrant program. However, this data will begin to be collected as of 2006-2007.

In high school the End-of-Instruction (EOI) assessment is given usually in grade 10 but is not necessarily grade specific.

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 2005-2006 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 1305 (e) (2) – (3). Do not report in row 3 the children served in Sections 1305 (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		Ages												Out of			
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total
PARTICIPATION—REGULAR SCHOOL YEAR																		
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)		67	25	76	62	39	47	58	50	52	57	37	34	30	16			720
2. Priority for Service		8	2	2	1	1	2	1	4	2	6	3	3	4	2			41
3. Continuation of Service		6	0	7	7	2	2	3	4	3	8	1	2	2	2			49
4. Any Instructional Service		49	10	63	51	27	36	37	36	32	38	21	21	16	6			443
5. Reading Instruction		8	14	12	6	9	7	9	6	8	6	8	4	4	2			103
6. Mathematics Instruction		0	0	0	0	0	0	0	0	0	0	0	0	0	0			0
7. High School Credit Accrual												166		128	88	51		433
8. Any Support Service		0	0	0	0	0	0	4	2	1	1	1	2	0	0			11
9. Counseling Service		10	1	1	5	3	4	12	8	12	13	8	8	9	7			101
10. Any Referred Service		10	1	1	5	3	4	12	8	12	13	8	8	9	7			101
Comments: There is a decrease in the Migrant number due to students settling out and no longer eligible for the program.																		

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).

2.3.1.3.2 MEP Participation – Summer/Interession Term																		
	Ages		Ages													Out of		
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total
PARTICIPATION—SUMMER TERM OR INTERSESSION																		
1. Served in MEP Summer of Interession Project (with an Instructional or Supportive Service Only)		32	14	41	36	35	23	25	17	37	21	15	26	9	3	0	1	335
2. Priority for Service		0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	3
3. Continuation of Service		1	2	3	3	2	0	2	1	6	1	2	0	0	0	0	0	23
4. Any Instructional Service		0	1	12	10	10	7	3	2	14	1	2	10	1	0	0	0	73
5. Reading Instruction		2	0	2	3	2	3	1	3	1	3	0	1	0	0	0	0	21
6. Mathematics Instruction																		
7. High School Credit Accrual																		
8. Any Support Service																		
9. Counseling Service																		
10. Any Referred Service																		
Comments: There is a decrease in the Migrant number due to students settling out and no longer eligible for the program.																		
For questions 6,7,8,9,10 data has not been collected. However, we will begin collecting information for these areas beginning in 2006-2007.																		

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

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 86	b. 2653
2. Schools in Which MEP Funds are Combined in SWP	a. 3	b. 321

Comments: There is a decrease in the Migrant number due to students settling out and no longer eligible for the program.

2.3.1.4 Only the three largest sites combine MEP and SWP funds.

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.

2.3.1.5.1. TYPE OF MEP PROJECT	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. 38	b. 2433
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. 7	b. 335
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 0	b. 0

Comments: There is a decrease in the Migrant number due to students settling out and no longer eligible for the program.

Oklahoma does not have MEP year round projects.

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 (columns a and c), 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 (columns b and d), enter the number of FTEs generated by the individuals who worked in the specific job classification. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.

Alternatively, calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one *FTE* for each job classification in your state for each term. (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, or one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

Use only the percentage of days worked by an individual that were 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.

2.3.1.5.2. KEY MEP PERSONNEL	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION (d)
1. State Director	1	1.00	1	1.00
2. Teachers	30	20	28	8.00
3. Counselors	1	0.00	0	0.00
4. All Paraprofessionals	36	27	8	7
5. Qualified Paraprofessionals	35	24	8	7
6. Recruiters	21	5	2	1
7. Records Transfer Staff	2	0.00	0	0.00

Comments: 2.a, six previous migrant sites were not funded this year. Five of those sites supported teachers with migrant funds.

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 2005-2006, defined as July 1, 2005 through June 30, 2006.

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.

Program Definitions: (Definitions New)

Neglected Programs (N): An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

NOTE: Do not include programs funded solely through Title I, Part A in these tables.

Juvenile Detention Facilities (JD): Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

Juvenile Corrections (JC): An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

NOTE: States should include any programs serving adjudicated youth (including non secure facilities and group homes) in the JC category.

Adult Corrections (AC): An adult correctional institution is a facility in which persons, including persons under 21 years of age, are confined as a result of conviction for a criminal offense.

Other (O): Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

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. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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, juvenile detention facilities, juvenile correction facilities, adult correction centers, or other programs.

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included.

In the third 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.

Throughout the table, count facilities based on how the facility/program was classified to ED for funding purposes. Indicate the number of multipurpose facilities in row 6.

2.4.1.1 State Agency Title I, Part D, Facilities			
Note: The unduplicated number of students reported in the far right column in this table should match the figures in the "All Students" row in Table 2.4.1.2.			
Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	0	0	0
2. Juvenile Detention	0	0	0
3. Juvenile Corrections	0	0	0
4. Adult Corrections	16	139	488
5. Other	0	0	0
6. Number of facilities that served more than one purpose:			0
Comments:			

2.4.1.2 Student Demographics

Instructions: Student Demographics

Report demographic data on students who were served under Title I, Part D, Subpart 1. Report the number of students by program type and by race/ethnicity, gender, and age. This should be an unduplicated count of students. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

NOTE: The unduplicated number of students on the "All Students" row in this table should match the figures reported in the far right column in Table 2.4.1.1. unduplicated count = all students row = race total = gender total = age total.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction	Number in other programs
All Students	0	0	0	488	0
RACE/ETHNICITY					
American Indian or Alaska Native	0	0	0	43	0
Asian or Pacific Islander	0	0	0	0	0
Black, non-Hispanic	0	0	0	163	0
Hispanic	0	0	0	55	0
White, non-Hispanic	0	0	0	227	0
GENDER					
Male	0	0	0	446	0
Female	0	0	0	42	0
AGE					
5-10 years old	0	0	0	0	0
11-15 years old	0	0	0	0	0
16-18 years old	0	0	0	36	0
19-21 years old	0	0	0	452	0

Comments:

2.4.1.3 Academic/Vocational Outcomes

Indicate 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 who 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). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

For Section 1, items 1-3, report on the number of programs (not students) 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. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, Adult Corrections, or Other). These numbers should not exceed those reported earlier in the facility counts.

For Section 2.1, 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, Adult Corrections, or Other).

For Section 2.1, 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, Adult Corrections, or Other).

For Section 2.2, 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, Adult Corrections, or Other).

For Section 2.2, 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, Adult Corrections, or Other).

2.4.1.3 Academic/Vocational Outcomes				
1. Facility Academic Offerings	Number of Neglected Programs	Number of Facilities/Programs		
		Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities	Number of Other Programs
1. Awarded high school course credit(s)	0	0	0	0
2. Awarded high school diploma(s)	0	0	0	0
3. Awarded GED(s)	0	0	16	0
2. Academic & Vocational Outcomes	Number in Neglected Programs	Number of Students		
		Number in Juvenile Corrections and/or Detention	Number of Adult Corrections Facilities	Number of Other Programs
1. Academic				
<i>While in the facility, the number of students who...</i>				
1. Earned high school course credits	0	0	0	0
2. Were enrolled in a GED program	0	0	154	0
<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	0	0	0	0
4. Earned a GED	0	0	75	0
5. Obtained high school diploma	0	0	0	0
6. Were accepted into post-secondary education	0	0	1	0
7. Enrolled in post-secondary education	0	0	1	0
2. Vocational				
<i>While in the facility, the number of students who...</i>				
1. Enrolled in elective job training courses/programs	0	0	4	0
<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	0	0	0	0
3. Obtained employment	0	0	0	0
Comments:				

2.4.1.6. Academic Performance in Reading and Math

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections and/or detention, adult corrections, or other programs who participated in pre- and post-testing in reading and math. Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2005 to June 30, 2006.

Students who were pre-tested prior to July 1, 2005 may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Report the data by the following facility or program type: students in neglected programs (N), students in juvenile corrections and/or detention (JD/JC), students in adult corrections (AC), and students in other programs (O).

For row 1, enter the number of long-term students who were in placement during the reporting year.

For row 2, enter the number of long-term students who tested below grade level in reading or math (respectively) when they entered the facility or program.

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

For rows 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to + grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students should be reported in only one of these five change categories. The sum of rows 4-8 should be equal to the number provided in row 3.

2.4.1.6 Academic Performance in Reading and Math								
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students							
	Reading Performance				Math Performance			
	N	JD/JC	AC	O	N	JD/JC	AC	O
1. # students who were in placement from July 1, 2005 to June 30, 2006	0	0	433	0	0	0	326	0
2. # students from row 1 who tested below grade level upon entry.	0	0	408	0	0	0	235	0
3. # students from row 1 who took both the pre- and post-test exams	0	0	355	0	0	0	264	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	0	0	31	0	0	0	30	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	0	0	38	0	0	0	31	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	0	0	49	0	0	0	27	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	0	0	46	0	0	0	34	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	0	0	191	0	0	0	142	0
Comments:								

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 2005-2006, defined as July 1, 2005 through June 30, 2006.

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.

Program Definitions: (New Definitions)

Neglected Programs (N): An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

NOTE: Do not include programs funded solely through Title I, Part A in these tables.

Juvenile Detention Facilities (JD): Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

Juvenile Corrections (JC): An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

NOTE: States should include any programs serving adjudicated youth (including non-secure facilities and group homes) in the JC category.

At-Risk Programs (AR) or Other (O): Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school. Other is any other program, not defined above, which receives Title I, Part D funds and serves non-adjudicated children and youth.

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

Instructions: Local Education 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 2 funds. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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 neglected programs, juvenile detention facilities, juvenile correction facilities, and at-risk or other programs.

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included.

In the third 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.

Throughout the table, count facilities based on how the facility/program was classified to ED for funding purposes. Indicate the number of multipurpose facilities in row 5.

Note: The unduplicated number of students reported in the far right column in this table should match the figures reported in the "All Students" row in Table 2.4.2.2.

Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	27	56	1739
2. Juvenile Detention	9	53	854
3. Juvenile Corrections	22	159	2491
4. At-risk Programs or Other	4	0	114
5. Number of facilities that served more than one purpose:			0

Comments:

2.4.2.2 STUDENT DEMOGRAPHICS**Instructions: Student Demographics**

Report demographic data on students who were served under Title I, Part D, Subpart 2. Report the number of students by program type and by race/ethnicity, gender, and age. This should be an unduplicated count of students. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

NOTE: The unduplicated number of students on the "All Students" row in this table should match the figures reported in the far right column in Table 2.4.2.1. unduplicated count = all students row = race total = gender total = age total.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in at risk or other programs
All Students	1739	854	2491	114
RACE/ETHNICITY				
American Indian or Alaskan Native	189	218	280	14
Asian or Pacific Islander	15	3	9	0
Black, non-Hispanic	419	123	964	2
Hispanic	116	46	216	1
White, non-Hispanic	1000	464	1022	97
GENDER				
Male	966	700	1950	58
Female	773	154	541	56
AGE				
5-10 years old	555	21	19	0
11-15 years old	814	293	1276	5
16-18 years old	359	519	1126	89
19-21 years old	11	21	70	20

Comments:

Instructions: Academic/Vocational Outcomes

Indicate 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 who 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). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. At-risk /other program columns are provided for States for reporting outcome data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

For Section 1, items 1-3, report on the number of programs (not students) 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. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other). These numbers should not exceed those reported earlier in the facility counts.

For Section 2.1, 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 At-Risk/Other).

For Section 2.1, 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 At-Risk/Other).

For Section 2.2, 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 At-Risk/Other).

For Section 2.2, 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 At-Risk/Other).

2.4.2.3 Academic/Vocational Outcomes			
1. Facility Academic Offerings	Number of Facilities/Programs		
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities	Number of At Risk or Other Programs
1. Awarded high school course credit(s)	27	31	4
2. Awarded high school diploma(s)	8	12	0
3. Awarded GED(s)	1	23	0
2. Academic & Vocational Outcomes	Number of Students		
1. Academic	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in At Risk or Other Programs
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits	333	928	0
2. Were enrolled in a GED program	0	144	0
<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	213	272	0
4. Earned a GED	0	63	0
5. Obtained high school diploma	15	62	0
6. Were accepted into post-secondary education	10	2	0
7. Enrolled in post-secondary education	9	0	0
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	9	201	0
<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	0	1	0
3. Obtained employment	28	10	0
Comments: .			

2.4.2.6. Academic Performance in Reading and Math

Instructions:

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs, juvenile corrections and/or detention, adult corrections, or other programs who participated in pre- and post-testing in reading and math. Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2005 to June 30, 2006.

Students who were pre-tested prior to July 1, 2005 may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. At-risk /other program columns are provided for States for reporting performance data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Report the data by the following facility or program type: students in neglected programs (N), students in juvenile corrections and/or detention (JD/JC), students in at-risk or other programs (AR/O).

For row 1, enter the number of long-term students who were in placement during the reporting year.

For row 2, enter the number of long-term students who tested below grade level in reading or math (respectively) when they entered the facility or program.

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

For rows 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to ½ grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students should be reported in only one of these five change categories. The sum of rows 4-8 should be equal to the number provided in row 3.

2.4.2.6 Academic Performance in Reading and Math						
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students					
	Reading Performance			Math Performance		
	N	JD/JC	AR/O	N	JD/JC	AR/O
1. # students who were in placement from July 1, 2005 to June 30, 2006	436	604	0	431	679	0
2. # students from row 1 who tested below grade level upon entry.	250	382	0	281	672	0
3. # students from row 1 who took both the pre- and post-test exams	245	320	0	271	394	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	33	48	0	36	66	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	15	28	0	58	40	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	41	73	0	31	82	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	54	84	0	27	80	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	102	87	0	119	126	0
Comments:						

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 2005-2006 school year.

90.00

Comments:

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 2005-2006 school year.

86.00

Comments:

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

129

Comments:

2.6 ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)

Performance data for this program will be available from other sources, including State Educational Technology indicators in EDEN.

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:

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

2.7.1 Performance Measures

Note: The target information submitted for 2003-2004, 2004-2005, and 2005-2006 cannot be changed from the figures established as part of your 2004-2005 CSPR submission. At the completion of the Part II CSPR submission cycle, ED will analyze the figures submitted as part of the 2004-2005 CSPR against those submitted in the 2005-2006 CSPR and ask states to reconcile any differences.

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: Annual	2003-2004 0	2004-2005 0
			2004-2005 0	2005-2006 0
			2005-2006 0	
		Year of most recent collection: 2005-2006	2006-2007 0	Baseline: 0
			2007-2008 0	Year Established: 2002-2003

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
5% reduction statewide of long-term suspensions for physical fighting incidents.	Title IV Incident Report Form Online	Frequency: Annual	2003-2004 180	2004-2005 13543*
			2004-2005 241	2005-2006 1371
			2005-2006 12866	
		Year of most recent collection: 2005-2006	2006-2007 1303	Baseline: 190
			2007-2008 1237	Year Established: 2002-2003

Comments: * These figures increased from 2003-3004 to 2004-2005 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. 2005-2006 data collected reflects suspensions over ten days.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
5% reduction statewide of long-term suspensions for weapons related incidents.	Title IV Incident Report Form Online and Gun-Free Reports	Frequency: Annual	2003-2004 545	2004-2005 1077
			2004-2005 347	2005-2006 519
			2005-2006 1023	
		Year of most recent collection: 2005-2006	2006-2007 493	Baseline: 244
			2007-2008 468	Year Established: 2002-2003

Comments: * These figures increased from 2003-3004 to 2004-2005 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. 2005-2006 data collected reflects suspensions over ten days.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
5% reduction statewide of long-term suspensions for "other drug" related incidents.	Title IV Incident Report Form Online	Frequency: Annual	2003-2004 2250	2004-2005 1891*
			2004-2005 926	2005-2006 1288
			2005-2006 1796	
		Year of most recent collection: 2005-2006	2006-2007 1224	Baseline: 680
			2007-2008 1163	Year Established: 2002-2003

Comments: * 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. 2005-2006 data collected reflects suspensions over ten days.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Increase by 5% the number of districts implementing a risk behavior type survey.	Annual Performance Report Online	Frequency: Annual Year of most recent collection: 2005-2006	2003-2004 279	2004-2005 286
			2004-2005 293	
			2005-2006 300	2005-2006 318
			2006-2007 334	
			2007-2008 351	
			Baseline: 358	
			Year Established: 2002-2003	

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
5% decrease annually of statewide bullying and/or harassment incidents by students.	Title IV Incident Report Form Online	Frequency: Annual Year of most recent collection: 2005-2006	2003-2004 33695	2004-2005 11124
			2004-2005 13375	
			2005-2006 10568	2005-2006 14154
			2006-2007 13447	
			2007-2008 12775	
			Baseline: 12479	
			Year Established: 2002-2003	

Comments:

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	Grades PK-8
Middle School	Grades 5-8, Junior High Grades 7-9
High School	Grades 9-12
Comments:	

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 2005-2006	
	school year	Number of LEAs reporting
Elementary	7554	540
Middle	8794	540
High School	4462	540
EXPULSIONS	Number for 2005-2006	
	school year	Number of LEAs reporting
Elementary		
Middle		
High School		

Comments: The data collection form questions were changed from 2004-2005 to reflect total suspensions which were combined into one total figure previously. Long and short term suspensions cannot be disaggregated because they only reported one total for all suspensions.

For Expulsions: Oklahoma law does not use the "expulsion" terminology. Only long-term suspension (over 10 days) data is collected.

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).

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	56		540
Middle School	188		540
High School	182		540

EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School			
Middle School			
High School			

Comments: Tighter security in districts, the use of school resource officers and stricter adherence to school policy, along with prevention programming emphasis, has decreased our weapons suspensions.

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.

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	3		540
Middle School	40		540
High School	247		540

EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School			
Middle School			
High School			

Comments: Decreased incidents are due to greater use of research-based alcohol prevention programs. The Spring 2006 nationwide SAMSHA underage drinking campaign community awareness meetings and distribution of educational literature concerning alcohol use and prevention to parents and community members was beneficial.

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.

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	37		540
Middle School	342		540
High School	909		540
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School			
Middle School			
High School			

Comments: Numbers decreased due to staff training, research-based programs for students in the classroom (especially addressing meth). Also a state law that decreased meth production in the state was enacted, and collaboration with Oklahoma Bureau of Narcotics statewide training was enhanced.

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 and attended by parents. Resource information is available for parents.
- 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 parenting resources is available from SEA staff.
- 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.
- Parent resource materials are available in the Safe Drug-Free Schools office at the SEA, as are training opportunities.
- Lists of websites and resources for parents regarding substance abuse and violence prevention are in the Safe Schools Guide: Volume I which is also available online at our state department web site.

2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)

All information should be for the 2005-2006 school year.

2.8.8 Section 5122 of the Elementary and Secondary Education Act (ESEA), as amended, requires States to provide an annual statewide summary of how Title V, Part A funds are contributing to improving student academic performance and the quality of education for students. The statute further requires that those summaries be based on evaluations provided to the State by local educational agencies (LEAs) receiving program funds.

Please attach your statewide summary. You can upload file by entering the file name and location in the box below or use the browse button to search for the file as you would when attaching a file to an e-mail. The maximum file size for this upload is 4 meg.

2.8.9 Indicate the NUMBER of LEAs that completed Title V, Part A needs assessments that the State determined to be credible.

246

Comments:

2.8.10 Indicate the AMOUNT of Title V, Part A funds in dollars (including funds transferred from other programs into Title V, Part A under the Transferability authority in Section 6123(b)) that LEAs used for the four strategic priorities listed below. (Include all LEAs, not just LEAs that spent at least 85 percent for the four strategic priorities.)

\$ 1439348

The **4 strategic priorities** are: (1) support student achievement, enhance reading and math, (2) improve the quality of teachers, (3) ensure that schools are safe and drug free, (4) promote access for all students to a quality education.

Activities authorized under Section 5131 of the ESEA that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 19-20, 22, and 25-27. Authorized activities that are not included in the four strategic priorities are 6, 10-11, 13, 18, 21, and 23-24.

Comments:

2.8.11 In the table below, please provide the following information for LEAs receiving Title V, Part A funds.

First row:

- The number of LEAs that used at least 85 percent of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs) for the four strategic priorities above, and
- The number of these LEAs that met their State's definition of adequate yearly progress (AYP)

Second row:

- The number of LEAs that did not use at least 85 percent of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs for the four strategic priorities), and
- The number of these LEAs that met their State's definition of AYP

LEAs receiving Title V, Part A funds	NUMBER of these LEAs	NUMBER of these LEAs that met AYP
Number of LEAs that <u>used at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	231	174
Number of LEAs that <u>did not use at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	15	10
	246	184
TOTAL	(total = all LEAS receiving Title V, Part A funds) 246	(total = all LEAS receiving Title V, Part A funds <u>that met</u> AYP) 184

Note: Allocations should include any funds transferred into Title V, Part A under the transferability option under section 6132 (b).

Comments:

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 2005-2006 school year. 299

Comments:

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 2005-2006 school year.

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	8
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	92
Parental involvement activities	5
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	9
Activities authorized under Title I, Part A	36
Activities authorized under Title III (Language instruction for LEP and immigrant students)	7

Comments:

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 sixteen (116) school districts participated in the Rural and Low-Income Schools Program during the 2005-2006 school year. Funds were used to supplement the districts' efforts to ensure that all students have the opportunity to reach high academic standards. Trend data shows that 100% of the districts showed increases in the number of students achieving proficiency in reading and math in two or more of the grade levels tested. Ninety (89) of these districts made AYP in reading; ninety-three (92) of these districts made AYP in math; one hundred fourteen (114) of these districts made AYP in graduation rate; seventy-seven (77) of these districts made AYP in all areas resulting in sixty-six percent (66%) of the participating districts making adequate yearly progress. 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 2005-2006 Consolidated State Performance Report, Part I.

Year: 2005-2006

Participating LEAs: 116

LEAs Making Adequate Yearly Progress: 77

Year: 2004-2005

Participating LEAs: 113

LEAs Making Adequate Yearly Progress: 95

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 2005-2006 school year?	<u>No</u>
Comments:	

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 2005-2006 school year.	47
Comments:	

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.

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	0	0
Educational Technology State Grants (section 2412(a)(2)(A))	8	207768
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	6	131374
State Grants for Innovative Programs (section 5112(a))	15	781822
Title I, Part A, Improving Basic Programs Operated by LEAs	31	1253455
Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	44	2325574
Educational Technology State Grants (section 2412(a)(2)(A))	2	3303
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	9	36474
State Grants for Innovative Programs (section 5112(a))	4	9068

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

Comments:

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.