

n Number	Subject
New or Substantially Revised Items	
1.2.5	Participation of All Students in the Science Assessment
1.2.6	Participation of Students with Disabilities in Science Assessment
1.3.3	Student Academic Achievement in Science
1.4.8.1	Student Proficiency for Schools Receiving Assistance Through Section 1003(a) and 1003(g) Funds in SY 2007-08
1.4.8.2	School Improvement Status and School Improvement Assistance
1.4.8.3	Effective School Improvement Strategies
1.4.8.4	Sharing of Effective Strategies
1.4.8.5	Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance
1.4.8.5.1	Section 1003(a) State Reservations
1.4.8.5.2	1003(g) Allocations to LEAs and Schools
1.4.8.5.3	Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance
1.4.8.7	Actions Taken for Title I Schools Identified for Improvement* Supported by Funds Other than Those of Sections 1003(a) and 1003(g)
1.6.2.1	Number of ALL LEP Students in the State

1.6.3.1.1	Language Proficiency Assessments
1.6.3.1.2	ALL LEP student English Language Proficiency Performance
1.6.3.2.1	Title III LEP student Participation in English Language Proficiency Assessments
1.6.3.2.2	Title III LEP student English Language Proficiency Performance
1.6.3.5.1	LEP Students Assess in Native Language
1.6.3.5.4	Native Language of Science Tests Given
1.6.3.6.4	LEP Performance on Science Assementments
Part II	
2.2.2.5	Children Age-Eligible for Kindergarten who demonstrate age-appropriate oral language skills

Part II

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Justification

Science assessments required for the first time in the 2007-08 school year. Math and reading are collected in December, whereas science is collected in February.

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(1) As part of obtaining emergency OMB approval of the School Improvement Grant applications under the Paperwork Reduction Act, ED indicated that it would collect the information on the following topics listed below:

A. Number and percentage of students who are proficient in reading/language arts and mathematics in schools that received technical assistance through the statewide system of support and whether that number and percentage increased from the prior year as measured by State assessments

E. Evidence that SEAs, LEAs, and schools used data to make decisions about the use of School Improvement Funds

F. Evidence indicating those school improvement strategies that were effective in contributing to increased student achievement; adequate yearly progress; and exiting improvement status.

G. The amount of funds allocated under section 1003(g) and 1003(a) to each LEA and school.

(2) SASA monitoring teams and other ED officials will use these data to ensure that SEAs, LEAs, and schools implement the school improvement activities in accordance with ESEA, the Title I Regulations, and the SASA regulations that were approved by ED. 600.40(a) of the Education Department Code of

Substantial revision of previous question. Required by section 1111(b)(7)

Substantial revision of previous question. Required by section 1111(h)(4)(D) and section 3121(b)(1)

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Substantial revision of previous question) Required by section 1111(h)(4)(D) and section 3121(b)(1)

Substantial revision of previous question. Removed collection of number and percent of students making no progress

Substantial revision of previous question. Divided question (into 1.6.3.5.1 & 1.6.3.5.2.) to ask separately regarding native language versions of (1) reading/language arts, (2) mathematics

Adds question on native language versions of science assessments to meet science reporting requirements effective for the SY 2007-08.

Adds question on LEP performance on Science assessments to meet science reporting requirements effective for the SY 2007-08.

While these are not a questions that appears on the current CSPR form, it is asking for data already being collected to be reported by programs and state coordinators as required by OMB. The addition of this data field makes Even Start early childhood outcome data more consistent with other programs serving a similar population (for example, Early Reading First) and does not increase the data collection burden on either States or local grantees. A row for reporting data on the PPVT-IV has been added as that measure has been updated and some programs are moving to the new version this year.
