

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 2006-07



**PART I DUE DECEMBER 21, 2007
PART II DUE FEBRUARY 2, 2008**

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

Table of Contents

	Page
INTRODUCTION.....	1
PART I.....	2
PART II.....	2
GENERAL INSTRUCTIONS AND TIMELINES.....	3
TRANSMITTAL INSTRUCTIONS.....	3
Certification.....	4
Standard Definitions.....	4
Consolidated State Performance Report (CSPR) Table of Contents.....	9

Consolidated State Performance Report (CSPR)

INTRODUCTION

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

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

- 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 – *21st Century Community Learning Centers*
- o Title V, Part A – *Innovative Programs*
- o Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- o Title VI, Part B – *Rural Education Achievement Program*
- o Title X, Part C - *Education for Homeless Children and Youths*

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2006-07 consists of two information collections.

PART I

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

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

Starting with SY 2005-06, collection of data for the Education of Homeless Children and Youths was added to Part I in order to provide timely data for the program's performance measures. This change allowed ED to retire OMB collection 1810-0650. For SY 2006-07, information on the number of children participating in the Migrant Education Program has been moved from Part II to Part I. This change allows ED to retire OMB collection 1810-0519.

PART II

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

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

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for SY 2006-07 must respond to this CSPR. Part I of the Report is due to the Department by **December 21, 2007**, and Part II is due to the Department by **February 2, 2008**. Both Part I and Part II should reflect data from SY 2006-07, unless otherwise noted.

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-XXXX. 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.

TRANSMITTAL INSTRUCTIONS

The CSPR data will be collected utilizing components of *EDFacts*. The majority of quantitative items will be collected through files submitted to the EDEN Submission System (ESS). Remaining narratives and less mature quantitative items will be collected through manual entry of data into the online collection tool. The specific source of the requested data is noted after each question in this package.

To submit files through the EDEN Submission System (ESS), please refer to the *EDFacts* Workbook for SY 2006-07, which is located at:

<http://www.ed.gov/about/inits/ed/pbdmi/eden/2006-07-edfacts-workbook-3-2.doc>

and the ESS User Guide, which is located at:

<http://www.ed.gov/about/inits/ed/pbdmi/eden/ess/ess-user-guide-v2-1.pdf>.

To manually enter data into the online collection tool, please refer to the CSPR User Guide. These documents can be found on the *EDFacts* Web site at <http://www.ed.gov/edfacts>.

To assist SEAs, ED will again conduct Web-based training in the Fall 2007. In addition, SEAs may contact the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336) or eden_ss@ed.gov for assistance.

Certification

An authorizing State official is required to certify the data provided in both parts of the CSPR. Each State will provide the name and title of an authorizing official to the Department. The Department will then issue a certification account that the authorizing official will use to certify the CSPR. In certifying the report, the authorizing State official is stating the following:

I hereby certify that, to the best of my knowledge, the data in this report is accurate. Further, I hereby certify that, to the best of my knowledge, the Migrant child counts and description of the calculation and validation procedures in section 1.10 are true, reliable, and valid. Any false statement provided in section 1.10 is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Standard Definitions

The following definitions are used throughout this document:

Children with Disabilities (*IDEA*)¹(also referred to as Students with Disabilities (*IDEA*))—Children having mental retardation, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services under *IDEA* according to an individualized education program (IEP), individual family service plan (IFSP), or service plan. [Note: Children with disabilities (*IDEA*) does not include students covered under Section 504 of the *Rehabilitation Act*.]

Homeless Children and Youths² – (A) Means an individual who lacks a fixed, regular, and adequate nighttime residence (within the meaning of Section 103(a) (1); and (B) includes (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place

¹ 34 CFR Part 303 Section 602(3) of the *IDEA*.

² Section 725 of *ESEA*.

not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 103(a)(2)(C)); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in Section 1309 of the *ESEA* of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Limited English Proficient Students (also known as English Language Learners)³—In coordination with the State’s definition based on Title 9 of *ESEA*, students:

- (A) Who are aged 3 through 21;
- (B) Who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (*Who are i, ii, or iii*)
 - (i) Who were not born in the United States or whose native languages are languages other than English;
 - (ii) (*Who are I and II*)
 - (I) Who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) Who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) Who are migratory, whose native language is a language other than English, and who come from an environment where languages other than English are dominant; and
- (D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (*who are denied i or ii or iii*)
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in Section 111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.⁴

Local Education Agency (LEA)—An LEA is a governmental administrative unit at the local level that exists primarily to operate schools or to contract for educational services.

³ To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.

⁴ Section 9101(25) of *ESEA*.

Eligible Migratory Children (also referred to as Migrant Children or Migrant Students) - Children who are migratory agricultural workers or migratory fishers; or children whose parents or spouses are, migratory agricultural workers or migratory fishers, and who, in the preceding 36 months, in order to accompany such parents or spouses in order to obtain temporary or seasonal employment in agricultural or fishing work (A) have moved from one LEA to another; (B) in a State that is comprised of a single LEA, have moved from one administrative area to another within such LEA; or (C) reside in an LEA of more than 15,000 square miles and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Participating Migrant Children - Children who participate in Migrant Education Programs (MEP) under Title 1, Part C including those served under continuation of services authority.

State NCLB Assessments⁵ – Such assessments shall

- (i) be the same academic assessments used to measure the achievement of all children;
- (ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards;
- (iii) be used for purposes for which such assessments are valid and reliable and be consistent with relevant, nationally recognized professional and technical standards;
- (iv) be used only if the State educational agency (SEA) provides to the Secretary evidence from the test publisher or other relevant sources that the assessments used are of adequate technical quality for each purpose required under this Act and are consistent with the requirements of this section, and such evidence is made public by the Secretary upon request;
- (v) (I) except as otherwise provided for grades 3 through 8 under clause vii, measure the proficiency of students in, at a minimum, mathematics and reading/language arts, and be administered not less than once during—(aa) grades 3 through 5; (bb) grades 6 through 9; and (cc) grades 10 through 12; (II) beginning not later than SY 2007-2008, measure the proficiency of all students in science and be administered not less than one time during—(aa) grades 3 through 5; (bb) grades 6 through 9; and (cc) grades 10 through 12;
- (vi) involve multiple up-to-date measures of student academic achievement, including measures that assess higher order thinking skills and understanding;

⁵ Section 1111(b)(3)(C) of ESEA.

- (vii) beginning not later than SY 2005-2006, measure the achievement of students against the challenging State academic content and student academic achievement standards in each of grades 3 through 8 in, at a minimum, mathematics, and reading/language arts, except that the Secretary may provide the State one additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of the academic assessments by that deadline and that the State will complete implementation within the additional one year period;
- (viii) at the discretion of the State, measure the proficiency of students in academic subjects not described in clauses (v), (vi), (vii) in which the State has adopted challenging academic content and academic achievement standards;
- (ix) provide for—(I) the participation in such assessments of all students; (II) the reasonable adaptations and accommodations for students with disabilities (as defined under Section 602(3) of *IDEA*) necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards; and (III) the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency as determined under paragraph (7);
- (x) notwithstanding subclause (III), the academic assessment (using tests written in English) of reading/language arts of any student who has attended school in the United States (not including Puerto Rico) for 3 or more consecutive school years, except that if the local educational agency (LEA) determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the LEA may make a determination to assess such student in the appropriate language other than English for a period that does not exceed 2 additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading/language arts;
- (xi) include students who have attended schools in an LEA for a full academic year but have not attended a single school for a full academic year, except that the performance of students who have attended more

than one school in the LEA in any academic year shall be used only in determining the progress of the LEA;

- (xii) produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii) that allow parents, teachers, and principals to understand and address the specific academic needs of students, and include information regarding achievement on academic assessments aligned with State academic achievement standards, and that are provided to parents, teachers, and principals, as soon as is practicably possible after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;
- (xiii) enable results to be disaggregated within each State, LEA, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to non-disabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged, except that, in the case of an LEA or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;
- (xiv) be consistent with widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, and be tests that do not evaluate or assess personal or family beliefs and attitudes, or publicly disclose personally identifiable information; and
- (xv) enable itemized score analyses to be produced and reported, consistent with clause (iii), to LEAs and schools, so that parents, teachers, principals, and administrators can interpret and address the specific academic needs of students as indicated by the students' achievement on assessment items.

State Education Agency (SEA) – An SEA is the agency of the State charged with primary responsibility for coordinating and supervising public elementary and secondary instruction, including the setting of standards for instructional programs. The SEA is the State agency that administers Federal grant programs under the *ESEA*.

Consolidated State Performance Report (CSPR) Table of Contents

Part I

Sections

1.1 Standards and Assessment Development

1.2 Participation in State Assessments

This section collects the same type of data for both the mathematics and reading/language arts assessments. To save space, a data table is presented only with the questions for mathematics.

1.3 Student Academic Achievement

This section collects the same type of data for both the mathematics and reading/language arts assessments. To save space, a data table is presented only with the questions for mathematics.

1.4 School and District Accountability

1.5 Teacher Quality

1.6 Title III and Language Instructional Programs

This section has been completely revised from the previous SY 2005-06 version of the CSPR. It now includes a majority of the questions from the Title III Biennial Report.

1.7 Persistently Dangerous Schools

1.8 Graduation Rates and Dropout Rates

1.9 Education for Homeless Children and Youths Program

1.10 Migrant Child Counts

This section is new.

Part II

Sections

- 2.1 Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)
- 2.2 William F. Goodling Even Start Family Literacy Programs (Title I, Part B, Subpart 3)
- 2.3 Education of Migrant Children (Title I, Part C)

This section collects the same type of data for both the mathematics and reading/language arts assessments. To save space, a data table is presented only with the questions for mathematics.

This section also collects the same type of data for both the regular school year and summer/intersession term. To save space, the data tables are presented only with the questions for regular school year.
- 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)
- 2.5 Comprehensive School Reform (CSR) (Title I, Part F)
- 2.6 Enhancing Education Through Technology (Title II, Part D)

This section is not included because data are not being collected for this program through the CSPR.
- 2.7 Safe and Drug-Free Schools and Communities Act (Title IV, Part A)
- 2.8 Innovative Programs (Title V, Part A)
- 2.9 Rural Education Achievement Program (REAP) (Title VI, Part B, Subparts 1 and 2)
- 2.10 Funding Transferability for State and Local Educational Agencies (Title IV, Part A, Subpart 2)

2.11 21st Century Community Learning Centers (Title IV, Part B)

This section is not included because data are not being collected for this program through the CSPR.