CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II

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

For reporting on
School Year 2004-2005

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

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

INTRODUCTION

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

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

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

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

<u>**PART I**</u>

Part I of the Consolidated State Report, which States must submit to the Department by **March 6, 2006** , requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

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

o   **Performance goal 2** : All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

o   **Performance goal 3** : By 2004-2005, all students will be taught by highly qualified teachers.

o   **Performance goal 4** : All students will be educated in learning environments that are safe, drug free, and conducive to learning.

o   **Performance Goal 5** : All students will graduate from high school.

PART II

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

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

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

GENERAL INSTRUCTIONS AND TIMELINES

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

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

TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2004-2005 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the 2004-2005 CSPR will be found on the main CSPR page of the EDEN website (https://EDEN.ED.GOV/EDENPortal/).

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

	OMB Number: 1810-0614
	Expiration Date: 07/31/2006

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

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

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

Address:

Person to contact about this report:

Name:

Telephone:

Fax:

e-mail:

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

_____   _____
 Signature   Date

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2004-2005

PART II DUE APRIL 14, 2006

2.1   IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)

2.1.1   Student Achievement and High-Poverty Schools

2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year.   676

2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year.   536

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

2.1.2.1 Total Number of Title I schools in the State   867

2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State   159

2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State   703

2.1.3   Title I, Part A Student Participation

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

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

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

	Number of Students Served
Students with Disabilities	47133
Limited English Proficient	8036
Homeless	9775
Migrant	3061

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

	Number of Students Served
American Indian/Alaskan Native	11187
Asian/Pacific Islander	1764
Black, non-Hispanic	156437
Hispanic	8204
White, non-Hispanic	150570

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

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

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

Student Participation in Title I, Part A by Grade Level 2004-2005 School Year						
	Public TAS	**Public SWP**	**Private**	**Local Neglected**	**Total**	**Percent of Total**
Age 0-2	17	0	0	0	17	0.0
Age 3-5	85	1620	14	0	1719	0.5
K	4024	32910	286	2	37222	11.0
1	5020	34966	303	3	40292	11.9
2	4361	31591	278	1	36231	10.7
3	4146	31353	232	6	35737	10.5
4	4034	31495	254	7	35790	10.5
5	3953	31563	280	15	35811	10.5
6	3773	26706	225	66	30770	9.1
7	2764	21911	213	113	25001	7.4
8	2425	21006	154	239	23824	7.0
9	1489	9656	6	388	11539	3.4
10	1317	7960	7	375	9659	2.8
11	1319	6880	4	288	8491	2.5
12	1039	5933	5	167	7144	2.1
Ungraded	0	131	0	127	258	0.1
TOTALS	39766	295682	2261	1797	339506	100.0

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

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

Instructional Services	
	Number of Students Served
Mathematics	19440
Reading/Language Arts	29461
Science	14486
Social Studies	14650
Vocational/Career	17
Other (specify)	13923
Support Services	
Health, Dental, and Eye Care	3116
Supporting Guidance/Advocacy	2899
Other (specify)	187

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

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

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	19
Teachers	277
Teacher Aides	89
Support Staff (clerical and non-clerical)	41
Other (specify)	39

2.2   WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)

2.2.1   Subgrants and Even Start Program Participants

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

2.2.1.1   Federally Funded Even Start Subgrants in the State

    1. Number of federally funded Even Start subgrants in the State   __18__

2.2.1.2   Even Start Families Participating During the Year
    ("Participating" means participating in all required core services and following any period of preparation.)
    1. Total number of families participating   __715__
    2. Total number of adults participating
    ("Adults" includes teen parents.)   __717__
    3. Total number of adults participating who are limited English proficient   __148__
    4. Total number of children participating   __981__

2.2.1.3   Characteristics of newly enrolled families <u>at the time of enrollment</u>
    (A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)
    1. Number of newly enrolled families   __457__
    2. Number of newly enrolled adult participants   __465__
    3. Percent of newly enrolled families at or below the Federal poverty level   __96.0__
    4. Percent of newly enrolled adult participants without a high school diploma or GED   __87.0__
    5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade   __32.0__

2.2.1.4   Percent of families that have remained in the program

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

1. From 0 to 3 months	20.0
2. From 4 to 6 months	24.0
3. From 7 to 12 months	34.0
4. More than 12 months	22.0

2.2.2   Federal Even Start Performance Indicators

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

Indicator	Measure *Measurement tool used to assess progress for indicator*	Cohort Number of participants to whom the indicator applies	Result *Number of participants who met the achievement goal*	Explanation of Progress
1. Percentage if adults showing significant learning gains on measures of reading	TABE: 77%	TABE: 476.0	TABE: 367.0	TABE: Exceeds State goal of 70%
	CASAS:	CASAS:	CASAS:	CASAS:
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: 84% (Based on TABE and CASAS results)	TABE: 27.0	TABE: 19.0	TABE: 70% of the LEP cohort made significant gains on TABE. BEST is also used and 85% of the LEP cohort made significant gains on BEST. BEST participants:60 BEST participants who met goal: 51
	CASAS:	CASAS: 63.0	CASAS: 57.0	CASAS: CASAS: 90% of the LEP cohort made significant gains on CASAS.
3. Percentage of school age adults who earn a high school diploma or GED	70% for both GED and Diploma	26.0	19.0	Diploma Cohort: 11 Diploma Results:7 GED and Diploma exceeds state goal of 60%
	Diploma *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED
4. Percentage of non-school age adults who earn a high school diploma or GED	56% for both GED and Diploma	89.0	49.0	Diploma Cohort: 2 Diploma Results: 2
	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive: 77%	Peabody Picture Vocabulary Test (PPVT) receptive: 57.0	Peabody Picture Vocabulary Test (PPVT) receptive: 44.0	Peabody Picture Vocabulary Test (PPVT) receptive: Peabody Picture Vocabulary Test (PPVT) receptive:Several programs used the Child Observation Record (COR) to measure progress. 85% of the children entering kindergarten made gains in language using the COR.

6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask: 88% (FACES)	PAL Pre-K Upper Case Letter Naming Subtask: Head Start FACES Letter Naming Subtask: 83	PAL Pre-K Upper Case Letter Naming Subtask 73.0	PAL Pre-K Upper Case Letter Naming Subtask **PAL Pre-K was not used in 2004-2005**88% success rate using FACES
7. Percentage of school-aged children who are reading on grade level	Please indicate source. 91%	Please indicate source. DIBELS	Please indicate source. 159 DIBELS	Please indicate source. 154 DIBELS
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP) 89% Home Observation for Measurement of the Environment (HOME)	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP) Parent Education Profile (PEP) **PEP not used in 2004-2005** 89% success rate using HOME

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

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

General Data Reporting Information

1.   The tables in this section contain annual performance report requirements for the **Title I, Part C, Migrant Education Program (MEP) for reporting year 2004-2005.**

2.   Instructions for each table are provided just before the table.

Table 2.3.1.1   Population Data

Instructions: Table 2.3.1.I (on the next page) requires you to report the statewide unduplicated number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2004-2005 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 - 5 cell. In all cases, the Total is the sum of the cells in a row.

2.3.1.1   Population Data

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-grad-ed	Out-of-school	Total
1. ELIGIBLE MIGRANT CHILDREN																		
1. All Migrant Children Eligible for the MEP																		
2. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"																		
3. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP																		
4. CHILDREN ENROLLED IN SPECIAL EDUCATON																		
1. Migrant Children Enrolled in Special Education																		
5. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)																		
2. Migrant Children with a Last Qualifying Move within Previous 13 - 24 Months (Counting back from the Last Day of the Reporting Period)																		
3. Migrant Children with a Last Qualifying Move within Previous 25 - 36 Months (Counting back from the Last Day of the Reporting Period)																		
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)																		

2.3.1.2　　　　　　　　Academic Status

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

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

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

2.3.1.3.1   MEP Participation - Regular School Year

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

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

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

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

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

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

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

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

2.3.1.3.1   MEP Participation - Regular School Year

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-grad-ed	Out-of-school	Total
PARTICIPATION - <u>REGULAR SCHOOL YEAR</u>																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)																		
2. Priority for Service																		
3. Continuation of Service																		
4. Any Instructional Service																		
5. Reading Instruction																		
6. Mathematics Instruction																		
7. High School Credit Accrual																		
8. Any Support Service																		
9. Counseling Service																		
10. Any Referred Service																		

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

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

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

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

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

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

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

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

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

2.3.1.3.2 MEP Participation-Summer/Intersession Term

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-grad-ed	Out-of-school	Total
PARTICIPATION-SUMMER TERM OR INTERSESSION																		
1. Served in MEP Summer or Intersession Project (with an Instructional or Supportive Service Only)																		
2. Priority for Service																		
3. Continuation of Service																		
4. Any Instructional Service																		
5. Reading Instruction																		
6. Mathematics Instruction																		
7. High School Credit Accrual																		
8. Any Support Service																		
9. Counseling Service																		
10. Any Referred Service																		

2.3.1.4   SCHOOL DATA

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

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

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

2.3.1.5   MEP Project Data

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

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

2.3.1.5.2   KEY MEP PERSONNEL

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

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

2.3.1.5.2. KEY MEP PERSONNEL	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR 1 FTE = ___ Days (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = ___ Days (d)
1. State Director				
2. Teachers				
3. Counselors				
4. All Paraprofessionals				
5. "Qualified" Paraprofessionals				
6. Recruiters				
7. Records Transfer Staff				

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

2.4.1   General Data Reporting Form - Subpart 1

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

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

Specific instructions are provided before each table.

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

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

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

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

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

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

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

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

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

2.4.1.1   State Agency Title I, Part D, Facilities

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

2.4.1.2   Student Demographics

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

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction
All Students				
Race/ethnicity				
American Indian or Native Alaskan				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Gender				
Male				
Female				
Age				
5-10 years old				
11-15 years old				
16-18 years old				
19 years and older				

Instructions: Academic/Vocational Outcomes

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

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

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

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

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

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

2.4.1.3 Academic/Vocational Outcomes

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

Instructions: Academic Performance Tables

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

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

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

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

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

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

2.4.1.4   **Academic Performance in Reading**

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

2.4.1.5   Academic Performance in Math

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

End Subpart 1 Reporting Form

2.4.2   General Data Reporting Form - Subpart 2

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

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

Specific instructions are provided before each table.

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

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

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

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

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

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

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

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

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

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

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

Facility/Program type	Number of facilities/ programs	Number of at-risk or N or D Students (Duplicated)	Average length of stay (days)	Number of at-risk or N or D students (Unduplicated)
1. At-Risk Programs			NA	
2. Neglected Programs				
3. Delinquent (Total)			NA	
4. Juvenile Detention				
5. Juvenile Corrections				
6. Number of facilities that served more than one purpose: ___				

Instructions: Student Demographics

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

2.4.2.2   STUDENT DEMOGRAPHICS

	Number in at-risk programs	Number in neglected programs	Number in juvenile detention	Number in juvenile correction
All Students				
Race/ethnicity				
American Indian or Native Alaskan				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Gender				
Male				
Female				
Age				
5-10 years old				
11-15 years old				
16-18 years old				
19 years and older				

Instructions: Academic/Vocational Outcomes

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

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

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

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

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

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

2.4.2.3   Academic/Vocational Outcomes

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

Instructions: Academic Performance Tables

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

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

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

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

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

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

2.4.2.4   Academic Performance In Reading

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

2.4.2.5   Academic Performance In Math

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

END Subpart 2 Reporting Form

2.5   COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

2.5.1   Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2004-2005 school year. __70.0__

2.5.2   Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2004-2005 school year. __60.0__

2.5.3   How many schools in the State have or have been awarded a CSR grant since 1998? __126__

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

Funding Year: FY 2003
School Years: 2003-2004 AND 2004-2005

2.6.1   FY 2003 Program Information

State (Approved) Technology Plan (YES/NO)	Yes _X_ No __ (circle one)
Year last updated:	_2002_ (year)
Date of State Approval:	_05/09/02_ MM/DD/YY
Web Site Location/URL: www.alsde.edu; sections; technology initiatives	

State Program Goals, Objectives and Performance Indicators

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

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

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

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

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

2.6.2.1.1   Curriculum Integration

1. Curriculum Integration: Infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. (National Educational Technology Standards: Connecting Curriculum and Technology. International Society in Education, 2000, p. 6; Alabama Course of Study: Technology Education, Bulletin 2002, no. 2, p. 5).

2.6.2.1.2   Technology literacy

Technology Literacy: The ability to effectively obtain and communicate information; respond to communication; use technology for learning and reflecting; and to apply critical and creative thinking skills for solving problems. (Alabama Course of Study; Technology Education, Bulletin 2002, No. 21, p. 5)

Steps Taken To Improve Reporting Of Data

The EETT Team revised the report format for the 2004-2005 data sets in order to improve the reporting of Alabama's actual data and targets. These improvements were undertaken to implement the recommendations of the Consultant hired by the Federal Government.

Specifically, the changes are:

2   **Changed the 6 Objectives to 6 Goals**. The consultant felt that the one goal was too broad.

3   **Changed the Indicators to Objectives**. The consultant emphasized that the objectives should be measurable, precise, and attainable, and also stressed the importance of using an outcomes orientation rather than mere 'enabling' language. Objectives were further broken down into individual targeted outcomes to further assess the status of individual components.

4   **Restated the Indicators**. This was necessary to more clearly depict the appropriate success measure items with the emphasis on observable and measureable outcomes. The indicators are now aligned with each objective.

Converted the Benchmarks to Targets. Percentages for the benchmarks are now included in the "Actual" Targets. Projected targets were computed by taking existing data, and statistically projecting growth for each objective for 2004-2005, 2005-2006, 2007-2008, respectively. This was undertaken to respond to the recommendation that targets should be elevated to reflect more ambitious outcomes.

2.6.2.2   Goals, Objectives, Targets

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	**Goal 1: Learning** Encourage learning that is relevant and authentic through the use of technology.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	1a. By 2007-08 school year, learners develop, model, and assess age-appropriate projects that are relevant and authentic. (1.1-1.3)1b. By 2007-08 school year, learners work incorporates real-world application of technology. (1.4) 1c. By 2007-08 school year, learners use technology resources to gather, store, reshape, analyze, and communicate information. (1.5-1.7)1d. By 2007-08 school year, learners use technology resources to access quality information from numerous sources. (1.8)**1e. By 2007-08 school year, learners will be proficient in technology and information literacy standards. (1.9)**
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	The percentage of teachers and/or administrators who report through the yearly administered IMPACT online surveys: to what degree they (or others) possess <u>knowledge</u> of technology, and/or <u>the availability of technology</u>, and/or <u>ways they (or others) are using technology</u>, and/or their (or others') <u>ability</u> to use technology. resources to solve problems and make decisions.1.5 31% student products contained a data analysis component using productivity tools such as spreadsheets, graphing packages, and/or databases.1.6 46% teachers collected and analyzed data to make adjustments to their operational curriculum (i.e., classroom).1.8 a. Students (44 %) and b. teachers (44%) selected appropriate technology-based resources such as the Internet, real-time probes, hand-held devices, and the Alabama Virtual Library (AVL) based on intended purpose.1.9 a. Students (43 %) and b. teachers (44%) used technology during the instructional day based on the local, state, and national standards.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	1.1 39 % of students used technology to complete inquiry-based learning projects that reflect personal significance and/or societal importance.1.2 36 % of teachers assessed student-based projects using well-designed scoring guides.1.3 51 % of administrators assessed teachers' ability to implement learner-centered classrooms.1.4 a. Students (43%), b. teachers (43%), used productivity tools such as spreadsheets, databases, presentation software, and Internet resources to solve problems and make decisions.1.5 31% student products contained a data analysis component using productivity tools such as spreadsheets, graphing packages, and/or databases.1.6 46% teachers collected and analyzed data to make adjustments to their operational curriculum (i.e., classroom).1.8 a. Students (44 %) and b. teachers (44%) selected appropriate technology-based resources such as the Internet, real-time probes, hand-held devices, and the Alabama Virtual Library (AVL) based on intended purpose.1.9 a. Students (43 %) and b. teachers (44%) used technology during the instructional day based on the local, state, and national standards.
Target *Indicate status of data in 2003-04 school year*	1.1 Students (48%); 1.2 Teachers (41%); 1.3 Administrators (53%); 1.4 a. Students (47%); b. Teachers (58%); 1.5 Student (36%); 1.6 Teachers (51%); 1.8 a. Students (48%); b. Teachers (50%); 1.9 a. Students (45%); b. Teachers (51%).
Target	1.1 Students (56%); 1.2 Teachers (43%); 1.3 Administrators (50%); 1.4 a. Students

Indicate status of data in 2004-05 school year.	(63%); b. Teachers (59%) 1.5 Student (41%); 1.6 Teachers (57%); 1.8 a. Students (46%); b. Teachers (46%); 1.9 a. Students (51%); 1.9 b. Teachers (56%).
Target *Target for 2005-06 school year*	11.1 Students (65%); 1.2 Teachers (50%); 1.3 Administrators (55%); 1.4 a. Students (70%); b. Teachers (65%) c. Administrators (65%); 1.5 Students (50%); 1.6 Teachers (65%); 1.8 a. Students (50%); b. Teachers (50%); 1.9 a. Students (55%); 1.9 b. Teachers (60%).
Target *Target for 2006-07 school year.*	1.1 Students (75%); 1.2 Teachers (60%); 1.3 Administrators (60%); 1.4 a. Students (80%); b. Teachers (70%) c. Administrators (70%); 1.5 Student (60%); 1.6 Teachers (75%); 1.8 a. Students (55%); b. Teachers (55%); 1.9 a. Students (60%); b. Teachers (65%).
Target *Target for 2007-08 school*	1.1 Students (85%); 1.2 Teachers (70%); 1.3 Administrators (65%); 1.4 a. Students (90%); b. Teachers (75%) c. Administrators (75%); 1.5 Student (70%); 1.6 Teachers (85%); 1.8 a. Students (60%); b. Teachers (60%); 1.9 a. Students (60%); b. Teachers (70%).
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	1.1 Students (Not Met); 1.2 Teachers (Not Met); 1.3 Administrators (Met); 1.4 a. Students (Not Met); b. Teachers (Not Met) c. Administrators (Not Met); 1.5 Student (Not Met); 1.6 Teachers (Not Met); 1.8 a. Students (Not Met); b. Teachers (Met); 1.9 a. Students (Met); b. Teachers (Met).
Measurement tool(s) used to assess progress of indicators.	The Alabama IMPACT surveys, developed by the State Department of Education, 2001. 100% of the school districts used surveys for teachers and administrators. The data is reported to the SDE in the technology plan.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	**Goal 2: Technology Integration**Align the use of technology with local, state, and national content standards and curricula to enhance learning and enrich teaching.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	2a. By 2007-08 school year, the curriculum in all districts must be designed to actively involve the student in the learning process through the use of technology. (2.1-2.2)2b. By 2007-08 school year, classroom instruction includes a variety of technology tools and online resources. (2.3)2c. By 2007-08 school year, classroom instruction prepares students for the real world. (2.4)2d. By 2007-08 school year, technology will be used to attain curricular goals. (2.5)2e. By 2007-08 school year, technology will be used to gather and analyze data for improving student achievement. (2.6-2.7)
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	The percentage of teachers and/or administrators who report through the yearly administered IMPACT online surveys: to what degree they (or others) possess <u>knowledge</u> of technology, and/or <u>the availability of technology</u>, and/or <u>ways they (or others) are using technology</u>, and/or their (or others') <u>ability</u> to use technology.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	2.1 45% of all teachers used multiple assessment strategies including performance-based assessments linked to state standards. 41% of all teachers designed learning activities using technology 2.2 that focuses on experiential learning and emphasize student action.2.3 37% of all students generated products and projects using extensive and diversified technology resources.2.4 40% of all teachers assigned real-world activities using technology that emphasized collaboration, communication and decision-making.2.5 42% of all teachers made use of appropriate technology commensurate with the targeted content standards and level of student cognition.2.6 54% of all teachers used technology to collect data and monitor student progress.2.7 58% of all administrators used technology to collect data to assess instructional effectiveness and monitor student progress**.**
Target *Indicate status of data in 2003-04 school year*	2.1 Teachers (45%); 2.2 Teachers (46%); 2.3 Students (41%); 2.4 Teachers (43%); 2.5 Teachers (43%); 2.6 Teachers (60%); 2.7 Administrators (66%).
Target *Indicate status of data in 2004-05 school year.*	2.1 Teachers (47%); 2.2 Teachers (52%); 2.3 Students (42%); 2.4 Teachers (51%); 2.5 Teachers (44%); 2.6 Teachers (62%); 2.7 Administrators (74%).
Target *Target for 2005-06 school year*	2.1 Teachers (55%); 2.2 Teachers (60%); 2.3 Students (55%); 2.4 Teachers (70%); 2.5 Teachers (55%); 2.6 Teachers (75%); 2.7 Administrators (95%).
Target *Target for 2006-07 school year.*	2.1 Teachers (60%); 2.2 Teachers (70%); 2.3 Students (55%); 2.4 Teachers (70%); 2.5 Teachers (55%); 2.6 Teachers (75%); 2.7 Administrators (95%).
Target *Target for 2007-08 school*	2.1 Teachers (65%); 2.2 Teachers (80%); 2.3 Students (60%); 2.4 Teachers (80%); 2.5 Teachers (60%); 2.6 Teachers (80%); 2.7 Administrators (100%).
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	2.1 Teachers (Met); 2.2 Teachers (Met); 2.3 Students (Met); 2.4 Teachers (Met); 2.5 Teachers (Met); 2.6 Teachers (Met); 2.7 Administrators (Met).
Measurement tool(s) used to assess progress of indicators.	The Alabama IMPACT surveys, developed by the State Department of Education, 2001. 100% of the school districts used surveys for teachers and administrators. The data is reported to the SDE in the technology plan.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal 3: Professional DevelopmentProvide professional development that enables staff to become and remain proficient in the use of technology to improve learning.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	3a. By 2007-08 school year, professional development addresses technology competencies necessary to job performance. (3.1-3.2)3b. By 2007-08 school year, professional development opportunities build capacity within the faculty for using technology to improve teaching and make learning relevant and authentic. (3.3-3.4)3c. By 2007-08 school year, professional development provides experiences in aligning use of technology with standards and curricula. (3.5)3d. By 2007-08 school year, professional development for the use of technology and exploration of new technologies is ongoing throughout the school year. (3.6)
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	The percentage of teachers and/or administrators who report through the yearly administered IMPACT online surveys: to what degree they (or others) possess knowledge of technology, and/or the availability of technology and professional development, and/or ways they (or others) are using technology, and/or their (or others') ability to use technology.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	3.1 51% of all faculty and staff were proficient, knowledgeable, and current in contemporary technology.3.2 47% of all administrators were able to conduct clinical observations of classroom teachers to determine the current and/or desired level of technology implementation.3.3 Faculty (43%) and administrators (43%) met local, state and national standards for integration of technology into the classroom.3.4 67% of all professional development opportunities modeled technology integration in all curriculum areas. 3.5 46% of all faculty matched appropriate technology tools to instructional goals. 3.6 Professional development activities were offered on-site (40%), off-site (39%), and online (41%) to address the technology needs of staff.
Target *Indicate status of data in 2003-04 school year*	3.1 (51%); 3.2 (53%); 3.3 a. Faculty (48%) b. Administrators (48%); 3.4 Professional development activities (61%); 3.5 Faculty (50%); 3.6 a. On-site (48%) b. Off-site (4534%) c. Online (912%).
Target *Indicate status of data in 2004-05 school year.*	3.1 (42%); 3.2 (50%); 3.3 a. Faculty (54%) b. Administrators (51%); 3.4 Professional development activities (50%); 3.5 Faculty (49%); 3.6 a. On-site (40%) b. Off-site (46%) c. Online (15%).
Target *Target for 2005-06 school year*	3.1 (40%); 3.2 (55%); 3.3 a. Faculty (60%) b. Administrators (60%); 3.4 Professional development activities (55%); 3.5 Faculty (55%); 3.6 a. On-site (45%) b. Off-site (55%) c. Online (15%).
Target *Target for 2006-07 school year.*	3.1 (40%); 3.2 (60%); 3.3 a. Faculty (70%) b. Administrators (65%); 3.4 Professional development activities (60%); 3.5 Faculty (60%); 3.6 a. On-site (50%) b. Off-site (65%)

	c. Online (15%).
Target *Target for 2007-08 school*	3.1 (40%); 3.2 (65%); 3.3 a. Faculty (80%) b. Administrators (70%); 3.4 Professional development activities (65%); 3.5 Faculty (65%); 3.6 a. On-site (55%) b. Off-site (75%) c. Online (15%).
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	3.1 (Not Met); 3.2 (Met); 3.3 a. Faculty (Met) b. Administrators (Met); 3.4 Professional development activities (Met); 3.5 Faculty (Met); 3.6 a. On-site (Not Met) b. Off-site (Not Met) c. Online (Not Met).
Measurement tool(s) used to assess progress of indicators.	The Alabama IMPACT surveys, developed by the State Department of Education, 2001. 100% of the school districts used surveys for teachers and administrators. The data is reported to the SDE in the technology plan.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	<u>Goal 4: Learning Environment</u>Cultivate lifelong learning communities in which the tools of technology support learning.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	By 2007-08 school year, administrators initiate ideas for technology use and routinely use technology. (4.1-4.2)4b. By 2007-08 school year, instructional staff initiates ideas for technology use and routinely uses technology. (4.3-4.4)4c. By 2007-08 school year, the community works with school staff to provide expertise, support, and resources. (4.5)4d. By 2007-08 school year, learners use technology resources beyond school hours. (4.6) 4e. By 2007-08 school year, learners use a vast array of technology-based tools to address and achieve specific learner outcomes. (4.7)
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	The percentage of teachers and/or administrators who report through the yearly administered IMPACT online surveys: to what degree they (or others) possess <u>knowledge of technology</u>, and/or <u>the availability of technology</u>, and/or <u>ways they (or others) are using technology</u>, and/or their (or others') <u>ability</u> to use technology.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	4.2 Administrators (54 %); 4.4 Instructional staff (44 %); 4.6 Learners (47%); 4.7 Learners (43%).
Target *Indicate status of data in 2003-04 school year*	4.2 Administrators (64 %); 4.4 Instructional staff (48 %); 4.6 Learners (58%); 4.7 Learners (44 %).
Target *Indicate status of data in 2004-05 school year.*	4.2 Administrators (49 %); 4.4 Instructional staff (49 %); 4.6 Learners (56%); 4.7 Learners (42 %).
Target *Target for 2005-06 school year*	4.2 Administrators (55 %); 4.4 Instructional staff (55 %); 4.6 Learners (65%); 4.7 Learners (50 %).
Target *Target for 2006-07 school year.*	4.2 Administrators (55 %); 4.4 Instructional staff (65 %); 4.6 Learners (75%); 4.7 Learners (50 %).
Target *Target for 2007-08 school*	4.2 Administrators (65 %); 4.4 Instructional staff (75 %); 4.6 Learners (85%); 4.7 Learners (55 %).
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	4.2 Administrators (Met) 4.4 Instructional staff (Met); 4.6 Learners (Met); 4.7 Learners (Met).
Measurement tool(s) used to assess progress of indicators.	The Alabama IMPACT surveys, developed by the State Department of Education, 2001. 100% of the school districts used surveys for teachers and administrators. The data is reported to the SDE in the technology plan..

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal 5: Access ObjectiveProvide every learner with the technological tools to access and process information
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1. Improve student academic achievement through the use of technology in elementary schools and secondary schools. 2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	5.a By 2007-2008 school year, connectivity in a. classrooms, b. administrative offices, and c. other instructional spaces will be adequate to support current and growing demands created by the learning, communication, and administrative requirements of the education system. (5.1)5.b. By 2007-08 school year, all classrooms and other instructional spaces will have an installed base of modern Internet-enabled computers. (5.2)
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	District Technology Coordinators report through the yearly completed IMPACT inventory: the degree of high-speed internet access connectivity in classrooms, offices, and other instructional spaces, as well as the student-to-computer ratio.
Target *Indicate status of data in 2002-03 school year (SY).* *BASELINE DATA*	5.1 The student to Internet connected computer ratio was 5.4 to 1. 5.2 The student to computer ratio was 4.36 to 1.
Target *Indicate status of data in 2003-04 school year*	5.1 The student to Internet connected computer ratio was 5 to 1. 5.2 The student to computer ratio was 4.5 to 1.
Target *Indicate status of data in 2004-05 school year.*	5.1 The student to Internet connected computer ratio was 4.9 to 1. 5.2 The student to computer ratio was 4.5 to 1.
Target *Target for 2005-06 school year*	5.1 The student to Internet connected computer ratio was 4.7 to 1. 5.2 The student to computer ratio was 4.2 to 1.
Target *Target for 2006-07 school year.*	5.1 The student to Internet connected computer ratio was 4.5 to 1. 5.2 The student to computer ratio was 4.0 to 1.
Target *Target for 2007-08 school*	5.1 The student to Internet connected computer ratio was 4.0 to 1. 5.2 The student to computer ratio was 3.8 to 1.
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	5.1 (Met); 5.2 (Not Met)
Measurement tool(s) used to assess progress of indicators.	

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

Original Goal(s), objectives, indicators, and/or targets (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Modification or Additions

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

2.7.1　　　Performance Measures

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

2.7.1   Performance Measures

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Performance Goal #1*	SIR	Frequency: __Annually__ Year of most recent collection: __2004-2005__	2003-2004___ 2004-2005___ 2005-2006___ 2006-2007___ 2007-2008__1287 (-3%)__	2003-2004__1410__ 2004-2005__1814__ Baseline:__1327__ Year established: __2002-2003__
Performance Goal #2*	SIR	Frequency: __Annually__ Year of most recent collection: __2004-2005__	2003-2004___ 2004-2005___ 2005-2006___ 2006-2007___ 2007-2008__22158 (-3%)__	2003-2004__28552__ 2004-2005__32370__ Baseline:__22844__ Year established: __2002-2003__
Performance Goal #3	SIR	Frequency: __Annually__ Year of most recent collection: __2004-2005__	2003-2004___ 2004-2005___ 2005-2006___ 2006-2007___ 2007-2008__1575 (-3%)__	2003-2004__1871__ 2004-2005__2138__ Baseline:__1624__ Year established: __2002-2003__
Performance Goal #4*	PRIDE	Frequency: __Annually__ Year of most recent collection: __2004-205__	2003-2004___ 2004-2005___ 2005-2006___ 2006-2007___ 2007-2008__201154 (+3%)__	2003-2004__238203 (90.9%)__ 2004-2005__238241 (90.3%)__ Baseline:__195295 (91.9%)__ Year established: __2002-2003__
Performance Goal #5*	PRIDE	Frequency: __Annually__ Year of most recent collection: __2004-2005__	2003-2004___ 2004-2005___ 2005-2006___ 2006-2007___ 2007-2008__223094 (+3%)__	2003-2004__250258 (95.5%)__ 2004-2005__251011 (95.1%)__ Baseline:__216596 (95.7%)__ Year established: __2002-2003__

2.7.2   Suspension and Expulsion Data

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

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

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

School Type	State Definition
Elementary School	Grades K-6
Middle School	Grades 7-8
High School	Grades 9-10

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

State definition of physical fighting: Mutual participation in a fight involving physical violence where there is no one main offender and no major injury.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	11607	110
Middle	9600	105
High School	6809	114

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	4	1
Middle	20	8
High School	38	9

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

State definition of <u>weapons</u>:   This category includes firearem, knife, or other/unknown weapons.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	409	85
Middle	341	69
High School	473	82

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	3	3
Middle	34	16
High School	57	23

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

State definition of <u>alcohol-related</u>:   Liquor law violations; possession, use, sale/transfer.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	36	14
Middle	63	21
High School	222	51

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	3	3
High School	11	6

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

State definition of illicit-drug related: __

Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics.

__

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	107	24
Middle	394	53
High School	742	74

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	8	4
Middle	79	22
High School	110	34

2.7.3 Parent Involvement

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

- All school systems have at least one (1) parent on the LEA SDFSC Advisory Council. [The parent(s) cannot be a person who represents another Council category.]
- Each school, each school system, and the SDE provides an annual report card to the public with the school and school system report cards sent directly to individual parent(s) with individual student academic reports. The SDE and all local report cards are available to the public via the stat Wed Site at www.alsde.edu. All of these report cards provide number of incidents and action taken for the same selected safety and discipline categories.
- The SDE Comprehensive Monitoring process of LEAs requires (under accountability report to the public) documentation that school safety and discipline report be made available to the pubic annually.
- Prevention and Support Services work with local and state PTAs, PTOs and other recognized parent groups to provide requested information and direct technical assistance.
- Upon request, parents are provided access to the annually disseminated official SDE Manual of Laws Pertaining to School Safety and Discipline as well as how to access the entire Code of Alabama (1975) via internet.

2.8   INNOVATIVE PROGRAMS(TITLE V, PART A)

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

EDUCATE:"Empowering Distressed and Underserved Communities of Alabama Through Education"State-Level Activities Grant 2005
AL DOE-P500241

The primary purposes of EDUCATE were to assist local education agencies in designing and implementing professional development programs focused on leadership capacity building for administrators and lead teachers, and to create a collaborative network of effective school administrators and university partners to assist in retaining highly effective teachers in these rural systems. Other purposes in the original proposal included new teacher mentoring and student leadership academics, however, these could not be implemented due to the reduction in funding from the state department for the first year. Funding was reduced from approximately $300,000 in our original proposal to the $50,000 we were funded.

Four rural economically distressed school systems were included in the project: Wilcox County, Sumter County, Monroe County and Loachapoka Schools in the Lee County system. Monthly on-site professional development sessions were held for administrator and lead teacher in each of these systems form march through September 2005. Local coordinators were employed to assist with scheduling and coordinating all grant activities. Dr. Cindy Reed, Auburn University, Dr. Brooks Steel, University of South Alabama, and Dr. Marshall winters, formerly at Auburn University, led the professional development sessions.

A planning meeting was held in March with representatives from each system to develop strategies and contracts for implementing the initiative. A culminating conference was held in September with administrators, teachers, and university personnel for two days of professional development, review of accomplishments and completion of evaluations for the project.

This initiative is featured on the Truman Pierce Institute's webpage at:
http://education.auburn.edu/resourcesservices/trumanpierceinstitute/currentprojects/currentgrantinitiatives.html **Final Comments**
The EDUCATE project brought much needed job-embedded professional development to a few rural school systems in Alabama. This project was just beginning (six months of training), yet the impact has been not worthy. Teachers and administrators have begun to collaborate and empower each other to bring about change within their systems. Action plans have been developed and some have been acted upon. The reduction of funding and the late date receiving funding limited the original objectives. However, it has been a successful project.

Each of the systems in the EDUCATE project have requested the continuation of the leadership capacity building sessions. Participants also requested expanding the project to include developing effective mentoring programs and student leadership programs. It is hoped that funding can be continued for these programs and for the expansion of them. The Truman Pierce Institute will continue to offer support and assistance to rural school systems in the state of Alabama, but without funding, these monthly sessions will not be possible.

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

Priority Activity/Area [1]	Number of LEAs that used **20**% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for:	Number of these LEAs that met AYP	Total Number of Students Served
Area 1: **Student Achievement in Reading and Math**	56	35	107990
Area 2: **Teacher Quality**	12	15	28342
Area 3: **Safe and Drug Free Schools**	10	8	25902
Area 4: **Increase Access for all Students**	24	21	49047

Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b).

2.8.3   Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2004-2005, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above.   __187__

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

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

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

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

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

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2.9   RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B)

2.9.1   Small Rural School Achievement Program (Title VI, Part B, Subpart 1)

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2004-2005 school year.   0

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

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

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	6
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	16
Educational technology, including software and hardware as described in Title II, Part D	24
Parental involvement activities	12
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	12
Activities authorized under Title I, Part A	33
Activities authorized under Title III (Language instruction for LEP and immigrant students)	9

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

Rural and Low-Income School Program (RLISP) funds are being used to support the NCLB goals as stated in the Alabama State Consolidated Application.

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

2.10.1   State Transferability of Funds

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

2.10.2   Local Educational Agency Transferability of Funds

2.10.2.1   Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2004-2005 school year.   36

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

Program	Total Number of LEAs transferring funds TO eligible program	Total amount of funds transferred TO eligible program
Improving Teacher Quality State Grants (section 2121)	0	0
Educational Technology State Grants (section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	12500
State Grants for Innovative Programs (section 5112(a))	33	2987881
Title I, Part A, Improving Basic Programs Operated by LEAs	7	343968

Program	Total Number of LEAs transferring funds **FROM** eligible program	Total amount of funds transferred **FROM** eligible program
Improving Teacher Quality State Grants (section 2121)	31	3031423
Educational Technology State Grants (section 2412(a)(2)(A))	1	223711
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	7	85715
State Grants for Innovative Programs (section 5112(a))	1	3500

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

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

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