

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 2007-08

OKLAHOMA



PART I DUE FRIDAY, DECEMBER 19, 2008
PART II DUE FRIDAY, FEBRUARY 27, 2009

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

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

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

The NCLB Consolidated State Performance Report (CSPR) for school year (SY) 2007-08 consists of two Parts, Part I and Part II.

PART I

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

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

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

PART II

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

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2007-08 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by Friday, December 19, 2008. Part II of the Report is due to the Department by Friday, February 27, 2009. Both Part I and Part II should reflect data from the SY 2007-08, unless otherwise noted.

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

TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2007-08 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2007-08 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-HLPEDEN (1-877-457-3336).

OMB Number: 1810-0614

Expiration Date: 10/31/2010

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, 2007-08

Part II, 2007-08

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

Oklahoma State Department of Education

Address:

2500 North Lincoln Blvd
Oklahoma City, OK 73105

Person to contact about this report:

Name: Dr. Cindy Koss

Telephone: 405-521-4514

Fax: 405-521-2971

e-mail: cindy_koss@mail.sde.state.ok.us

Name of Authorizing State Official: (Print or Type):

Dr. Cindy Koss

Friday, March 13, 2009, 12:41:02 PM

Signature

Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART I**

For reporting on
School Year 2007-08



**PART I DUE DECEMBER 19, 2008
5PM EST**

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

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

1.1.1 Academic Content Standards

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science. Responses should focus on actions taken or planned since the State's content standards were approved through ED's peer review process for State assessment systems. Indicate specifically in what school year your State expects the changes to be implemented.

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

The response is limited to 8,000 characters.

OVERVIEW

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

In July 2002, PASS was revised providing clarity in Mathematics and Reading/Language Arts and separating the previous grade cluster Science standards to specific standards for each grade level in order to meet requirements of the No Child Left Behind legislation.

Revision

of PASS occurs pursuant to state statute with committees composed of representatives from state teachers, curriculum specialists, university faculty in content specific areas, and professional organizations. Recommendations for revision are then sent to the State Superintendent and the Oklahoma State Board of Education for public hearings and approval before they become state law. State statute requires review of state standards prior to each textbook adoption year and as appropriate during each content area's six-year cycle.

MATHEMATICS

General mathematics knowledge in patterns and algebraic reasoning, number sense, number operations and computation, geometry, measurement, data analysis, probability, and statistics is targeted in the standards for grades 1-8, while standards for grades 9-12 are written for specific mathematics courses including Algebra 1, Algebra 2, and Geometry. Mathematics process standards and content standards are addressed in separate sections of the PASS document. In addition to the core content knowledge base at each grade level, the ability to apply the knowledge is equally addressed through process standards such as problem solving, connections, representation, communication, and reasoning. Mathematics PASS had minor revisions in 2005 as well as revisions and reorganization of high school standards in 2006 and 2007. The six-year review cycle allows for Mathematics PASS revisions in 2009.

READING/LANGUAGE ARTS

Reading and language arts knowledge in the areas of reading, literature, research and information, writing, grammar, usage, mechanics,

oral language, listening and speaking, and visual literacy is targeted in the standards for all grades. Reading/Language Arts PASS had minor revisions in 2005. Reading/Literature standards of Language Arts PASS underwent the six-year review cycle for revisions in 2007. The six-year review cycle allows for Grammar/Language Composition standards of Language Arts PASS revisions in 2010.

SCIENCE

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

RIGOR, TECHNICAL ASSISTANCE, AND APPROVAL

The standards of PASS are rigorous as evidenced in the various levels of thinking skills targeted for each content area. In order to support teachers as they incorporate the standards in classroom curriculum, the Oklahoma State Department of Education has established PASSPORT II, an online database of interactive lessons and resources aligned to the Priority Academic Student Skills for each grade level.

Assistance is also provided to teachers through State Department of Education professional development workshops, mathematics academies, reading academies, science inquiry academies, Mathematics and Science Partnership (MSP) Grants, videoconference presentations, and point-to-point videoconferences.

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

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

1.1.2 Assessments in Mathematics and Reading/Language Arts

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments and/or academic achievement standards in mathematics or reading/language arts required under Section 1111(b)(3) of ESEA. Responses should focus on actions taken or planned since the State's assessment system was approved through ED's peer review process. Responses also should indicate specifically in what school year your State expects the changes to be implemented.

As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA as well as alternate achievement standards for students with significant cognitive disabilities and modified academic achievement standards for certain students with disabilities implemented to meet the requirements of Section 1111(b)(3) of ESEA. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments and/or academic achievement standards taken or planned."

The response is limited to 8,000 characters.

Initial standards were set in June 2007 for Oklahoma's modified alternate assessment for Reading in Grades 3-8 and end-of-instruction English II as well as Mathematics in Grades 3-8 and end-of-instruction Algebra I. Documents have been submitted for peer review.

New standards were set in July 2007 for the Algebra I end-of-instruction test. Oklahoma has submitted documents for peer review of this assessment.

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

1.1.4 Assessments in Science

If your State's assessments and academic achievement standards in science required under Section 1111(b)(3) of ESEA have been approved through ED's peer review process, provide in the space below a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments and/or academic achievement standards in science required under Section 1111(b)(3) of ESEA. Responses should focus on actions taken or planned since the State's assessment system was approved through ED's peer review process. Responses also should indicate specifically in what school year your State expects the changes to be implemented.

As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA as well as alternate achievement standards for students with significant cognitive disabilities and modified academic achievement standards for certain students with disabilities implemented to meet the requirements of Section 1111(b)(3) of ESEA.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments and/or academic achievement standards taken or planned."

If the State's assessments in science required under Section 1111(b)(3) of ESEA have not been approved through ED's peer review process, respond "State's assessments and academic achievement standards in science not yet approved."

The response is limited to 8,000 characters.

Initial standards were set in June 2007 for Oklahoma's modified alternate assessment for Science in Grades 5 and 8 and end-of-instruction Biology I. Documents have been submitted for peer review.

Academic achievement standards were approved through peer review process in June 2006.
State's assessments in science not yet approved.

The State submitted evidence for the Science assessments during peer review in 2006. Only parts of the science content and assessments were reviewed during that time. Academic achievement standards were approved through peer review in 2006. Additional evidence for review was submitted in the Fall of 2008 and the remaining pieces of evidence have been submitted in March 2009. At this time the State does not have complete approval of Science assessments

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

1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State NCLB assessments.

1.2.1 Participation of All Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for NCLB mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with NCLB. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (IDEA)" includes children who participated in the regular assessments with or without accommodations and alternate assessments.

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	320,094	316,573	98.9
American Indian or Alaska Native	58,239	57,629	99.0
Asian or Pacific Islander	5,971	5,946	99.6
Black, non-Hispanic	34,605	33,894	98.0
Hispanic	30,754	30,443	99.0
White, non-Hispanic	190,525	188,661	99.0
Children with disabilities (IDEA)	51,655	50,123	97.0
Limited English proficient (LEP) students	15,893	15,747	99.1
Economically disadvantaged students	166,435	164,266	98.7
Migratory students	462	459	99.4
Male	163,890	161,802	98.7
Female	155,496	154,153	99.1
Comments:			

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X081 that includes data group 588, category sets A, B, C, D, E, and F, and subtotal 1. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

1.2.2 Participation of Students with Disabilities in Mathematics Assessment

In the table below, provide the number of children with disabilities (IDEA) participating during the State's testing window in mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (IDEA) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (IDEA) participating will also be calculated automatically.

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

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	12,789	25.5
Regular Assessment with Accommodations	13,184	26.3
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	20,732	41.4
Alternate Assessment Based on Alternate Achievement Standards	3,418	6.8
Total	50,123	

Comments:

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

1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State's NCLB reading/language arts assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	319,875	315,508	98.6
American Indian or Alaska Native	58,031	57,288	98.7
Asian or Pacific Islander	5,974	5,921	99.1
Black, non-Hispanic	34,548	33,716	97.6
Hispanic	30,323	29,928	98.7
White, non-Hispanic	190,999	188,655	98.8
Children with disabilities (IDEA)	51,513	49,645	96.4
Limited English proficient (LEP) students	15,424	15,228	98.7
Economically disadvantaged students	165,075	162,516	98.4
Migratory students	428	423	98.8
Male	163,765	161,209	98.4
Female	155,313	153,606	98.9
Comments:			

Source – The same file specification as 1.2.1 is used, but with data group 589 instead of 588.

1.2.4 Participation of Students with Disabilities in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's NCLB reading/language arts assessment.

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

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	10,607	21.4
Regular Assessment with Accommodations	14,031	28.3
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	21,619	43.5
Alternate Assessment Based on Alternate Achievement Standards	3,388	6.8
Total	49,645	
Comments:		

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

1.2.5 Participation of All Students in the Science Assessment

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	130,978	130,442	99.6
American Indian or Alaska Native	23,610	23,498	99.5
Asian or Pacific Islander	2,519	2,519	100.0
Black, non-Hispanic	13,902	13,670	98.3
Hispanic	11,815	11,729	99.3
White, non-Hispanic	75,436	75,411	100.0
Children with disabilities (IDEA)	20,133	20,133	100.0
Limited English proficient (LEP) students	5,431	5,395	99.3
Economically disadvantaged students	63,805	63,520	99.6
Migratory students	167	167	100.0
Male	66,728	66,435	99.6
Female	64,028	63,814	99.7
Comments:			

Source – Manual input by the SEA using the online collection tool. Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.2.6 Participation of Students with Disabilities in Science Assessment

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

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

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	5,962	29.6
Regular Assessment with Accommodations	5,651	28.1
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	7,134	35.4
Alternate Assessment Based on Alternate Achievement Standards	1,386	6.9
Total	20,133	
Comments:		

Source – Manual input by the SEA using the online collection tool. Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.3 STUDENT ACADEMIC ACHIEVEMENT

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

1.3.1 Student Academic Achievement in Mathematics

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

The student group "children with disabilities (IDEA)" includes children who participated in the regular assessments with or without accommodations and alternate assessments.

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

1.3.2 Student Academic Achievement in Reading/Language Arts

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

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

1.3.3 Student Academic Achievement in Science

This section is similar to 1.3.1. The only difference is that this section collects data on the State's NCLB science assessment administered at least one in each of the following grade spans 3 through 5, 6 through 9, and 10 through 12.

Limited English Proficiency (LEP) students includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

1.3.1.1 Student Academic Achievement in Mathematics -Grade 3

Grade 3	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	47,104	36,715	77.9
American Indian or Alaska Native	8,818	6,784	76.9
Asian or Pacific Islander	842	730	86.7
Black, non-Hispanic	5,152	3,235	62.8
Hispanic	5,103	3,607	70.7
White, non-Hispanic	27,189	22,359	82.2
Children with disabilities (IDEA)	7,442	4,990	67.1
Limited English proficient (LEP) students	3,425	2,271	66.3
Economically disadvantaged students	26,949	19,478	72.3
Migratory students	73	40	54.8
Male	24,083	19,088	79.3
Female	22,947	17,585	76.6
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

Grade 3	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	47,026	39,835	84.7
American Indian or Alaska Native	8,822	7,423	84.1
Asian or Pacific Islander	821	727	88.6
Black, non-Hispanic	5,148	3,845	74.7
Hispanic	5,055	3,851	76.2
White, non-Hispanic	27,180	23,989	88.3
Children with disabilities (IDEA)	7,446	4,689	63.0
Limited English proficient (LEP) students	3,339	2,331	69.8
Economically disadvantaged students	26,820	21,448	80.0
Migratory students	70	49	70.0
Male	24,051	19,769	82.2
Female	22,903	20,016	87.4
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

1.3.3.1 Student Academic Achievement in Science -Grade 3

Grade 3	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian or Pacific Islander	0	0	0.0
Black, non-Hispanic	0	0	0.0
Hispanic	0	0	0.0
White, non-Hispanic	0	0	0.0
Children with disabilities (IDEA)	0	0	0.0
Limited English proficient (LEP) students	0	0	0.0
Economically disadvantaged students	0	0	0.0
Migratory students	0	0	0.0
Male	0	0	0.0
Female	0	0	0.0
Comments: Oklahoma does not test science at Grade 3.			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.3.1.2 Student Academic Achievement in Mathematics -Grade 4

Grade 4	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	46,643	38,165	81.8
American Indian or Alaska Native	8,586	6,989	81.4
Asian or Pacific Islander	878	772	87.9
Black, non-Hispanic	5,182	3,484	67.2
Hispanic	4,874	3,626	74.4
White, non-Hispanic	27,123	23,294	85.9
Children with disabilities (IDEA)	7,661	5,172	67.5
Limited English proficient (LEP) students	2,714	1,858	68.5
Economically disadvantaged students	26,362	20,071	76.1
Migratory students	73	49	67.1
Male	23,931	19,779	82.7
Female	22,644	18,343	81.0
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

Grade 4	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	46,579	42,096	90.4
American Indian or Alaska Native	8,569	7,739	90.3
Asian or Pacific Islander	851	804	94.5
Black, non-Hispanic	5,192	4,324	83.3
Hispanic	4,828	4,090	84.7
White, non-Hispanic	27,139	25,139	92.6
Children with disabilities (IDEA)	7,680	5,548	72.2
Limited English proficient (LEP) students	2,632	2,059	78.2
Economically disadvantaged students	26,263	22,860	87.0
Migratory students	72	57	79.2
Male	23,902	21,193	88.7
Female	22,611	20,852	92.2
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

1.3.3.2 Student Academic Achievement in Science -Grade 4

Grade 4	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian or Pacific Islander	0	0	0.0
Black, non-Hispanic	0	0	0.0
Hispanic	0	0	0.0
White, non-Hispanic	0	0	0.0
Children with disabilities (IDEA)	0	0	0.0
Limited English proficient (LEP) students	0	0	0.0
Economically disadvantaged students	0	0	0.0
Migratory students	0	0	0.0
Male	0	0	0.0
Female	0	0	0.0
Comments: Oklahoma does not test science at Grade 4.			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.3.1.3 Student Academic Achievement in Mathematics -Grade 5

Grade 5	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	45,185	38,745	85.7
American Indian or Alaska Native	8,442	7,011	83.0
Asian or Pacific Islander	861	802	93.1
Black, non-Hispanic	4,778	3,617	75.7
Hispanic	4,506	3,698	82.1
White, non-Hispanic	26,598	23,617	88.8
Children with disabilities (IDEA)	7,397	5,162	69.8
Limited English proficient (LEP) students	2,528	1,925	76.1
Economically disadvantaged students	24,829	20,138	81.1
Migratory students	72	56	77.8
Male	22,931	19,635	85.6
Female	22,193	19,067	85.9
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

Grade 5	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	45,073	36,901	81.9
American Indian or Alaska Native	8,439	6,642	78.7
Asian or Pacific Islander	843	739	87.7
Black, non-Hispanic	4,774	3,481	72.9
Hispanic	4,435	3,395	76.6
White, non-Hispanic	26,582	22,644	85.2
Children with disabilities (IDEA)	7,380	4,120	55.8
Limited English proficient (LEP) students	2,429	1,606	66.1
Economically disadvantaged students	24,726	18,827	76.1
Migratory students	71	43	60.6
Male	22,871	17,958	78.5
Female	22,120	18,894	85.4
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

1.3.3.3 Student Academic Achievement in Science -Grade 5

Grade 5	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	45,078	37,809	83.9
American Indian or Alaska Native	8,431	6,948	82.4
Asian or Pacific Islander	861	773	89.8
Black, non-Hispanic	4,768	3,363	70.5
Hispanic	4,499	3,375	75.0
White, non-Hispanic	25,546	22,550	88.3
Children with disabilities (IDEA)	7,334	4,938	67.3
Limited English proficient (LEP) students	2,538	1,649	65.0
Economically disadvantaged students	24,867	19,388	78.0
Migratory students	72	52	72.2
Male	22,864	19,089	83.5
Female	22,148	18,672	84.3
Comments:			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.3.1.4 Student Academic Achievement in Mathematics -Grade 6

	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
Grade 6			
All students	44,467	35,458	79.7
American Indian or Alaska Native	8,145	6,320	77.6
Asian or Pacific Islander	853	780	91.4
Black, non-Hispanic	4,752	3,081	64.8
Hispanic	4,351	3,128	71.9
White, non-Hispanic	26,366	22,149	84.0
Children with disabilities (IDEA)	7,094	4,342	61.2
Limited English proficient (LEP) students	2,063	1,270	61.6
Economically disadvantaged students	23,481	17,097	72.8
Migratory students	56	37	66.1
Male	23,021	18,195	79.0
Female	21,383	17,221	80.5
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
Grade 6			
All students	44,414	35,152	79.1
American Indian or Alaska Native	8,147	6,283	77.1
Asian or Pacific Islander	841	739	87.9
Black, non-Hispanic	4,740	3,127	66.0
Hispanic	4,318	2,992	69.3
White, non-Hispanic	26,368	22,011	83.5
Children with disabilities (IDEA)	7,082	3,712	52.4
Limited English proficient (LEP) students	2,009	1,100	54.8
Economically disadvantaged students	23,374	16,874	72.2
Migratory students	56	41	73.2
Male	22,985	17,412	75.8
Female	21,369	17,709	82.9
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

1.3.3.4 Student Academic Achievement in Science -Grade 6

	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
Grade 6			
All students	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian or Pacific Islander	0	0	0.0
Black, non-Hispanic	0	0	0.0
Hispanic	0	0	0.0
White, non-Hispanic	0	0	0.0
Children with disabilities (IDEA)	0	0	0.0
Limited English proficient (LEP) students	0	0	0.0
Economically disadvantaged students	0	0	0.0
Migratory students	0	0	0.0
Male	0	0	0.0
Female	0	0	0.0
Comments: Oklahoma does not test science at Grade 6.			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.3.1.5 Student Academic Achievement in Mathematics -Grade 7

	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
Grade 7			
All students	44,484	33,998	76.4
American Indian or Alaska Native	8,085	5,895	72.9
Asian or Pacific Islander	828	694	83.8
Black, non-Hispanic	4,701	2,878	61.2
Hispanic	4,193	2,739	65.3
White, non-Hispanic	26,677	21,792	81.7
Children with disabilities (IDEA)	7,080	3,968	56.0
Limited English proficient (LEP) students	1,980	1,030	52.0
Economically disadvantaged students	22,363	15,332	68.6
Migratory students	77	44	57.1
Male	22,673	17,471	77.1
Female	21,727	16,477	75.8
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
Grade 7			
All students	44,388	33,859	76.3
American Indian or Alaska Native	8,079	5,941	73.5
Asian or Pacific Islander	803	663	82.6
Black, non-Hispanic	4,693	2,931	62.5
Hispanic	4,155	2,706	65.1
White, non-Hispanic	26,658	21,618	81.1
Children with disabilities (IDEA)	7,060	3,582	50.7
Limited English proficient (LEP) students	1,898	900	47.4
Economically disadvantaged students	22,296	15,320	68.7
Migratory students	68	43	63.2
Male	22,617	16,368	72.4
Female	21,675	17,439	80.5
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

1.3.3.5 Student Academic Achievement in Science -Grade 7

	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
Grade 7			
All students	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian or Pacific Islander	0	0	0.0
Black, non-Hispanic	0	0	0.0
Hispanic	0	0	0.0
White, non-Hispanic	0	0	0.0
Children with disabilities (IDEA)	0	0	0.0
Limited English proficient (LEP) students	0	0	0.0
Economically disadvantaged students	0	0	0.0
Migratory students	0	0	0.0
Male	0	0	0.0
Female	0	0	0.0
Comments: Oklahoma does not test science at Grade 7.			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.3.1.6 Student Academic Achievement in Mathematics -Grade 8

Grade 8	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	44,740	35,582	79.5
American Indian or Alaska Native	8,078	6,213	76.9
Asian or Pacific Islander	860	782	90.9
Black, non-Hispanic	4,770	3,107	65.1
Hispanic	3,985	2,854	71.6
White, non-Hispanic	27,047	22,626	83.7
Children with disabilities (IDEA)	6,994	3,892	55.6
Limited English proficient (LEP) students	1,893	1,165	61.5
Economically disadvantaged students	21,809	15,909	72.9
Migratory students	65	39	60.0
Male	22,893	18,144	79.3
Female	21,625	17,295	80.0
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

Grade 8	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	44,785	36,157	80.7
American Indian or Alaska Native	8,080	6,435	79.6
Asian or Pacific Islander	849	708	83.4
Black, non-Hispanic	4,772	3,169	66.4
Hispanic	3,952	2,607	66.0
White, non-Hispanic	27,132	23,238	85.6
Children with disabilities (IDEA)	7,048	4,175	59.2
Limited English proficient (LEP) students	1,852	888	47.9
Economically disadvantaged students	21,911	16,018	73.1
Migratory students	60	27	45.0
Male	22,916	18,280	79.8
Female	21,636	17,707	81.8
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

1.3.3.6 Student Academic Achievement in Science -Grade 8

	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
Grade 8			
All students	44,552	38,998	87.5
American Indian or Alaska Native	8,017	6,914	86.2
Asian or Pacific Islander	859	786	91.5
Black, non-Hispanic	4,757	3,563	74.9
Hispanic	3,960	3,088	78.0
White, non-Hispanic	25,720	23,576	91.7
Children with disabilities (IDEA)	7,013	4,997	71.3
Limited English proficient (LEP) students	1,889	1,218	64.5
Economically disadvantaged students	21,950	18,027	82.1
Migratory students	62	36	58.1
Male	22,871	19,903	87.0
Female	21,609	19,044	88.1
Comments:			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.3.1.7 Student Academic Achievement in Mathematics -High School

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	43,950	32,988	75.1
American Indian or Alaska Native	7,475	5,246	70.2
Asian or Pacific Islander	824	698	84.7
Black, non-Hispanic	4,559	2,628	57.6
Hispanic	3,431	2,275	66.3
White, non-Hispanic	27,661	22,141	80.0
Children with disabilities (IDEA)	6,455	3,973	61.5
Limited English proficient (LEP) students	1,144	610	53.3
Economically disadvantaged students	18,473	12,456	67.4
Migratory students	43	24	55.8
Male	22,270	16,325	73.3
Female	21,634	16,630	76.9
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	43,243	32,075	74.2
American Indian or Alaska Native	7,152	5,110	71.4
Asian or Pacific Islander	913	725	79.4
Black, non-Hispanic	4,397	2,494	56.7
Hispanic	3,185	1,911	60.0
White, non-Hispanic	27,596	21,835	79.1
Children with disabilities (IDEA)	5,949	3,150	53.0
Limited English proficient (LEP) students	1,069	458	42.8
Economically disadvantaged students	17,126	11,079	64.7
Migratory students	26	12	46.2
Male	21,867	15,145	69.3
Female	21,292	16,874	79.3
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

1.3.3.7 Student Academic Achievement in Science -High School

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	40,812	21,972	53.8
American Indian or Alaska Native	7,050	3,410	48.4
Asian or Pacific Islander	814	539	66.2
Black, non-Hispanic	4,145	1,302	31.4
Hispanic	3,270	1,203	36.8
White, non-Hispanic	24,145	14,800	61.3
Children with disabilities (IDEA)	5,786	2,386	41.2
Limited English proficient (LEP) students	967	233	24.1
Economically disadvantaged students	16,703	7,071	42.3
Migratory students	33	8	24.2
Male	20,700	11,409	55.1
Female	20,057	10,538	52.5
Comments:			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

1.4.1 All Schools and Districts Accountability

In the table below, provide the total number of schools and districts and the total number of those schools and districts that made AYP based on data for the SY 2007-08. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2007-08	Percentage that Made AYP in SY 2007-08
Schools	1,793	1,667	93.0
Districts	539	501	93.0
Comments:			

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

1.4.2 Title I School Accountability

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for the SY 2007-08 school year. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2007-08	Percentage of Title I Schools that Made AYP in SY 2007-08
All Title I schools	1,156	1,073	92.8
Schoolwide (SWP) Title I schools	940	866	92.1
Targeted assistance (TAS) Title I schools	216	207	95.8
Comments:			

Source – The table above is produced through ED Facts. The SEA submits the data in N/X129 for data group 22 and N/X103 for data group 32.

1.4.3 Accountability of Districts That Received Title I Funds

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2007-08. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds	# Districts That Received Title I Funds and Made AYP in SY 2007-08	Percentage of Districts That Received Title I Funds and Made AYP in SY 2007-08
532	492	92.5
Comments:		

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

Note: DG 582 is not collected from the SEA, rather it comes from the Title I funding data.

1.4.4 Title I Schools Identified for Improvement

1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2008-09 based on the data from SY 2007-08. For each school on the list, provide the following:

- District Name and NCES ID Code
- School Name and NCES ID Code
- Whether the school met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan

- Whether the school met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2008-09 (Use one of the following improvement status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))
- Whether (yes or no) the school is or is not a Title I school (This column must be completed by States that choose to list all schools in improvement. Column is optional for States that list only Title I schools.)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003 (g).

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

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

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

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

1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under NCLB were implemented in SY 2007-08 (based on SY 2006-07 assessments under Section 1111 of ESEA).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2007-08
Required implementation of a new research-based curriculum or instructional program	5
Extension of the school year or school day	9
Replacement of staff members relevant to the school's low performance	1
Significant decrease in management authority at the school level	1
Replacement of the principal	2
Restructuring the internal organization of the school	0
Appointment of an outside expert to advise the school	7
Comments:	

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

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under NCLB were implemented in SY 2007-08 (based on SY 2006-07 assessments under Section 1111 of ESEA).

Restructuring Action	# of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	2
Reopening the school as a public charter school	0
Entering into a contract with a private entity to operate the school	0
Take over the school by the State	0
Other major restructuring of the school governance	0
Comments:	

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

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

The response is limited to 8,000 characters.

1.4.5 Districts That Received Title I Funds Identified for Improvement

1.4.5.1 List of Districts That Received Title I Funds and Were Identified for Improvement

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2008-09 based on the data from SY 2007-08. For each district on the list, provide the following:

- District Name and NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan

- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2008-09 (Use one of the following improvement status designations: Improvement or Corrective Action)
- Whether the district is a district that received Title I funds. Indicate "Yes" if the district received Title I funds and "No" if the district did not receive Title I funds. (This column **must be completed by States that choose to list all districts or all districts in improvement. This column is optional for States that list only** districts in improvement that receive Title I funds.)

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

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

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

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

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

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

The response is limited to 8,000 characters.

Oklahoma had six districts in improvement. Technical assistance and support was provided to these districts as well as sites identified for improvement, including sites within the six districts, in the following ways:

-District Improvement technical assistance site visit and meeting -What Works in Schools Conference -Data Retreat Conference -School Support Team visits to several district school sites -Review of District Improvement plans

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

1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under NCLB were implemented in SY 2007-08 (based on SY 2006-07 assessments under Section 1111 of ESEA).

Corrective Action	# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2007-08
Implementing a new curriculum based on State standards	2
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	0
Replaced district personnel who are relevant to the failure to make AYP	2
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	0
Abolished the district (list the number of districts abolished between the end of SY 2006-07 and beginning of SY 2007-08 as a corrective action)	0
Comments:	

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

1.4.7 Appeal of AYP and Identification Determinations

In the table below, provide the number of districts and schools that appealed their AYP designations based on 2007-08 data and the results of those appeals.

	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts	6	4
Schools	19	3
Comments: School Appeals were completed by August 26, 2008. District Appeals were completed by September 29, 2008.		

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

Date (MM/DD/YY) that processing appeals based on SY 2007-08 data was complete	09/29/08
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Source – Manual entry by SEA into the online collection tool.

1.4.8 School Improvement Status

In the section below, "Schools in Improvement" means Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of ESEA for SY 2007-08.

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

The table below pertains only to schools that received assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08.

- In the SY 2007-08 column, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2007-08 who were:
 - Proficient in mathematics as measured by your State's assessments required under Section 1111(b)(3) of ESEA in SY 2007-08.
 - Proficient in reading/language arts as measured by your State's assessments required under Section 1111(b)(3) of ESEA in SY 2007-08.
 - Total number of schools for which the data in this table are reported. This should be the total number of schools that received assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08.
- In the SY 2006-07 column, provide the requested data for the same schools whose student proficiency data are reported for SY 2007-08. No total is requested for schools in SY 2006-07.

Category	SY 2007-08	SY 2006-07
Total number of students who were enrolled in schools that received assistance through Section 1003 (a) and/or 1003(g) funds in SY 2007-08	8,120	8,416
Total number of students who were proficient in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	5,007	4,140
Percentage of students who were proficient in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	61.7	49.2
Total number of students who were proficient in reading/language arts in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	4,841	4,395
Percentage of students who were proficient in reading/language arts in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	59.6	52.2
Number of schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	39	
Comments: Because not all grades in participating schools are tested, Oklahoma has entered the total number of students enrolled in tested grades.		

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

collection for the SY 2007-08 CSPR. Proposed under OMB 831.

1.4.8.2 School Improvement Status and School Improvement Assistance

In the table below, indicate the number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08 that:

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

Category	# of Schools
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08 that made adequate yearly progress based on testing in SY 2007-08	28
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08 that exited improvement status based on testing in SY 2007-08	18
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08 that did not make adequate yearly progress based on testing in SY 2007-08	11
Comments:	

Source – Manual input by the SEA using the online collection tool. Note: New collection for the SY 2007-08 CSPR. Proposed under OMB

831.

1.4.8.3 Effective School Improvement Strategies

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

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Effective Strategy or Combination of Strategies Used (See response options in "Column 1 Response Options Box" below.) If your State's response includes a "5" (other strategies), identify the specific strategy(s) in Column 2.	Description of "Other Strategies" This response is limited to 500 characters.	Number of schools in which the strategy(s) was used	Number of schools that used the strategy(s), made AYP, and exited improvement status	Number of schools that used the strategy(s), made AYP, but did not exit improvement status	Most common other Positive Outcome from the Strategy (See response options in "Column 6 Response Options Box" below)	Description of "Other Positive Outcome" if Response for Column 6 is "D" This response is limited to 500 characters.
6 = Combo 1	1,2,3,4, and 5	19	10	5	C	
7 = Combo 2	2,3, and 5	19	7	11	C	
Comments:						

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

Column 6 Response Options Box

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

B = Increased teacher retention

C = Improved parental involvement

D = Other

Source – Manual input by the SEA using the online collection tool. Note: New collection for the SY 2007-08 CSPR. Proposed under OMB

1.4.8.4 Sharing of Effective Strategies

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

This response is limited to 8,000 characters.

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

All School Improvement sites have attended the What Works in Schools professional development with Dr. Robert Marzano and Debra Pickering presenting proven scientifically based research activities, including Building Academic Vocabulary. All School Improvement sites also shared effective strategies with one another through presentations, visiting other school sites and participating in listserves. The Data Retreat and various curriculum conferences were attended by School Improvement teams as well.

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

1.4.8.5 Use of Section 1003(a) and (g) School Improvement Funds

Note: New section for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.4.8.5.1 Section 1003(a) State Reservations

In the space provided, enter the percentage of the FY 2007 (SY 2007-08) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of ESEA and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of ESEA: 0.7 %

Comments: Oklahoma had a decrease in funding for FY2007 of approximately \$13 million, and funds were insufficient to set aside the required 4%.

Source – Manual input by the SEA using the online collection tool. Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

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

In the tables below, provide the requested information for FY 2007 (SY 2007-08).

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

Download template: [Question 1.4.8.5.2 \(Get MS Excel Viewer\)](#)

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

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

Section 1003(g)(8) of ESEA allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2007-08.

This response is limited to 8,000 characters.

OSDE Technical Assistance with 1003(g) funds includes the following:

The OSDE provided customized technical assistance and professional development to build the capacity of LEA and school staff with a comprehensive data retreat training in the summer of 2008. Dr. Judy K. Sargent provided a three-day training during the summer of 2008 for school support team leaders, school support team members and LEA teams from currently identified school improvement sites. This training provided strategies for data collection and analysis to inform instruction. Modules are designed in the areas of: literacy; mathematics and science; special education; safe and healthy schools; early learning; improvement planning; English language learner; and the comprehensive data retreat process for elementary, middle and high school sites.

OSDE staff and Oklahoma educators have worked with Dr. Robert Marzano to create an Oklahoma Building Academic Vocabulary (BAV) list in the areas of reading/language arts; mathematics; science; and social studies. Through a six-step process, teachers provide students with an opportunity to learn academic vocabulary critical to student achievement. The terms and phrases are offered to Oklahoma districts and schools as a foundation from which to design and implement a comprehensive program to enhance the academic background knowledge of students. Districts and schools are encouraged to use this resource in ways that best suit their needs and dispositions. Dr. Marzano's research indicates that implementing a BAV program particularly increases student achievement for economically disadvantaged students and English language learners in all core content areas. OSDE will create a BAV Web site with strategies for implementation. In addition, OSDE proposes to provide a train the trainer professional development opportunity for all school support team members so that they can better assist schools in need of improvement, corrective action and/or restructuring with this research-based program.

Source – Manual input by the SEA using the online collection tool. Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

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

In the space below, describe actions (if any) taken by your State in SY 2007-08 that were supported by funds other than Section 1003(a) and 1003(g) funds to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of ESEA.

The response is limited to 8,000 characters.

Actions in SY2007-2008 that were supported by funds other than section 1003(a) and 1003(g) to address the achievement problems of schools identified for improvement, corrective action, or restructuring under section 1116 of ESEA are listed below: -Math and Science Partnership grants -Videoconference center -School Support Team members and leaders -Master Teachers Project -Reading Sufficiency - I Can Learn Math labs -Science Inquiry Institute -Math Improvement Program for Middle School Teachers -Achieving Classroom Excellence (ACE) -Superintendent's Math Academies

Source – Manual input by the SEA using the online collection tool. Note: New collection for the SY 2007-08 CSPR. Proposed under OMB

83l.

1.4.9 Public School Choice and Supplemental Educational Services

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

1.4.9.1 Public School Choice

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

1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied for public school choice, and the number who transferred under the provisions for public school choice in Section 1116 of ESEA.

Students who are eligible for public school choice includes:

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

	# Students
Eligible for public school choice	12,291
Applied to transfer	226
Transferred to another school under the Title I public school choice provisions	177

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

	Yes/No
Enrolled in a school identified for improvement	Yes
Transferred in the current school year, only	Yes
Transferred in a prior year and in the current year	Yes
Comments:	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

1.4.9.1.3 Funds Spent on Public School Choice

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice in Section 1116 of ESEA.

	Amount
Dollars spent by LEAs on transportation for public school choice	\$ 672,635
Comments:	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

1.4.9.1.4 Availability of Public School Choice Options

In the table below provide the number of LEAs in your State that are unable to provide public school choice options to eligible students due to any of the following reasons:

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

	# LEAs
LEAs Unable to Provide Public School Choice	13
Comments:	

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

FAQs about public school choice:

a. How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs?

An LEA may consider a student as eligible for and participating in Title I public school choice, and may consider costs for transporting that student towards its funds spent on transportation for public school choice, if the student meets the following conditions:

- Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
- Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school³ that has not been so identified and is attending that school; and
- Is using district transportation services to attend such a school.

b. How do States report on public school choice for those LEAs that are not able to offer public school choice (e.g., LEAs in which all schools in a grade level are in school improvement, LEAs that have only a single school at that grade level, or LEAs whose schools are so remote from one another that choice is impracticable)? For those LEAs, States should count as eligible all students who attend identified Title I schools. States should report that no eligible schools or students were provided the option to transfer and should provide an explanation why choice is not possible within the LEA in the Comment Section.

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

1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

1.4.9.2.2 Supplemental Educational Services – Students

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of ESEA.

	# Students
Eligible for supplemental educational services	9,385
Applied for supplemental educational services	3,169
Received supplemental educational services	3,031
Comments:	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

1.4.9.2.3 Funds Spent on Supplemental Educational Services

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of ESEA.

	Amount
Dollars spent by LEAs on supplemental educational services	\$ 2,857,396
Comments:	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

1.5 TEACHER QUALITY

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of ESEA.

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified (as the term is defined in Section 9101(23) of ESEA) and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data. The percentages used for high-and low-poverty schools and the poverty metric used to determine those percentages are reported in 1.5.3.

School Type	# of Core Academic Classes (Total)	# of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	# of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified
All schools	141,345	139,332	98.6	2,013	1.4
Elementary level					
High-poverty schools	14,713	14,548	98.9	165	1.1
Low-poverty schools	14,370	14,318	99.6	52	0.4
All elementary schools	55,536	55,096	99.2	440	0.8
Secondary level					
High-poverty schools	10,182	9,949	97.7	233	2.3
Low-poverty schools	38,202	37,617	98.5	585	1.5
All secondary schools	85,809	84,236	98.2	1,573	1.8
Comments:					

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

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.

Yes

If the answer above is no, please explain below. The response is limited to 8,000 characters.

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

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

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

FAQs about highly qualified teachers and core academic subjects:

- a. *What are the core academic subjects? English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.*
- b. *How is a teacher defined? An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]*
- c. *How is a class defined? A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].*
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category? States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.*
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes? States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.*
- f. *How should States count teachers in self-contained multiple-subject secondary classes? Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher were Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.*
- g. *What is a "high-poverty school"? Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State. The poverty quartile breaks are reported later in this section.*
- h. *What is a "low-poverty school"? Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State. The poverty quartile breaks are reported later in this section.*

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

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

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

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	66.3
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	33.7
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.0
Other (please explain in comment box below)	0.0
Total	100.0

The response is limited to 8,000 characters.

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

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	80.3
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	19.7
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.0
Other (please explain in comment box below)	0.0
Total	100.0

The response is limited to 8,000 characters.

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

1.5.3 Poverty Quartiles and Metrics Used

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

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	76.4	45.3
Poverty metric used	Percentage of students who qualify for the free or reduced-price lunch program	
Secondary schools	76.5	45.2
Poverty metric used	Percentage of students who qualify for the free or reduced-price lunch program	
Comments:		

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

FAQs on poverty quartiles and metrics used to determine poverty

- a. *How are the poverty quartiles determined? Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.*
- b. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose? States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.*

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.6.1 Language Instruction Educational Programs

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

Table 1.6.1 Definitions:

1. **Types of Programs = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in <http://www.ncela.gwu.edu/expert/glossary.html>.**
2. **Other Language = Name of the language of instruction, other than English, used in the program.**

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

The response is limited to 8,000 characters.

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

1.6.2 Student Demographic Data

1.6.2.1 Number of ALL LEP Students in the State

In the table below, provide the unduplicated number of ALL LEP students in the State. LEP students are defined as all students assessed for English language proficiency (ELP) using an annual State ELP assessment as required under Section 1111(b)(7) of ESEA in the reporting year and who meet the LEP definition in Section 9101(25).

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

Number of ALL LEP students in the State	37,744
Comments: This number includes 2,428 Prekindergarten students.	

Source – Manual entry by SEA into the online collection tool. Note: New or substantially revised

question for the SY 2007-08 CSPR. Proposed under OMB 831.

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

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

	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	32,447
Comments: This number does not include 2,306 Prekindergarten students who were reported.	

Source – The SEA submits the data in file N/X116 that contains data group ID 648, category set A.

1.6.2.3 Most Commonly Spoken Languages in the State

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

Language	# LEP Students
Spanish	31,059
Cherokee	1,337
Vietnamese	969
Hmong	629
Korean	296

Report additional languages with significant numbers of LEP students in the comment box below. The response is limited to 8,000 characters.

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

1.6.3 Student Performance Data

This section collects data on LEP student English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(b)(1).

1.6.3.1.1 ALL LEP Participation in State Annual English Language Proficiency Assessment

In the table below, please provide the number of ALL LEP students tested on annual State English language proficiency assessment (as defined in 1.6.2.1).

	#
Number tested on State annual ELP assessment	34,643
Number not tested on State annual ELP assessment	2,880
Total	37,523
Comments: The number of students "not tested" includes 2,428 Prekindergarten students who do not take the state ELP assessment.	

Source – Manual entry by SEA into the online collection tool. Note: New or substantially revised question for the SY 2007-08 CSPR.

Proposed under OMB 83I.

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

	#
Number proficient or above on State annual ELP assessment	5,159
Percent proficient or above on State annual ELP assessment	13.7
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: New or substantially revised question for the SY 2007-08 CSPR.

Proposed under OMB 83I.

1.6.3.2.1 Title III LEP Participation in English Language Proficiency

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

	#
Number tested on State annual ELP assessment	32,168
Number not tested on State annual ELP assessment	426
Total	32,594
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: New or substantially revised

question for the SY 2007-08 CSPR. Proposed under OMB 831.

1.6.3.2.2 Title III LEP English Language Proficiency Results

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

Table 1.6.3.2.2 Definitions:

1. **Making Progress = Number of Title III LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.**
2. **ELP Attainment = Number of Title III LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.**
3. **Results = Number and percent of Title III LEP students who met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.**

	Results	
	#	%
Making progress	15,145	70.4
ELP attainment	4,854	17.5

Comments: The total number tested includes 11,070 kindergarten and first-time tested students. Because these students only have one data point, they are not included in progress calculations. The following formula demonstrates the progress that Oklahoma's Title III English language learners have made from 2006-2007 to 2007-2008: $15,145/21,524 = 70.4$ percent. For ELP attainment, all students except kindergarten are included in the formula. Kindergarten students may not be included because they are not able to reach a proficient score on the ACCESS for ELLs Test. Oklahoma met its goal of 16 percent proficient by 2007-2008: $4854/27,751 = 17.5$ percent.

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

1.6.3.5 Native Language Assessments

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

1.6.3.5.1 LEP Students Assessed in Native Language

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

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

Source – Manual entry by SEA into the online collection tool. Note: New or substantially revised

question for the SY 2007-08 CSPR. Proposed under OMB 831.

1.6.3.5.2 Native Language of Mathematics Tests Given

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

Language(s)
NONE
Comments:

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

1.6.3.5.3 Native Language of Reading/Language Arts Tests Given

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

Language(s)
NONE
Comments:

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

1.6.3.5.4 Native Language of Science Tests Given

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

Language(s)
NONE
Comments:

Source – Manual entry by SEA into the online collection tool. Note: New or substantially revised question for the SY 2007-08 CSPR.

Proposed under OMB 831.

1.6.3.6 Title III Served Monitored Former LEP Students

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

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

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

Monitored Former LEP (MFLEP) students include:

- Students who have transitioned out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students.
- Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

Table 1.6.3.6.1 Definitions:

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

# Year One	# Year Two	Total
2,543	1,602	4,145
Comments: In 2006-2007, the State of Oklahoma was unable to separate the data into year one and year two. In 2007-2008, the State of Oklahoma was able to code students separately as ELL first year proficient and ELL second year proficient.		

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

1.6.3.6.2 Monitored Former LEP (MFLEP) Students Results for Mathematics

In the table below, report the number of monitored former LEP (MFLEP) students who took the annual mathematics assessment. Please provide data only for those students who transitioned into classrooms not designed for LEP students and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.2 Definitions:

1. **# Tested = State-aggregated number of MFLEP students who were tested in mathematics in all AYP grades.**
2. **# At or Above Proficient = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.**
3. **% Results = Automatically calculated based on number who scored at or above proficient divided by the number tested.**
4. **# Below proficient = State-aggregated number MFLEP students who did not score proficient on the State annual mathematics assessment. This will be automatically calculated.**

# Tested	# At or Above Proficient	% Results	# Below Proficient
3,474	2,116	60.9	1,358
Comments:			

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

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

In the table below, report results monitored former LEP (MFLEP) students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned into classrooms not designed for LEP students and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.3 Definitions:

1. **# Tested = State-aggregated number of MFLEP students who were tested in reading/language arts in all AYP grades.**
2. **# At or Above Proficient = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.**
3. **% Results = Automatically calculated based on number who scored at or above proficient divided by the total number tested.**
4. **# Below proficient = State-aggregated number MFLEP students who did not score proficient on the State annual reading/language arts assessment. This will be automatically calculated.**

# Tested	# At or Above Proficient	% Results	# Below Proficient
3,311	1,856	56.1	1,455
Comments:			

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

1.6.3.6.4 Monitored Former LEP (MFLEP) Students Results for Science

In the table below, report results for monitored former LEP (MFLEP) students who took the annual science assessment. Please provide data only for those students who transitioned into classrooms not designed for LEP students and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.4 Definitions:

1. **# Tested = State-aggregated number of MFLEP students who were tested in science.**
2. **# At or Above Proficient = State-aggregated number of MFLEP students who scored at or above proficient on the State annual science assessment.**
3. **% Results = Automatically calculated based on number who scored at or above proficient divided by the number tested.**
4. **# Below proficient = State-aggregated number MFLEP students who did not score proficient on the State annual science assessment. This will be automatically calculated.**

# Tested	# At or Above Proficient	% Results	# Below Proficient
1,308	1,048	80.1	260
Comments:			

Source – Manual entry by SEA into the online collection tool. Note: New or substantially revised question for the SY 2007-08 CSPR.

Proposed under OMB 831.

1.6.4 Title III Subgrantees

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

1.6.4.1 Title III Subgrantee Performance

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Do not leave items blank. If there are zero subgrantees who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category.

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

	#
Total number of subgrantees for the year	60
Number of subgrantees that met all three Title III AMAOs	29
Number of subgrantees who met AMAO 1	46
Number of subgrantees who met AMAO 2	34
Number of subgrantees who met AMAO 3	60
Number of subgrantees that did not meet any Title III AMAOs	0
Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2006-07 and 2007-08)	3
Number of subgrantees implementing an improvement plan in SY 2007-08 for not meeting Title III AMAOs	31
Number of subgrantees who have not met Title III AMAOs for four consecutive years (SYs 2004-05, 2005-06, 2006-07, and 2007-08)	1
Comments:	

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

1.6.4.2 State Accountability

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

Note: Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup. This section collects data that will be used to determine State AYP, as required under Section 6161.

State met <u>all</u> three Title III AMAOs	<u>No</u>
Comments:	

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

1.6.4.3 Termination of Title III Language Instruction Educational Programs

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

Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?	No
If yes, provide the number of language instruction educational programs or activities for immigrant children and youth terminated.	
Comments:	

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

1.6.5 Education Programs and Activities for Immigrant Students

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

1.6.5.1 Immigrant Students

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

Table 1.6.5.1 Definitions:

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

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
4,954	2,587	14

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below. The response is limited to 8,000 characters.

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

1.6.6 Teacher Information and Professional Development

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

1.6.6.1 Teacher Information

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

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

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

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	764
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	323

Explain in the comment box below if there is a zero for any item in the table above. The response is limited to 8,000 characters.

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

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

1.6.6.2 Professional Development (PD) Activities of Subgrantees Related to the Teaching and Learning of LEP Students

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

Table 1.6.6.2 Definitions:

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

Type of Professional Development Activity	# Subgrantees	
Instructional strategies for LEP students	51	
Understanding and implementation of assessment of LEP students	43	
Understanding and implementation of ELP standards and academic content standards for LEP students	35	
Alignment of the curriculum in language instruction educational programs to ELP standards	29	
Subject matter knowledge for teachers	39	
Other (Explain in comment box)	17	
Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	53	11,819
PD provided to LEP classroom teachers	31	636
PD provided to principals	47	618
PD provided to administrators/other than principals	44	491
PD provided to other school personnel/non-administrative	38	1,237
PD provided to community based organization personnel	15	211
Total	228	15,012

The response is limited to 8,000 characters.

Seventeen subgrantees provided professional development to their staff in the following areas: Rosetta Stone, cultural awareness, communication procedures, vocabulary, diversity, new teacher and support personnel orientation, language lab, Spanish classes for educators, English language learner documentation, Hispanic culture, reading sufficiency, English language development program policy and procedures, English language program parent outreach, tutoring, summer school programs, software training, academic language, limited English proficient and special education student requirements, and building academic vocabulary.

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

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be in the format MM/DD/YY.

Table 1.6.7.1 Definitions:

1. **Date State Received Allocation = Annual date the State receives the Title III allocation from US Department of Education (ED).**
2. **Date Funds Available to Subgrantees = Annual date that Title III funds are available to approved subgrantees.**
3. **# of Days/\$\$ Distribution = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.**

Example: State received SY 2007-08 funds July 1, 2007, and then made these funds available to subgrantees on August 1, 2007, for SY 2007-08 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/01/07	07/01/07	1
Comments:		

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

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

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees. The response is limited to 8,000 characters.

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

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

1.7 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

	#
Persistently Dangerous Schools	0
Comments:	

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

1.8 GRADUATION RATES AND DROPOUT RATES

This section collects graduation and dropout rates.

1.8.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the previous school year (SY 2006-07). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	76.6
American Indian or Alaska Native	73.6
Asian or Pacific Islander	85.5
Black, non-Hispanic	65.5
Hispanic	61.7
White, non-Hispanic	76.1
Children with disabilities (IDEA)	80.6
Limited English proficient	
Economically disadvantaged	77.0
Migratory students	
Male	
Female	

Comments: Data was not collected on graduation rate for Limited English proficient, Migratory students, or gender. This is the first year Oklahoma has calculated graduation rates based only on four-year graduates.

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

FAQs on graduation rates:

- a. *What is the graduation rate? Section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:*
 - The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
 - Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
 - Avoids counting a dropout as a transfer.
- b. *What if the data collection system is not in place for the collection of graduate rates? For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.*

The response is limited to 8,000 characters.

1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the previous school year (SY 2006-07). Below the table is a FAQ about the data collected in this table.

Student Group	Dropout Rate
All Students	3.5
American Indian or Alaska Native	3.8
Asian or Pacific Islander	2.8
Black, non-Hispanic	4.5
Hispanic	5.4
White, non-Hispanic	3.1
Children with disabilities (IDEA)	4.0
Limited English proficient	
Economically disadvantaged	4.4
Migratory students	
Male	3.8
Female	3.3
Comments: Data has not been collected for Limited English proficient or Migratory students.	

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

FAQ on dropout rates:

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

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

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

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

	#	# LEAs Reporting Data
LEAs without subgrants	525	525
LEAs with subgrants	10	10
Total	535	535
Comments:		

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

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

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

1.9.1.1 Homeless Children And Youths

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

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs Without Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	141	371
K	338	682
1	318	573
2	300	543
3	284	484
4	253	429
5	222	408
6	270	366
7	262	304
8	247	320
9	221	322
10	239	229
11	235	202
12	378	204
Ungraded	8	26
Total	3,716	5,463
Comments:		

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

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths

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

	# of Homeless Children/Youths - LEAs Without Subgrants	# of Homeless Children/Youths - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care	853	966
Doubled-up (e.g., living with another family)	2,346	4,193
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	370	267
Hotels/Motels	147	37
Total	3,716	5,463
Comments:		

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

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	227
K	507
1	424
2	390
3	386
4	316
5	297
6	275
7	221
8	218
9	244
10	193
11	196
12	192
Ungraded	26
Total	4,112
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

1.9.2.2 Subpopulations of Homeless Students Served

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

	# Homeless Students Served
Unaccompanied youth	667
Migratory children/youth	18
Children with disabilities (IDEA)	223
Limited English proficient students	618
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

1.9.2.3 Educational Support Services Provided by Subgrantees

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

	# McKinney-Vento Subgrantees That Offer
Tutoring or other instructional support	9
Expedited evaluations	4
Staff professional development and awareness	10
Referrals for medical, dental, and other health services	8
Transportation	8
Early childhood programs	7
Assistance with participation in school programs	7
Before-, after-school, mentoring, summer programs	8
Obtaining or transferring records necessary for enrollment	6
Parent education related to rights and resources for children	6
Coordination between schools and agencies	8
Counseling	7
Addressing needs related to domestic violence	4
Clothing to meet a school requirement	6
School supplies	9
Referral to other programs and services	8
Emergency assistance related to school attendance	7
Other (optional – in comment box below)	
Other (optional – in comment box below)	
Other (optional – in comment box below)	

The response is limited to 8,000 characters.

Salvation Army, Oral Hygiene, Child Restraint Seats for Transportation, Identification Documents, Enrichment Activities, Supplemental Reading and Math Packs, City Wide Homeless Network, Restore Hope, Youth Street of Tulsa Outreach, Food Bank of Oklahoma, Legal Aide, Mental Health Association, Two Full Time Liaisons, Referral Services, Mileage Reimbursement, Adult Computer Classes, and Adult Resume Building Classes.

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

1.9.2.4 Barriers To The Education Of Homeless Children And Youth

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

	# Subgrantees Reporting
Eligibility for homeless services	0
School Selection	1
Transportation	3
School records	1
Immunizations	1
Other medical records	0
Other Barriers – in comment box below	

The response is limited to 8,000 characters.

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

1.9.2.5 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

1.9.2.5.1 Reading Assessment

In the table below, provide the number of homeless children and youths served who were tested on the State NCLB reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for NCLB.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	255	188
4	219	173
5	204	140
6	173	111
7	151	85
8	149	81
High School	118	65
Comments:		

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

1.9.2.5.2 Mathematics Assessment

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the State NCLB mathematics assessment.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Mathematics Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	293	168
4	232	161
5	206	153
6	180	110
7	152	85
8	144	87
High School	160	80
Comments:		

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

1.10 MIGRANT CHILD COUNTS

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2007 through August 31, 2008. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in Section 1.10.3.4 Quality Control Processes.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

FAQs on Child Count:

How is "out-of-school" defined? Out-of-school means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

How is "ungraded" defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

1.10.1 Category 1 Child Count

In the table below, enter the unduplicated statewide number by age/grade of eligible migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2007 through August 31, 2008. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

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

Age/Grade	12-Month Count of Eligible Migrant Children Who Can be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	81
K	65
1	72
2	79
3	70
4	61
5	61
6	61
7	48
8	53
9	54
10	46
11	40
12	41
Ungraded	0
Out-of-school	66
Total	898
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

1.10.1.1 Category 1 Child Count Increases/Decreases

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

The response is limited to 8,000 characters.

The decrease of Category I Child Count from last year is greater than 10%. This decrease is due in large part to families "settling out" thus no longer being classified as migrant.

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

1.10.2 Category 2 Child Count

In the table below, enter by age/grade the unduplicated statewide number of eligible migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2007 through August 31, 2008. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

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

Age/Grade	Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	N<5
K	10
1	7
2	17
3	10
4	6
5	10
6	7
7	N<5
8	N<5
9	N<5
10	N<5
11	N<5
12	N<5
Ungraded	0
Out-of-school	0
Total	81
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

1.10.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

The decrease of Category I Child Count from last year is greater than 10%. This decrease is due to reduced allocations at the district level.

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

1.10.3 Child Count Calculation and Validation Procedures

The following question requests information on the State's MEP child count calculation and validation procedures.

1.10.3.1 Student Information System

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's category 2 count was generated using a different system from the category 1 count, please identify each system.

The response is limited to 8,000 characters.

Oklahoma used the MIS2000 system to compile and generate Category 1 and Category 2 child counts for this reporting period. The same system was used for the last reporting period.

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

1.10.3.2 Data Collection and Management Procedures

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

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

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

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

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

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level

The response is limited to 8,000 characters.

Oklahoma has a state maintained database system through MIS2000. All migrant sites submit hard copies of COEs and COE update forms via United States Postal Service to the Oklahoma State Department of Education where data is verified to be accurate. Based on conversations held during home visits, the COEs are updated with the information and eligibility information. All changes and updates are sent to the Oklahoma State Department of Education.

If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

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

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

1.10.3.3 Methods Used To Count Children

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

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

The response is limited to 8,000 characters.

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

A report is generated that gives a 12-month unduplicated count or list of students between the ages of 3-21, who are within 3 years of the QAD and who had a Residency QAD, Withdrawal Date, Enroll Date or Term Date during the date range of 9-1-07 to 8-31-08.

The same procedure is used as in the first paragraph of 1.10.3.3 with the exception of the School History, Type-Summer School is identified by Enrollment Type.

In an attempt to avoid duplication of student records, a search of the local database is performed for each student identified. A search is performed by the last name spelling as reported and if no match is found then any other possible last name spelling are used such as Rodriguez might be Redriguez or Rodriques etc. A search is also conducted with birthdate, legal father and/or legal mother. If no match is made then a search is made by birth date and/or first name. If no matches are found a new student ID number is created for the child. A query of the database is performed to identify any possibilities of duplicated numbers. The query pulls out students with similar names and birth dates to check possible duplication. If there are duplications, they are corrected by merging the data into one student record. Another query is run to identify and verify that any children identified as having residency before the funding begin date are still in the state after the begin date. Any child who was not in residency is eliminated from the Category 1 child count.

If your State's category 2 count was generated using a different system from the category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

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

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

1.10.3.4 Quality Control Processes

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

All COEs and COE updates submitted to the Oklahoma State Department of Education are reviewed for accuracy and eligibility by the state coordinator before the data is entered onto the data base. The forms are reviewed and signed by the migrant coordinator and Federal Programs Director before data entry. Random checks of COEs are done by re-interviewing a random sample of migrant parents. During school monitoring a list of migrant students is reviewed for attendance data. Procedures are provided to summer session personnel on how to collect and report pupil enrollment and attendance data. In an attempt to avoid duplication of student records, a search of the local database is performed for each student identified. A search is performed by the last name spelling as reported and if no match is found then any other possible last name spelling are used such as Rodriquez might be Rodriguez or Rodriques etc. If no match is made then a search is made by birth date and/or first name. If no matches are found a new student ID number is created for the child.

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

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

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

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

During the 2006-07 school year, the United States Office of Migrant Education requested that Oklahoma as part of its corrective action plan undertake a rigorous re-interview process to ensure that all migrant children served in the state were indeed qualified to receive services. Oklahoma is re-interviewing the 2007-2008 child count this year.

In order to obtain a valid sample the state will draw a sample of 449 migrant students from the 918 total number of students. The total needed to sample to interview is 299, the 449 assumes a 50% contact rate with a need for 150 replacements. The re-interviewing process is expected to be completed by January 30, 2009.

Under direction from the United States Office of Migrant Education (OME), Oklahoma continues to re-interview the Migrant student population to ensure that all children being served in the state are qualified to receive services. An outside vendor, Educational Research and Training Corporation, was contracted and the re-interview process was completed on February 24, 2009. A sample size of 267 was calculated based upon the total number of eligible students in 2007-2008 per OME standards of which 238 were found to be eligible. Those students deemed ineligible have been removed from the program. Statewide and local re-interviewing efforts are reviewed by the SEA resulting in re-training of LEA staff and/or supplementary onsite monitoring being conducted.

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

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and—for systems that merge data—consolidated accurately)?

The response is limited to 8,000 characters.

Throughout the year the following steps are taken by staff to check child count data: all COEs are reviewed by staff for accuracy and eligibility determination. This consists of checking QAD date, residency date, moved from, moved to, children moved with Qualifying Activity Code and comments. Any questionable data is reviewed and a call is placed to the school district for clarification. Districts are required to conduct their own re-interviews of currently enrolled families.

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

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

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED? Prior to submission of the Category 1 and Category 2 counts to the USDE, a preliminary report is run after all COEs have been submitted by the districts. This report is then compared to numbers submitted by each district and checked for duplication of numbers by last name, birth date and ID#.

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

In the space below, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

Any ineligible students identified in the re-interview process are immediately removed. Require all districts receiving migrant funds to attend rigorous recruiter training. Require districts with high defect rates to attend additional identification and recruitment training

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

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

The response is limited to 8,000 characters.

The Oklahoma MEP has confidence in the accuracy of the reported child counts and eligibility based on the MIS2000 system, training of recruiters in identification and recruiting procedures, and the re-interview process.

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