

**CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II**

**for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001**

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



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

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

INTRODUCTION

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

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

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2009-10 consists of two Parts, Part I and Part II.

PART I

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

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

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

PART II

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

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

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2009-10 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 17, 2010**. Part II of the Report is due to the Department by **Friday, February 18, 2011**. Both Part I and Part II should reflect data from the SY 2009-10, unless otherwise noted.

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

TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2009-10 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2009-10 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-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:		
<input checked="" type="checkbox"/>	Part I, 2009-10	<input type="checkbox"/> Part II, 2009-10
Name of State Educational Agency (SEA) Submitting This Report: Arizona Department of Education		
Address: 1535 West Jefferson Phoenix, Arizona 85007		
Person to contact about this report:		
Name: Richard Valdivia		
Telephone: (602) 542-3270		
Fax: (602) 542-3050		
e-mail: richard.valdivia@azed.gov		
Name of Authorizing State Official: (Print or Type): Richard Valdivia		
Friday, April 29, 2011, 3:13:52 PM		
Signature		Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART I**

For reporting on
School Year 2009-10



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

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

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act, as amended (ESEA)* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

1.1.1 Academic Content Standards

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

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

The response is limited to 4,000 characters.

June 2010, the State Board of Education (SBE) adopted the Common Core Standards for English Language Arts and Mathematics. After review and feedback from Arizona stakeholders, the SBE adopted recommended additions to the CCS at the August 23, 2010 meeting. Arizona-specific supporting documents such as crosswalks between current standards and Common Core standards, grade-level documents were created by Arizona Educator Committees. State Board of Education adopts Arizona State-Specific Additions to Common Core Standards in English Language Arts and Mathematics. December 2010 Arizona Mathematics Standards grade-level documents with accompanying crosswalks and summaries of changes are released. February 2011 Arizona English Language Arts Standards grade-level documents with accompanying crosswalks and summaries of changes are released. During Spring 2011, ADE will focus on building awareness and knowledge of the 2010 Arizona Mathematics and English Language Arts Standards is the focus for professional development sessions and technical assistance.

School Year 2011-2012, full implementation of 2010 Arizona Mathematics and English Language Arts Standards at kindergarten begins. Districts and schools are advised to scaffold implementation of new standards. Additional local implementation decisions should be informed by district/school data and context, with special attention paid to crosswalk documents prepared by ADE.

Pilot testing of item types begins in AZ and all governing states belonging to the Partnership Assessment of College and Career Readiness Consortium (PARCC). This consortium is developing a multi-state common assessment of the 2010 Arizona Mathematics and English Language Arts Standards.

During the 2012-2013 school year, full implementation of 2010 Arizona Mathematics and English Language Arts Standards begins at Grade 1 and continues at kindergarten. Scaffolded implementation continues at remaining grade levels. Field Testing of new items for the PARCC Consortium Assessment System begins.

During the 2013-2014 school year, full implementation of 2010 Mathematics and English Language Arts Standards is required at all grade levels. Second year of Field Testing for PARCC Consortium continues.

During the 2014-2015 school year, assessment begins on the 2010 Arizona Mathematics and English Language Arts Standards.

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

1.1.2 Assessments in Mathematics and Reading/Language Arts and Science

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

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

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

The response is limited to 8,000 characters.

Both the AIMS Science Assessment for Grades 4, 8, and high school and the alternate assessment based on the alternate academic standards for students with significant cognitive disabilities (AIMS A) have been submitted for Peer Review. The state plans to continue the development of additional items and forms for the current assessments in reading mathematics and science through the 2013 Spring Assessment(s). As a member of the PARCC Consortium, Arizona will administer that assessment system for English Language Arts and mathematics 2014-2015. Summer of 2015, achievement standards will be adopted by the consortium and then presented to the State Board of Education for adoption in Arizona. The science assessment(s) will remain the same, waiting for development of multi-state common academic standards in science.

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

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

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

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by section 1111(b)	40.0
To administer assessments required by section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	45.0
Comments: 15% is used for indirect	

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

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

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

1.2 PARTICIPATION IN STATE ASSESSMENTS

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

1.2.1 Participation of all Students in Mathematics Assessment

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

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

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	571,785		>97
American Indian or Alaska Native	30,549		>97
Asian or Pacific Islander	17,948		>97
Black, non-Hispanic	34,659		>97
Hispanic	237,007		>97
White, non-Hispanic	251,622		>97
Children with disabilities (IDEA)	71,495		>97
Limited English proficient (LEP) students	43,130		>97
Economically disadvantaged students	294,916		>97
Migratory students	2,869		>97
Male	292,134		>97
Female	279,651		>97
Comments:			

1.2.2 Participation of Students with Disabilities in Mathematics Assessment

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

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

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	33,942	48.2
Regular Assessment with Accommodations	31,087	44.1
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	5,394	7.7
Total	70,423	
Comments:		

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

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	572,524		>97
American Indian or Alaska Native	30,609		>97
Asian or Pacific Islander	17,951		>97
Black, non-Hispanic	34,699		>97
Hispanic	237,323		>97
White, non-Hispanic	251,942		>97
Children with disabilities (<i>IDEA</i>)	71,633		>97
Limited English proficient (LEP) students	43,171		>97
Economically disadvantaged students	295,471		>97
Migratory students	2,877		>97
Male	292,558		>97
Female	279,966		>97
Comments:			

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

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

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

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	38,296	54.2
Regular Assessment with Accommodations	26,935	38.1
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	5,405	7.7
Total	70,636	
Comments:		

1.2.5 Participation of All Students in the Science Assessment

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	243,928	233,075	95.6
American Indian or Alaska Native	13,096	12,271	93.7
Asian or Pacific Islander	7,703	7,403	96.1
Black, non-Hispanic	14,900	14,063	94.4
Hispanic	98,823	94,423	95.5
White, non-Hispanic	109,406	104,915	95.9
Children with disabilities (<i>IDEA</i>)	29,687	27,697	93.3
Limited English proficient (LEP) students	16,413	15,743	95.9
Economically disadvantaged students	119,378	114,283	95.7
Migratory students	1,178	1,118	94.9
Male	124,371	118,426	95.2
Female	119,557	114,649	95.9
Comments:			

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

1.2.6 Participation of Students with Disabilities in Science Assessment

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	15,577	56.2
Regular Assessment with Accommodations	9,847	35.6
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	0	0.0
Alternate Assessment Based on Alternate Achievement Standards	2,273	8.2
Total	27,697	
Comments:		

1.3 STUDENT ACADEMIC ACHIEVEMENT

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

1.3.1 Student Academic Achievement in Mathematics

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

The student group "children with disabilities (*IDEA*)" includes children who participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group "limited English proficient (*LEP*) students" does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former *LEP* students.

1.3.1.1 Student Academic Achievement in Mathematics - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	83,258	53,981	64.8
American Indian or Alaska Native	4,292	1,856	43.2
Asian or Pacific Islander	2,717	2,198	80.9
Black, non-Hispanic	4,899	2,518	51.4
Hispanic	35,937	20,249	56.3
White, non-Hispanic	35,413	27,160	76.7
Children with disabilities (<i>IDEA</i>)	11,022	4,198	38.1
Limited English proficient (LEP) students	11,158	3,441	30.8
Economically disadvantaged students	45,913	25,512	55.6
Migratory students	436	203	46.6
Male	42,680	27,519	64.5
Female	40,578	26,462	65.2
Comments:			

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

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	83,258	61,124	73.4
American Indian or Alaska Native	4,290	2,341	54.6
Asian or Pacific Islander	2,717	2,306	84.9
Black, non-Hispanic	4,897	3,221	65.8
Hispanic	35,932	23,372	65.0
White, non-Hispanic	35,422	29,884	84.4
Children with disabilities (<i>IDEA</i>)	11,025	4,399	39.9
Limited English proficient (LEP) students	11,155	3,946	35.4
Economically disadvantaged students	45,903	29,803	64.9
Migratory students	437	230	52.6
Male	42,675	29,764	69.7
Female	40,583	31,360	77.3
Comments:			

1.3.3.1 Student Academic Achievement in Science - Grade 3

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

1.3.1.2 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	82,925	52,616	63.5
American Indian or Alaska Native	4,326	1,717	39.7
Asian or Pacific Islander	2,586	2,069	80.0
Black, non-Hispanic	5,028	2,552	50.8
Hispanic	35,166	19,027	54.1
White, non-Hispanic	35,819	27,251	76.1
Children with disabilities (<i>IDEA</i>)	11,230	3,675	32.7
Limited English proficient (LEP) students	9,264	2,275	24.6
Economically disadvantaged students	44,801	23,976	53.5
Migratory students	349	157	45.0
Male	42,290	26,308	62.2
Female	40,635	26,308	64.7
Comments:			

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

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	82,904	59,508	71.8
American Indian or Alaska Native	4,325	2,225	51.4
Asian or Pacific Islander	2,585	2,138	82.7
Black, non-Hispanic	5,024	3,216	64.0
Hispanic	35,151	21,871	62.2
White, non-Hispanic	35,819	30,058	83.9
Children with disabilities (<i>IDEA</i>)	11,225	4,223	37.6
Limited English proficient (LEP) students	9,251	2,475	26.8
Economically disadvantaged students	44,780	27,801	62.1
Migratory students	349	165	47.3
Male	42,278	28,755	68.0
Female	40,626	30,753	75.7
Comments:			

1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	82,177	50,241	61.1
American Indian or Alaska Native	4,282	1,620	37.8
Asian or Pacific Islander	2,574	1,993	77.4
Black, non-Hispanic	4,985	2,523	50.6
Hispanic	34,842	16,386	47.0
White, non-Hispanic	35,494	27,719	78.1
Children with disabilities (<i>IDEA</i>)	11,110	4,113	37.0
Limited English proficient (LEP) students	9,185	1,271	13.8
Economically disadvantaged students	44,337	21,540	48.6
Migratory students	346	100	28.9
Male	41,891	25,491	60.9
Female	40,286	24,750	61.4
Comments:			

1.3.1.3 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	82,466	48,637	59.0
American Indian or Alaska Native	4,480	1,615	36.0
Asian or Pacific Islander	2,581	2,037	78.9
Black, non-Hispanic	4,950	2,229	45.0
Hispanic	34,800	16,958	48.7
White, non-Hispanic	35,655	25,798	72.4
Children with disabilities (<i>IDEA</i>)	11,065	2,938	26.6
Limited English proficient (LEP) students	6,503	967	14.9
Economically disadvantaged students	44,446	21,443	48.2
Migratory students	397	165	41.6
Male	42,273	24,568	58.1
Female	40,193	24,069	59.9
Comments:			

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

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	82,471	59,573	72.2
American Indian or Alaska Native	4,478	2,276	50.8
Asian or Pacific Islander	2,582	2,157	83.5
Black, non-Hispanic	4,946	3,125	63.2
Hispanic	34,796	21,838	62.8
White, non-Hispanic	35,669	30,177	84.6
Children with disabilities (<i>IDEA</i>)	11,070	3,741	33.8
Limited English proficient (LEP) students	6,500	1,211	18.6
Economically disadvantaged students	44,448	27,855	62.7
Migratory students	398	186	46.7
Male	42,277	28,755	68.0
Female	40,194	30,818	76.7
Comments:			

1.3.3.3 Student Academic Achievement in Science - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments:			

1.3.1.4 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	80,943	45,862	56.7
American Indian or Alaska Native	4,294	1,473	34.3
Asian or Pacific Islander	2,464	1,923	78.0
Black, non-Hispanic	5,061	2,237	44.2
Hispanic	33,693	15,887	47.2
White, non-Hispanic	35,431	24,342	68.7
Children with disabilities (<i>IDEA</i>)	10,321	2,135	20.7
Limited English proficient (LEP) students	4,414	528	12.0
Economically disadvantaged students	42,790	19,527	45.6
Migratory students	454	194	42.7
Male	41,356	22,758	55.0
Female	39,587	23,104	58.4
Comments:			

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

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	80,990	62,808	77.6
American Indian or Alaska Native	4,294	2,570	59.9
Asian or Pacific Islander	2,466	2,152	87.3
Black, non-Hispanic	5,065	3,538	69.9
Hispanic	33,713	23,506	69.7
White, non-Hispanic	35,452	31,042	87.6
Children with disabilities (<i>IDEA</i>)	10,332	3,838	37.1
Limited English proficient (LEP) students	4,415	925	21.0
Economically disadvantaged students	42,802	29,592	69.1
Migratory students	454	261	57.5
Male	41,394	30,393	73.4
Female	39,596	32,415	81.9
Comments:			

1.3.3.4 Student Academic Achievement in Science - Grade 6

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

1.3.1.5 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	80,683	46,544	57.7
American Indian or Alaska Native	4,290	1,474	34.4
Asian or Pacific Islander	2,465	1,912	77.6
Black, non-Hispanic	4,850	2,214	45.6
Hispanic	33,426	15,597	46.7
White, non-Hispanic	35,652	25,347	71.1
Children with disabilities (<i>IDEA</i>)	9,610	1,921	20.0
Limited English proficient (LEP) students	4,641	505	10.9
Economically disadvantaged students	41,738	19,090	45.7
Migratory students	382	121	31.7
Male	41,380	23,481	56.7
Female	39,303	23,063	58.7
Comments:			

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

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	80,687	62,324	77.2
American Indian or Alaska Native	4,294	2,582	60.1
Asian or Pacific Islander	2,465	2,130	86.4
Black, non-Hispanic	4,853	3,392	69.9
Hispanic	33,424	23,080	69.1
White, non-Hispanic	35,651	31,140	87.3
Children with disabilities (<i>IDEA</i>)	9,617	3,371	35.1
Limited English proficient (LEP) students	4,640	931	20.1
Economically disadvantaged students	41,740	28,589	68.5
Migratory students	382	203	53.1
Male	41,382	30,316	73.3
Female	39,305	32,008	81.4
Comments:			

1.3.3.5 Student Academic Achievement in Science - Grade 7

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

1.3.1.6 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	80,714	45,854	56.8
American Indian or Alaska Native	4,220	1,424	33.7
Asian or Pacific Islander	2,505	1,962	78.3
Black, non-Hispanic	4,852	2,170	44.7
Hispanic	32,553	14,900	45.8
White, non-Hispanic	36,584	25,398	69.4
Children with disabilities (<i>IDEA</i>)	9,313	1,867	20.0
Limited English proficient (LEP) students	3,956	428	10.8
Economically disadvantaged students	40,346	18,001	44.6
Migratory students	410	144	35.1
Male	41,000	23,065	56.3
Female	39,714	22,789	57.4
Comments:			

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

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	80,740	59,610	73.8
American Indian or Alaska Native	4,220	2,269	53.8
Asian or Pacific Islander	2,506	2,111	84.2
Black, non-Hispanic	4,855	3,285	67.7
Hispanic	32,563	21,284	65.4
White, non-Hispanic	36,596	30,661	83.8
Children with disabilities (<i>IDEA</i>)	9,317	2,830	30.4
Limited English proficient (LEP) students	3,956	596	15.1
Economically disadvantaged students	40,356	25,808	64.0
Migratory students	411	221	53.8
Male	41,016	28,193	68.7
Female	39,724	31,417	79.1
Comments:			

1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	80,158	46,561	58.1
American Indian or Alaska Native	4,178	1,328	31.8
Asian or Pacific Islander	2,492	1,908	76.6
Black, non-Hispanic	4,824	2,269	47.0
Hispanic	32,335	14,367	44.4
White, non-Hispanic	36,329	26,689	73.5
Children with disabilities (<i>IDEA</i>)	9,309	2,122	22.8
Limited English proficient (LEP) students	3,927	226	5.8
Economically disadvantaged students	39,976	17,760	44.4
Migratory students	410	139	33.9
Male	40,739	23,011	56.5
Female	39,419	23,550	59.7
Comments:			

1.3.1.7 Student Academic Achievement in Mathematics - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	75,425	44,195	58.6
American Indian or Alaska Native	4,200	1,574	37.5
Asian or Pacific Islander	2,470	1,926	78.0
Black, non-Hispanic	4,608	2,106	45.7
Hispanic	29,303	13,530	46.2
White, non-Hispanic	34,844	25,059	71.9
Children with disabilities (<i>IDEA</i>)	7,862	1,477	18.8
Limited English proficient (LEP) students	2,826	347	12.3
Economically disadvantaged students	32,457	14,646	45.1
Migratory students	406	164	40.4
Male	38,283	21,932	57.3
Female	37,142	22,263	59.9
Comments:			

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

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	76,328	58,730	76.9
American Indian or Alaska Native	4,248	2,462	58.0
Asian or Pacific Islander	2,466	2,065	83.7
Black, non-Hispanic	4,646	3,236	69.7
Hispanic	29,746	20,074	67.5
White, non-Hispanic	35,222	30,893	87.7
Children with disabilities (<i>IDEA</i>)	8,050	2,835	35.2
Limited English proficient (LEP) students	2,859	359	12.6
Economically disadvantaged students	33,127	21,911	66.1
Migratory students	415	203	48.9
Male	38,774	28,614	73.8
Female	37,554	30,116	80.2
Comments:			

1.3.3.7 Student Academic Achievement in Science - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	70,740	28,852	40.8
American Indian or Alaska Native	3,811	726	19.1
Asian or Pacific Islander	2,337	1,360	58.2
Black, non-Hispanic	4,254	1,225	28.8
Hispanic	27,246	7,021	25.8
White, non-Hispanic	33,092	18,520	56.0
Children with disabilities (<i>IDEA</i>)	7,278	1,162	16.0
Limited English proficient (LEP) students	2,631		<3.0
Economically disadvantaged students	29,970	7,843	26.2
Migratory students	362	48	13.3
Male	35,796	14,873	41.5
Female	34,944	13,979	40.0
Comments:			

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

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

1.4.1 All Schools and Districts Accountability

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made AYP based on data for the SY 2009-10. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2009-10	Percentage that Made AYP in SY 2009-10
Schools	1,954	1,389	71.1
Districts	590	353	59.8
Comments:			

1.4.2 Title I School Accountability

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for the SY 2009-10 school year. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2009-10	Percentage of Title I Schools that Made AYP in SY 2009-10
All Title I schools	1,214	824	67.9
Schoolwide (SWP) Title I schools	773	486	62.9
Targeted assistance (TAS) Title I schools	441	338	76.6
Comments:			

1.4.3 Accountability of Districts That Received Title I Funds

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2009-10. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds in SY 2009-10	# Districts That Received Title I Funds and Made AYP in SY 2009-10	Percentage of Districts That Received Title I Funds and Made AYP in SY 2009-10
440	234	53.2
Comments:		

1.4.4 Title I Schools Identified for Improvement

1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2010-11 based on the data from SY 2009-10. For each school on the list, provide the following:

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2010-11 (Use one of the following improvement status designations: School Improvement - Year 1, School Improvement - Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))¹
- 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 \(Get MS Excel Viewer\)](#).

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

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2009-10
Required implementation of a new research-based curriculum or instructional program	20
Extension of the school year or school day	8
Replacement of staff members relevant to the school's low performance	5
Significant decrease in management authority at the school level	
Replacement of the principal	11
Restructuring the internal organization of the school	10
Appointment of an outside expert to advise the school	18
Comments:	

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2009-10 (based on SY 2008-09 assessments under Section 1111 of *ESEA*).

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)	1
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	37
Comments:	

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. Implementation of a systemic Response to Intervention (R t I) model, an academic intervention designed to provide early, effective Interventions to children who are having difficulty learning. Response to intervention models are used to implement curriculum and instruction that includes a multi-tiered instructional support, research based assessment system, data-based decisions, and professional development. In implementing the R t I model, schools focus on building systems that increase student achievement for all students.
2. Implementation of turnaround principals/school leaders who are given the necessary decision-making authority, as well as the necessary budget and staffing, to impact instructional programs with the focus on improved student achievement. In these situations, the principals are given the capacity to raise the professional expectations of staff and focus on data-driven instructional practices.
3. Implementation of Professional Learning Communities (PLC) focusing on learning rather than on teaching, working collaboratively, and holding principals, teachers, and students accountable for results. In the process of implementation, schools revise master schedules to create scientifically-based, job-embedded professional development, and other professional collaboration opportunities. Schools reorganize themselves to integrate two concepts: professionalism and community. The characteristics of the PLCs in the restructuring schools include collective team work in which leadership and responsibility for student learning are extensively shared, a focus on reflective inquiry, emphasis on improving student learning, and shared values and norms.

1.4.5 Districts That Received Title I Funds Identified for Improvement

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

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2010-11 based on the data from SY 2009-10. For each district on the list, provide the following:

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2010-11 (Use one of the following improvement status designations: Improvement or Corrective Action²)
- 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 \(Get MS Excel Viewer\)](#).

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.

LEAs in year one of improvement receive a site visit by an ADE program specialist. The focus is on Standards 1 and 4 (Leadership, Culture, Climate, Communication) of the Standards and Rubrics for LEA Improvement. Technical assistance (TA) is provided to introduce LEAs to the Arizona Local Education Agency Tracker (ALEAT) program for development of their improvement plan. TA is provided in the development of improvement plan and in the application of improvement grant funds to support implementation of their plan. Periodic monitoring of plan's implementation occurs during the year.

LEAs in year two of improvement receive a Year 2 Resource Team visit using year 2 protocols, with a focus on Standard 3 (Assessment). Technical assistance is provided to assist with revision of their improvement plan. Year 2 Frozen LEAs conduct an Audit focusing on Standard 3 (Assessment). ADE reviews Audit findings and provides recommendations for improvement. Technical assistance is provided on application of improvement grant funds to support implementation of their plan. Periodic monitoring of the plan's implementation occurs during the year.

LEAs in Corrective Action of improvement conduct an Audit focusing on Standard 2 (Curriculum, Instruction, Professional Development) with emphasis on Reading and/or math. If re-directing funds was chosen as their corrective action option, the focus is on Standard 5, resource management. ADE reviews Audit findings and provides recommendations. Technical assistance is provided on application of improvement grant funds to support implementation of their plan. TA is provided on revision of their improvement plan, correction action option monitoring, and periodic reporting of plan's implementation occurs throughout the year. LEAs in Corrective Action II (those in corrective action the previous year) conduct an Audit of all 5 Standards. ADE reviews Audit findings and provides recommendations for improvement. ADE may provide an external consultant. Technical assistance is provided on application of improvement grant funds to support implementation of their plan. Correction action option monitoring, and monthly plan implementation progress is reported on ALEAT. Technical assistance is provided to support revision of improvement plan.

Corrective Action II Continuation LEAs (those in the third year or more of corrective action) receive a prescriptive Resource Team visit focusing on Self-Assessment results, SAI Survey results, student academic data, Resource Management, and Leadership. ADE may continue to provide external consultant. Correction action option monitoring, and monthly plan implementation progress is reported on ALEAT. Technical assistance is provided on application of improvement grant funds to support implementation of their plan. Technical assistance is provided to support revision of improvement plan.

1.4.5.3 Corrective Action

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

Corrective Action	# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2009-10
Implemented a new curriculum based on State standards	43
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	5
Replaced district personnel who are relevant to the failure to make AYP	0
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	0
Abolished the district (list the number of districts abolished between the end of SY 2008-09 and beginning of SY 2009-10 as a corrective action)	0
Comments:	

1.4.7 Appeal of AYP and Identification Determinations

In the table below, provide the number of districts and schools that appealed their AYP designations based on SY 2009-10 data and the results of those appeals.

	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts	83	20
Schools	33	2
Comments:		

Date (MM/DD/YY) that processing appeals based on SY 2009-10 data was complete	07/16/10
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1.4.8 School Improvement Status

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

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

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

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

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

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

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

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

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

Category	SY 2009-10	SY 2008-09
Total number of students who completed the mathematics assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	99,227	102,204
Total number of students who were proficient or above in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	44,479	57,082
Percentage of students who were proficient or above in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	44.8	55.9
Total number of students who completed the reading/language arts assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	99,450	102,329
Total number of students who were proficient or above in reading/language arts in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2009-10	61,164	57,628
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 2009-10	61.5	56.3
Comments:		

1.4.8.2 School Improvement Status and School Improvement Assistance

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

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

Category	# of Schools
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that made adequate yearly progress based on testing in SY 2009-10	98
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2009-10 that exited improvement status based on testing in SY 2009-10	48

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

181

Comments:

1.4.8.3 Effective School Improvement Strategies

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

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

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
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 (strategies) was(were) used	Number of schools that used the strategy(strategies) and exited improvement status based on testing after the schools received this assistance	Number of schools that used the strategy (strategies), made AYP based on testing after the schools received this assistance, but did not exit improvement status	Most common other Positive Outcome from the strategy (strategies) (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	Combination of 1 and 2.	303	48	97	A	
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

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.

ADE assigned School Improvement Education Specialists to Schools and LEAs in improvement. The Specialists made regular site visits to each district and each school campus and worked with district and school leadership teams to write or revise school improvement plans. Specialists monitored progress of the schools throughout the year to fully implement school improvement plans. In September, all LEAs and schools in improvement were required to attend a mandatory technical assistance workshop. At workshop sessions, attendees learned about compliance, data analysis, design of school improvement goals and grant writing. Specialists were available during these workshops to provide individualized technical assistance.

Additional sharing strategies beginning Summer 2010:

- A. SEA sponsored Turnaround Leadership Institutes focusing on effective instruction, data analysis and building effective leaders for the Tier 1 and Tier 2 schools;
- B. SEA sponsored Quarterly Institutes for the Tier 3 schools;
- C. SEA developed a series of webinars to guide schools and LEA's as they developed their improvement plans, implemented the action steps, and evaluated the progress through the use of student data
- D. Web-based access through Arizona State University's IDEAL for additional instruction and technical assistance in the area(s) school missed AYP; and
- E. WestEd and Southwest Comprehensive Center (SWCC) provided research-based technical assistance in the above-mentioned areas.

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

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

Comments:

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

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

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

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

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

This response is limited to 8,000 characters.

These funds were not received until January of 2010 and given the new guidelines for providing school improvement grants, the following summarizes how these funds were used:

Funds were used for School Improvement and Intervention (SII) staff salaries and to cover costs of the technical assistance provided to the LEA leadership teams with one or more schools designated as "persistently lowest achieving." SII staff included Education Program Specialists, a Director, and a Deputy Associate Superintendent. The work of the staff focused on technical assistance and monitoring and evaluating implementation of school improvement activities.

TECHNICAL ASSISTANCE

As a result of the change in use of main (g) funds, staff created and implemented a grant process using carry-over funds to support the implementation of school plans for schools in corrective action, restructuring planning and restructuring implementation. Grants were evaluated and awarded. The implementation of these grants was monitored through the year.

The majority of technical assistance was focused on the newly identified "persistently lowest achieving schools." SII staff worked on the SEA School Improvement Grant application. Technical assistance was provided through forums, webinars, onsite visits, emails and phone calls. Four days of face-to-face technical assistance for LEA Leadership Teams was provided in Phoenix for all eligible schools focused on the planning and preparation of applications for School Improvement Grant funds targeting the identified schools. Staff made regular onsite visits to the LEAs on a weekly or bi-weekly basis throughout the grant writing process. SII staff were involved in a thorough evaluation of the SIG applications once submitted.

EVALUATION

Review and evaluation of the schools incorporated several areas associated with the Arizona School Improvement Plan (ASIP). School plans were reviewed to ensure the plan completely addressed the identified needs from the self assessment on the Standards and Rubric for School Improvement and the areas in which AYP was missed. Specialists evaluated the ASIPs to ensure the plans contained goals/strategies/action steps, funding resources, time lines and professional development activities that were aligned with identified needs. Once the ASIP was approved, specialists spent the entire school year monitoring the implementation progress using on-site visits, electronic means and phone calls.

The ultimate goal of the monitoring, technical assistance and evaluation was for schools to meet AYP targets and exit from school improvement status. The success of implementation was determined and evaluated through schools showing annual adequate progress relative to past and present program goals, performance measures, and gains in student achievement as measured by both norm-reference and AIMS tests. There was a 4% increase in the total number of Title I schools to 1233, the total number of schools in improvement decreased from 309 to 297. Results of spring 2010 assessment show that: of the 297 schools, 97 (33%) made AYP, of that 97, 48 (49%) made AYP for a second year in a row and were exited from school improvement status.

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

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

The response is limited to 8,000 characters.

1. SEA sponsored Best Practices Institutes focusing on effective instruction, data analysis and building effective leaders;
2. Online access through Arizona State University's IDEAL for additional instruction and technical assistance in the area(s) the school missed AYP; and
3. WestEd and Southwest Comprehensive Center (SWCC) provided research-based technical assistance in the above-mentioned areas.

1.4.9 Public School Choice and Supplemental Educational Services

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

1.4.9.1 Public School Choice

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

1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied to transfer, and the number who transferred under the provisions for public school choice under Section 1116 of *ESEA*. The number of students who were eligible for public school choice should include:

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

The number of students who applied to transfer should include:

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

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

	# Students
Eligible for public school choice	22,085
Applied to transfer	157
Transferred to another school under the Title I public school choice provisions	124
Comments:	

1.4.9.1.3 Funds Spent on Public School Choice

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

	Amount
Dollars spent by LEAs on transportation for public school choice	\$ 421,669

1.4.9.1.4 Availability of Public School Choice Options

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

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

# LEAs	
LEAs Unable to Provide Public School Choice	92

FAQs about public school choice:

- a. How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs? For those LEAs that implement open enrollment or other school choice programs in addition to public school choice under Section 1116 of ESEA, the State may consider a student as having applied to transfer if the student meets the following:
- Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a school choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
 - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
 - Is using district transportation services to attend such a school.

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

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

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

Comments:

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	22,060
Applied for supplemental educational services	3,866
Received supplemental educational services	2,460
Comments:	

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	\$ 3,054,499
Comments:	

1.5 TEACHER QUALITY

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

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number 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 classes	280,461	272,060	97.0	8,401	3.0
All elementary classes	177,813	173,888	97.8	3,925	2.2
All secondary classes	102,648	98,172	95.6	4,476	4.4

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.

At the elementary level, a classroom is counted once for each subject taught.

FAQs about highly qualified teachers and core academic subjects:

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

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

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

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

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	62.0
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	15.0
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	23.0
Other (please explain in comment box below)	
Total	100.0

The response is limited to 8,000 characters.

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	58.0
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	18.0
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	24.0
Other (please explain in comment box below)	
Total	100.0

The response is limited to 8,000 characters.

1.5.3 Poverty Quartiles and Metrics Used

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

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

NOTE: No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	47,578	46,386	97.5
Low-poverty Elementary Schools	47,339	46,177	97.5
Secondary Schools			
High Poverty secondary Schools	16,983	16,218	95.5
Low-Poverty secondary Schools	28,510	27,626	96.9
1.5.3.1 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.			

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

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	79.4	27.8
Poverty metric used	Percentage of students eligible for free and reduced lunch	
Secondary schools	73.2	25.0
Poverty metric used	Percentage of students eligible for free and reduced lunch	

FAQs on poverty quartiles and metrics used to determine poverty

- What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.
- What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.
- How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.
- Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.6.1 Language Instruction Educational Programs

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

Table 1.6.1 Definitions:

- 1. **Types of Programs** = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in <http://www.ncele.gwu.edu/files/uploads/5/LanguageInstructionEducationalPrograms.pdf>.
- 2. **Other Language** = Name of the language of instruction, other than English, used in the program.

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

The response is limited to 8,000 characters.

For those schools with a low incidence of LEP students, a Mainstream Class with an Individualized Language Learner Plan (ILLP) is the type of program offered.
 Please note: Arizona does not differentiate between types of bilingual programs offered.

1.6.2 Student Demographic Data

1.6.2.1 Number of ALL LEP Students in the State

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

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

Number of ALL LEP students in the State	116,506
-----------------------------------------	---------

Comments:

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

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

#	
LEP	
students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	111,318

Comments:

1.6.2.3 Most Commonly Spoken Languages in the State

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

Language	# LEP Students
Spanish; Castilian	91,468
Navajo; Navaho	1,599
Arabic	1,170
Vietnamese	954
Somali	535

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

The response is limited to 8,000 characters.

1.6.3 Student Performance Data

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

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

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

	#
Number tested on State annual ELP assessment	105,480
Number not tested on State annual ELP assessment	11,026
Total	116,506
<p>Comments: ELL Program participation and ELL assessment will vary by about 10% because students in a program based on an assessment from a prior year can leave the program before the annual assessment is completed, usually in the spring. The students that are "uncounted" are students who qualified for language program services in the 2009-2010 school year based on a qualifying 2008-2009 assessment transaction. Subsequently, these students exited the student accountability system, and can no longer be tracked.</p>	

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

	#
Number attained proficiency on State annual ELP assessment	36,630
Percent attained proficiency on State annual ELP	34.7
<p>Comments:</p>	

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

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

	#
Number tested on State annual ELP assessment	101,718
Number not tested on State annual ELP assessment	9,606
Total	111,324
Comments: ELL Program participation and ELL assessment will vary by about 10% because students in a program based on an assessment from a prior year can leave the program before the annual assessment is completed, usually in the spring. The students that are "uncounted" are students who qualified for language program services in the 2009-2010 school year based on a qualifying 2008-2009 assessment transaction. Subsequently, these students exited the student accountability system, and can no longer be tracked.	
In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose cannot be determined and whose results were not included in the calculation for AMAO1. Report this number ONLY if the State did not include these students in establishing AMAO1/ making progress target and did not include them in the calculations for AMAO1/ making progress (# and % making progress).	
	#
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.	30,730

1.6.3.2.2**Table 1.6.3.2.2 Definitions:**

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

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

	Results		Targets	
	#	%	#	%
Making progress	41,103	57.9	17,611	17.00
Attained proficiency	34,316	33.7	17,611	17.00
Comments:				

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 *ESEA* accountability determinations for reading/language arts.

1.6.3.5.4 Native Language of Science Tests Given

Language(s)
NA

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

Language(s)
NA

Comments:

1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students

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

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

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

Monitored Former LEP students include:

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

Table 1.6.3.6.1 Definitions:

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

# Year One	# Year Two	Total
36,872	27,566	64,438
Comments:		

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

Table 1.6.3.6.2 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
39,952	22,487	56.3	17,465
Comments:			

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

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

Table 1.6.3.6.3 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
40,006	29,141	72.8	10,865
Comments:			

1.6.3.6.4 Monitored Former LEP (MFLEP) Students Results for Science

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

Table 1.6.3.6.4 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
12,785	5,645	44.2	7,140
Comments:			

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	247
# - Number of subgrantees that met all three Title III AMAOs	175
# - Number of subgrantees who met AMAO 1	244
# - Number of subgrantees who met AMAO 2	211
# - Number of subgrantees who met AMAO 3	210
# - 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 2008-09 and 2009-10)	5
# - Number of subgrantees implementing an improvement plan in SY 2009-10 for not meeting Title III AMAOs for two consecutive years	4
# - Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2006-07, 2007-08, 2008-09, and 2009-10)	2

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

The response is limited to 4,000 characters.

Comments: Each member of a consortium is counted as a distinct LEA for the purpose of determining AMAO performance.

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 all three Title III AMAOs

No

Comments: We met AMAO1 and AMAO2 but not AMAO3 (making AYP for ell subgroups).

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:

1.6.5 Education Programs and Activities for Immigrant Students

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

1.6.5.1 Immigrant Students

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

Table 1.6.5.1 Definitions:

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

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
16,308	3,360	7

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

The response is limited to 8,000 characters.

1.6.6 Teacher Information and Professional Development

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

1.6.6.1 Teacher Information

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

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

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

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	5,278
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	2,682

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

The response is limited to 8,000 characters.

This data is derived from LEAs that have applied for Title III funds up through 2/2/2011

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

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

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

Table 1.6.6.2 Definitions:

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

Type of Professional Development Activity	# Subgrantees	
Instructional strategies for LEP students	106	
Understanding and implementation of assessment of LEP students	85	
Understanding and implementation of ELP standards and academic content standards for LEP students	95	
Alignment of the curriculum in language instruction educational programs to ELP standards	83	
Subject matter knowledge for teachers	55	
Other (Explain in comment box)	21	
Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	84	9,365
PD provided to LEP classroom teachers	104	4,151
PD provided to principals	75	643
PD provided to administrators/other than principals	74	595
PD provided to other school personnel/non-administrative	73	1,637
PD provided to community based organization personnel	26	18,305
Total	436	34,696

The response is limited to 8,000 characters.

Language Objectives with the DSI Focus/Rigor & Relevance/Scaffolding Discrete Skills Inventory IIB/IIC Training in a multi-level, multi-grade SEI classroom Developing and Implementing ILLP's in classroom ELLA Training (Structured Academic Talk & Robust Vocabulary Instruction SIOP Translation/Interpretation Training Academic Vocabulary Grammar Instruction Methodologies ILLP Training Differentiated instruction, working in an ELD PLC, Instruction in a multilevel ELD classroom Measuring Progress Round II A, B, C, Grammar and Oral Conversation 5. Other: ELL content knowledge for teachers relative to: A. Academic Language B. Vocabulary C. Grammar D. Reading E.) use of technology in classroom Special Education services to LEP students Programs for ELP Standards

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

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

Table 1.6.7.1 Definitions:

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

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

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

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/1/10	10/7/10	99
<p>Comments: The Arizona Department of Education's (ADE) Student Accountability Information System (SAIS) greatly improves the accuracy and timeliness of student counts required for state and federal funding and reporting. Due to system programming changes in SAIS necessitated by the new federally mandated ethnicity/race codes, the distribution of the Title III allocations to the LEAs were delayed longer than anticipated. This delay was due in great part because the ADE was unable to validate and then calculate the ELL student counts in a timely manner. Moving forward, the ADE does not anticipate having to deal with this issue again. The ADE Information Technology Division has taken measures that should prevent this situation from happening again in the future.</p>		

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 State's collection system, the Student Accountability Information System (SAIS), collects student level data throughout the school year from LEAs that upload data via their selected student management system. LEAs have until June 30th, which is the end of the fiscal year, to submit and complete their student level data reporting responsibilities to the Arizona Department of Education (ADE).

Once the ADE has received all of the student level data from the LEAs, it usually takes approximately 30 to 45 calendar days for the ADE to validate all of the data statewide. By shortening this data validation turnaround time, the ADE would then be able to distribute these Title III funds more expediently.

The Arizona Department of Education's Student Accountability Information System greatly improves the accuracy and timeliness of student counts required for state and federal funding and reporting. In order to improve processing time, ADE has reconfigured two servers to manage data input from the LEA. The expectation is that LEAs will have increased access to the student management system to reduce upload times and provide faster turnaround of data transactions.

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	
Comments: AZ has 0 as their total count for Persistently Dangerous Schools	

1.8 GRADUATION RATES AND DROPOUT RATES

This section collects graduation and dropout rates.

1.8.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **previous school year** (SY 2008-09). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	76.1
American Indian or Alaska Native	62.9
Asian or Pacific Islander	88.1
Black, non-Hispanic	72.6
Hispanic	68.6
White, non-Hispanic	83.2
Children with disabilities (<i>IDEA</i>)	64.9
Limited English proficient	44.0
Economically disadvantaged	69.2
Migratory students	79.8
Male	71.9
Female	80.5
Comments:	

FAQs on graduation rates:

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

The response is limited to 8,000 characters.

1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the **previous school year** (SY 2008-09). Below the table is a FAQ about the data collected in this table.

Student Group	Dropout Rate
All Students	4.5
American Indian or Alaska Native	8.8
Asian or Pacific Islander	<3.0
Black, non-Hispanic	4.4
Hispanic	5.3
White, non-Hispanic	3.4
Children with disabilities (<i>IDEA</i>)	4.8
Limited English proficient	6.2
Economically disadvantaged	5.1
Migratory students	7.1
Male	4.9
Female	4.0
Comments: There was no change in the calculation. There was a general decrease in rates.	

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	111	111
LEAs with subgrants	125	125
Total	236	236
Comments:		

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)	10
K	220	2,515
1	185	2,299
2	184	2,275
3	152	2,172
4	145	2,024
5	134	1,928
6	156	1,841
7	151	1,807
8	172	1,868
9	536	2,047
10	315	1,900
11	395	1,872
12	588	2,343
Ungraded	N<10	N<10
Total	3,343	27,472

Comments:

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	702	5,769
Doubled-up (e.g., living with another family)	2,474	20,329
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	67	549
Hotels/Motels	100	825
Total	3,343	27,472

Comments:

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)	265
K	2,412
1	2,223
2	2,141
3	2,052
4	1,919
5	1,818
6	1,743
7	1,722
8	1,793
9	2,335
10	1,973
11	2,038
12	2,733
Ungraded	N<10
Total	27,172
Comments:	

1.9.2.2 Subgroups of Homeless Students Served

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

	# Homeless Students Served
Unaccompanied youth	118
Migratory children/youth	116
Children with disabilities (<i>IDEA</i>)	4,236
Limited English proficient students	3,982
Comments:	

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	45
Expedited evaluations	9
Staff professional development and awareness	40
Referrals for medical, dental, and other health services	61
Transportation	56
Early childhood programs	12
Assistance with participation in school programs	62
Before-, after-school, mentoring, summer programs	54
Obtaining or transferring records necessary for enrollment	31
Parent education related to rights and resources for children	37
Coordination between schools and agencies	43
Counseling	24
Addressing needs related to domestic violence	16
Clothing to meet a school requirement	99
School supplies	102
Referral to other programs and services	47
Emergency assistance related to school attendance	37
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.

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	10
School Selection	4
Transportation	38
School records	9
Immunizations	10
Other medical records	0
Other Barriers – in comment box below	2

The response is limited to 8,000 characters.

1.9.2.5 Academic Progress of Homeless Students

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

1.9.2.5.1 Reading Assessment

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

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or Above Proficient
3	1,577	905
4	1,448	799
5	1,386	789
6	1,337	823
7	1,301	782
8	1,342	747
High School	1,317	712
Comments:		

1.9.2.5.2 Mathematics Assessment

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

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or Above Proficient
3	1,577	733
4	1,448	660
5	1,386	565
6	1,335	471
7	1,299	458
8	1,342	474
High School	1,285	401
Comments:		

1.10 MIGRANT CHILD COUNTS

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2009 through August 31, 2010. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

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

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

FAQs on Child Count:

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

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

1.10.1 Category 1 Child Count

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2009 through August 31, 2010. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

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

Age/Grade	12-Month Count of Eligible Migrant Children Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	838
K	456
1	536
2	541
3	541
4	493
5	494
6	577
7	535
8	535
9	597
10	574
11	562
12	772
Ungraded	55
Out-of-school	49
Total	8,155
Comments:	

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.

1.10.2 Category 2 Child Count

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2009 through August 31, 2010. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

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

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)	67
K	66
1	108
2	99
3	122
4	90
5	105
6	169
7	100
8	59
9	45
10	36
11	48
12	12
Ungraded	N<10
Out-of-school	N<10
Total	1,129
Comments:	

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.

Due to budget constraints in FY09, many LEAs did not run the Title I-A summer school programs that served many of our MEP students; therefore, in order to serve our MEP students the State had a large increase in the number of MEP students who participated in Migrant Summer School. In FY10 the availability of Title I-A ARRA funds allowed school districts who chose to, to go back to holding a district-wide Title I-A summer school that included all Title I-A eligible students, including MEP students.

In recent years, many of our families who follow the Migrant Stream from Yuma to Salinas have adapted their moving times to coincide with the school year. These families will return from the Salinas area in late August to start the school year on time, with the worker joining the family in November, and will stay until mid-May, with the workers leaving in April. This means that large populations of our students are not in the State to receive Summer School services.

Families and students left the State after the end of the school year as a result of Arizona's anti-immigration laws. Some families moved to other states while others returned to their country of origin.

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.

The State used COEstar for this reporting year and the last reporting year.

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.

What data were collected?

The following data are collected relevant to the child count:

- (1) The COE
- (2) School or program enrollment including the school term, school year, enrollment and withdrawal date from the program
- (3) LEP assessment, Needs Assessment and Graduation/Termination data
- (4) Instructional and Supportive Services program data including type of program and funding source.

How was the child count data collected? What activities were conducted to collect the data?

Clerks/liaisons at each school site conduct a home visit with each migrant family who may be eligible for the Migrant Education Program. An interview is conducted, eligibility is determined, and the migrant clerk collects all information needed to report in COEStar.

Information is collected on the student's classes of attendance, start date, end date, and days of attendance. The student must be present in order for that information to be entered into COEStar. The State ensures that all information is reported accurately by having the Statewide Services personnel provide the training needed in order for the clerks to input the information correctly. This training includes what needs to be entered, when it has to be entered and provides technical assistance for them to enter into COEStar. Statewide Services is also responsible for conducting Data Verification with each LEA on a yearly basis. During the Data Verification, Statewide Services randomly selects students file to review. This review consists of checking the NCOE and the Arizona Attachment data against what is in the COEStar system as well as reviewing supporting documentation in the student file for all supplemental codes that are associated with the respective students. All Data Verifications are sent to the State MEP office for review and follow up, if necessary. The State MEP also conducts a Data Verification associated with the Cycle 4-On Site Monitoring.

When were the data collected for use in the student information system?

COEStar is an integrated component of our data collection system and data is collected during the entire year.

Are there differences in how the State's Category 2 count was collected and maintained?

The difference is in COEStar coding. Category 2 MEP students registered for a Migrant Summer Program are enrolled in a specific summer school line in COEStar and receive a unique "S" enrollment type code which corresponds with summer school. Likewise,

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.

COEStar is our primary filing system for student information, from the COE to the collection of services. COEStar provides a set of reports in its Performance Reporter software to provide the child count and additional reports for the Comprehensive State Performance Report.

Student data is collected locally by the LEAs participating in the Migrant Education Program and entered into COEStar by the districts directly, if they have the capacity to do so, or by the staff from our data center at Statewide Services, if districts are unable to enter data directly. At the beginning of each school year, Migrant Clerks are responsible for checking with each school's registrar to determine if enrollment is the same. Regardless of enrollment status, it is the Clerk's responsibility to attempt to contact each Migrant family in the district. This is done by either telephone or home visit. Once contact has been made, the clerk re-interviews the parents/guardians to determine if there has been any change in eligibility. Updates to student records are made by the LEA staff upon receipt of the information, which is validated, from parents, students or school records. COEStar conducts data checks to ensure integrity of the data on the system. The system produces exception reports, which are subject to review by our Statewide Services office. The staff review may generate changes or updates to the information.

The State ensures that all information is reported accurately by providing training to the Migrant Student Information Center personnel in order for the clerk to input the information. This training includes what data needs to be entered and when, along with technical

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.

Category 2 MEP students registered for a Migrant Summer Program are shown as enrolled on a specific summer school line in COEStar with a unique "S" enrollment type code which corresponds with summer school. Likewise, they receive a unique "I" code enrollment type which corresponds with Intersession.

1.10.3.3 Methods Used To Count Children

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

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

The response is limited to 8,000 characters.

Since COEStar keeps an electronic copy of the official state Certificate of Eligibility, all pertinent dates are available and checked at the time the counts are performed. Even though the COEStar system performs numerous edit checks on data as it is entered, the Performance Reporter performs a complete set of tests on all data used during the counting process in case rogue data slips into the system from another source.

The calculation of eligibility is relatively simple because the COEStar system contains a copy of the actual COE. The QAD listed on the COE is tested for being in the eligible range; the residency on the COE is verified to be in the state for which the report is being run; and the age of each child is tested (using the date of birth) to determine if the child can (1) be counted for funding and (2) be counted for services. Additional checks are run to be certain that children are not entered in the databases multiple times (even though COEStar data searches and synchronization effectively eliminate this possibility). By virtue of completing a COE, the state is verifying that the family and children listed on the COE are eligible in compliance with laws and regulation, just like using paper COEs. Each COE has the qualifying activity noted. To maintain an audit track, COEs cannot be physically deleted after they are added to COEStar, but COEs determined to be ineligible may be disqualified.

TROMIK Performance Reporter first examines the family's current address on the COE to be sure they are in the state. It then tests numerous dates to determine if a contact event or sequence of events occurred that would definitely show that the child resided in the State during the period. These include checking the School Year listed on school enrollment records, QAD dates, Residency dates, Enrollment dates, Withdrawal dates, Departure dates, LEP, Needs Assessment and Graduation/Termination dates, Special Services dates, and Health record dates performed in this state during the period. Records are excluded from counting if Departure dates indicate the child left before the period began or if additional records demonstrate that the child was no longer in the State when the period began.

Students' enrollment records must explicitly indicate enrollment in a summer or intersession term in order to be eligible to be considered for counting in category 2. Entry of this data means that the State served the child during the summer/intersession term. Additional services information can be added to indicate the nature of services but the summer/intersession enrollment record must exist. In addition, summer/intersession enrollment records are checked to determine that the child was still within the 3-year eligibility period when service began.

COEStar Performance Reporter provides unique counts of children eligible to be counted in each category at the state, region, county and LEA levels based on unique identifying numbers. At the state level, eligible children are counted only once in each eligible category. Performance Reporter also provides unique counts of children in School wide and TA programs funded by MEP and in both regular and

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.

Not applicable.

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.

Migrant Recruiters and Liaisons at the LEAs receive information directly from parents or guardians regarding eligibility for MEP services. Questionable data is reviewed and parents or guardians are asked to produce information to validate eligibility data. For example, the Liaison or Recruiter may ask for proof of qualifying employment, proof of a qualifying move and school records. Recruiters and Liaisons may query school records directly to verify information.

Eligibility verification is done at the LEA level. Districts are required by the State to make annual contact with families and verify eligibility information. Residency is verified during these annual contact meetings. The State provides Identification and Recruitment trainings for both Migrant Recruiters and Migrant Clerks several times during the year. The State Recruitment Specialist does Migrant Program Orientation and Training for migrant staff as soon as a district hires their migrant personnel. Recruiter/Liaisons receive complete training on the rules, regulations, and guidelines for eligibility of Migrant students. Recruiters also receive basic training on COEStar and data entry requirements. Migrant clerks receive complete COEStar data input training and hands on training on the processing of Certificates of Eligibility. Migrant clerks also receive training on Migrant program regulations to ensure they are aware of the eligibility requirements of the program. This type of training ensures Migrant Recruiters/Liaisons and Clerks are cross trained so they are aware of the validity of the information they input and recruiters/liaisons are oriented in data input so they are able to enter COEStar to retrieve information on former and current Migrant students. All LEA MEP staff members are provided with the State of Arizona's Identification and Recruitment manual, copies of OME guidance, and copies of federal regulations.

If an eligibility question does arise that a Migrant clerk is not able to resolve themselves, the State has procedures in place to resolve eligibility questions. First, LEA staff contact the State Identification and Recruitment specialist with questions regarding eligibility. If the question is not answered, the ID&R Specialist will contact the Migrant State Department of Education (ADE) Education Program Specialist for assistance. If the eligibility question is not resolved by the ADE Education Specialist, the Specialist will consult with the State Migrant Program Director for guidance. If the eligibility question is not resolved by the State Director, the State Director will contact the Office of Migrant Education (OME) in Washington, DC for assistance.

COEStar mimics paper COE collection methods in that each COE can be marked as verified and locked. Invalid COEs can be marked ineligible and locked to prevent changes.

Our Migrant Student Information Data Center staff will conduct Data Verification. The data centers produce and send a list of eligible students to each LEA on a monthly basis with a request to confirm the accuracy of the district counts. Errors are rectified in conjunction with LEA staff. In addition, Data Centers will conduct a yearly COE review. One year it will be on-site and the next year will be a paper review. Through this process they are also checking for eligibility, QAD, qualifying activity, dates and locations.

Our data is also verified and validated at the State level. An ADE Education Specialist reviews all data from the Statewide Services office prior to submission into the CSPR. The Specialist reviews each individual student and checks against students with similar information to determine if there are duplicates that have not been identified in any of the other checks in place. Once this process has been completed, all possible duplicates are sent back to Statewide Services for staff to review. Any errors are corrected, the report is run again, and the process is repeated until the State and Statewide Services have agreed that all data is in fact unduplicated.

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.

The SEA conducted a prospective re-interview process for the students included in this reporting period (mid-September 2010).

In keeping with the MEP Federal Regulations 200.89 (b)(2)(ii), the ADE MEP used the recommended sample size of 50 families for the prospective re-interview process. TROMIK created the random list of students using a 2 step process which included the entire database of students who were eligible during the reporting period. TROMIK created a random ID by extracting 4 digits out of their current SAIS/COEStar number. This new four number ID was then multiplied by 77 and then the students were reordered according to their new ID numbers. The second step used the RND() function in Access to assign a random decimal value and reordered. This step was completed twice to increase the random order of the students.

The first 100 students on the list were sent to the SEA for use as the initial list. The SEA requested twice the recommended sample size to compensate for families who might not be located.

The SEA selected SEA and LEA associates, not involved with determining original eligibility, to conduct the re-interviews. At the initial meeting of the associates, the names of the randomly selected students were placed into a container. The associates' names were also placed in a container. The associate names were drawn to determine the order in which the associates would draw the student names. Each associate selected a name in rotation until each associate had pulled 10 names. The associates were provided a re-interview document in English and Spanish to ensure continuity in the interview process. The associates conducted face to face interviews only.

After each interview was conducted, the associate was responsible for determining whether or not the initial eligibility determination was correct.

Any students found to have a determination of "ineligible" or "not able to determine eligibility" entered into an appeals process. LEAs were notified of the students in this category and were requested to provide additional evidence. An appeals panel composed of three persons not associated with the original determination reviewed documentation and rendered a final decision on the COE in question.

All 50 students selected for the prospective re-interview were found to have been correctly determined to be eligible originally.

The full SEA written procedures for this process are available upon request.

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.

COEStar data collection is an integrated process and requires no additional steps beyond those normally used in the collection of data. Since all COEStar data originates with the collection of the COE, COEStar is included in the overall Quality control process. Additional data, like enrollment and services data, is thoroughly edited by the system upon entry to be sure it is accurate.

COEStar does not merge data.

Staff at State Wide Services reviews COE data inputted at local terminals to ensure accuracy of the COE. Data verifications are done by sampling LEA COE's. The amount sampled correlated to the number of students in each program. This year, the Arizona Department of Education implemented a process for further testing and verification of the COEStar data. This process is designed to validate the information in COEStar by district, school, and student name to identify any errors that COEStar may not have picked up.

Throughout the year, Statewide Services staff and staff from the Arizona Department of Education conduct staff development sessions where Recruiters, Liaisons and clerks are trained in the requirements of the Migrant Program including eligibility data input and validation.

The Data Centers produce and send to each LEA a list of eligible students on a monthly basis with a request that the districts confirm the accuracy of their counts. Errors are rectified in conjunction with LEA staff.

A similar process is also conducted by the ADE Education Specialists during the on-site monitoring of LEA MEPs. The Specialist reviews a random set of COEs and student files in the same process of Statewide Services.

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED?

The response is limited to 8,000 characters.

The State MEP Office requests student information from the Data Centers in the form of a table with information including student name, ID number, district, and school information. Identical matches and near matches are identified. Near matches are investigated by hand and a determination made as to whether they are the same child. Any near matches that are found to be duplicates are sent back to the data center for corrections to be made prior to the submission of the child count report. This process continues until all students have been individually looked at and no further changes are requested. When corrections have been made and a new count generated this information is then compared to previous year's numbers. Once all verification has been done, a final count is submitted to the Migrant Director for review.

COEStar and the associated Performance Reporter are very accurate and dependable. All numbers are double and triple checked against other sources to insure accuracy. In addition, reports are run throughout the year to monitor child counts as part of the quality control process.

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.

The State will improve technical assistance and training to ID&R specialists and clerks to ensure familiarity with Title I Part C student eligibility laws, regulations, policies and procedures. The state will implement re-interview requirements of the federal law when new requirements become effective. The State has also mandated that all ID&R Specialists and clerks attend training on the OME ID&R Curriculum.

At onsite visits to the LEAs, SEA Migrant Staff will review a random sample of COEs to verify the eligibility determination and accurate documentation.

The response is limited to 8,000 characters.

The SEA is not concerned about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

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.