



UNITED STATES DEPARTMENT OF EDUCATION


OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

SEP 8 2009

MEMORANDUM

TO: Bridget Dooling/Sharon Mar
Office of Information and Regulatory Affairs
Office of Management and Budget

THROUGH: Kathy Axt
Regulatory Information Management Services
U.S. Department of Education

FROM: Alex Goniprow 
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Office of Elementary and Secondary Education

SUBJECT: Transmittal – OMB 83C Package for the SY 2008-09 Consolidated State Performance Report (#1810-0614), Part I, Sections 1.5.3 and 1.6.3.2.2 and Part II, Section 2.4.1.6.

I am forwarding under OMB 83C proposed technical modifications to the Consolidated State Performance Report (CSPR) for the SY 2008-09 collection. The current CSPR was approved (OMB #1810-0614) in October 2007 and will expire October 31, 2010.

Part I of the SY 2008-09 CSPR will be due to the Department on or before December 18, 2009. Part II will be due on or before February 12, 2010.

We are requesting technical modifications to the CSPR to improve the clarity and intent of questions. These modifications were recommended by the relevant program offices as a result of questions and feedback we received from States during the SY 2007-08 CSPR submission period, and question-by-question reviews program offices conducted in conjunction with the Office of General Counsel (OGC) to ensure that the wording of each question was clear and consistent with the intent of the governing statute, and that each question was yielding the accurate and useful information.

Summary of Proposed Technical Modifications

1.5.1 and 1.5.3: Highly Qualified Teacher

The requested modification removes from Table 1.5.1 references to high and low poverty schools and creates a new Table 1.5.3 for the number of highly qualified teachers in high and low poverty schools.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

1.6.3.2.2: Title III LEP English Language Proficiency Results

The requested modification inserts two columns for respondents to provide the State targets for the number and percent of students making progress and attaining English proficiency for the reporting period as requested in the instructions for this item. The instructions request the information, but the columns (cells) to capture the data were inadvertently omitted in the 83C submission that was recently approved by OMB.

2.4.1.6 Title I, Part D Academic Performance in Reading – Subpart 1

The requested modification revises the instructions for Tables 2.4.1.6.1 (subpart 1) and 2.4.2.6.1 (subpart 2) so that the instructions in SY 2008-09 correctly align with the original instructions in earlier versions of CSPR and with the guidance the program has been giving to states.

The proposed technical modifications requested will not increase the estimated burden hours for respondents. The specific modifications requested are illustrated in the three supporting attachments included with this submission.

Requested Modification to 1.5.1 and 1.5.3 – Teacher Quality

The requested modification removes from Table 1.5.1 references to high-poverty and low-poverty schools and creates a new Table 1.5.3 to capture information on the number of highly qualified teachers in high-poverty and low-poverty elementary and secondary schools.

Background

Table 1.5.1 as presented in CSPR SY 2007-08 requested the number of core academic classes for high-poverty and low-poverty elementary and secondary schools and the number and percent of those core academic classes taught by teachers who are highly qualified and not highly qualified. The table proved confusing for many states. The change divides the information requested into separate tables and more clearly defines the information requested in 1.5.3.

Below is Table 1.5.1 as it was presented in CSPR 2007-2008

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

School Type	# of Core Academic Classes (Total)	# of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	# of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All schools			(Auto calculated)		(Auto calculated)
Elementary level					
High-poverty schools			(Auto calculated)		(Auto calculated)
Low-poverty schools			(Auto calculated)		(Auto calculated)
All elementary schools			(Auto calculated)		(Auto calculated)
Secondary level					
High-poverty schools			(Auto calculated)		(Auto calculated)
Low-poverty schools			(Auto calculated)		(Auto calculated)
All secondary schools			(Auto calculated)		(Auto calculated)

Below are Tables 1.5.1 and 1.5.3 as proposed for CSPR 2008-2009

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

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

	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All classes			(Auto calculated)		(Auto calculated)
All elementary classes			(Auto calculated)		(Auto calculated)
All secondary classes			(Auto calculated)		(Auto calculated)

1.5.3 Poverty Quartiles and Metrics Used

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

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

This means that *for the purpose of establishing poverty quartiles*, some classes in schools where both elementary and secondary classes are taught would be counted as

classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in different category in 1.5.3 than it would be in 1.5.1.

School type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High-poverty elementary schools			(Auto calculated)
Low-poverty elementary schools			(Auto calculated)
Secondary Schools			
High-poverty secondary schools			(Auto calculated)
Low-poverty Secondary schools			(Auto calculated)

Requested Modification to 1.6.3.2.2: Title III LEP English Language Proficiency Results

The requested modification inserts two columns (highlighted below) for respondents to provide State targets for the number and percent of students making progress and attaining English proficiency for the reporting period as requested in the instructions for this item. The instructions request the information, but the columns (cells) to capture the data were inadvertently omitted in the 83C submission that was recently approved by OMB.

1.6.3.2.2 Title III LEP English Language Proficiency Results

This section collects information on Title III LEP students' development of English and attainment of English proficiency.

Table 1.6.3.2.2 Definitions:

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

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

	Results		Targets	
	#	%	#	%
Making progress				
ELP attainment				

2.4.1.6 -Title I, Part D Academic Performance in Reading – Subpart 1

In the tables¹ below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, ~~who participated in pre- and post-testing in reading.~~ Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2007, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. **In the second table, report only students who participated in both pre-and post-testing.** Also in the second table, students should be reported in only one of the five change categories. Below the tables is an FAQ about the data collected in **these** tables.

The text in ~~strikeout~~ would be removed.

The text in **bold** would be added.

The tables used to collect the data would remain the same, only the instructions to the tables are changed.

Background

In the SY 2005-06 CSPR, row 2 of questions 2.4.1.6 (for subpart 1) and 2.4.2.6 (for subpart 2) collected the number of long-term students in N or D programs who tested below grade level. The SY 2006-07 CSPR was restructured so that all the questions followed a standard format. However, during that reformatting the count of students testing below grade level was inadvertently placed under instructions that limited the scope of the question to students who participated in both pre- and post-tests.

Below is how the request for the count appeared in the SY 2006-07 and SY 2007-08 CSPRs for both subpart 1 (question 2.4.1.6.1) and subpart 2 (question 2.4.2.6.1):

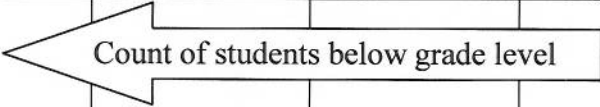
In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, **who participated in pre- and post-testing in reading.** Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2007, may be included if their post-test was administered during the

Instructions limiting scope

¹ The question consists of two tables. To further clarify the instructions, the word "table" would be changed to "tables" where appropriate in the instructions.

reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Students should be reported in only one of the five change categories in the second table below. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry				
Long-term students who have complete pre- and post-test results (data)				


 Count of students below grade level

Since the row for the count of students below grade level was above the row for the count of the students who completed both and pre- and post-test, the program office provided supplemental instructions to the SEAs to not limit the data to students with both a pre- and post-test. Below are the supplemental instructions provided for SY 2007-08 which are similar to the supplemental instructions provided for SY 2006-07.

1. Number of long-term students who tested below grade level upon entry. The number of long-term students testing below grade level when they entered the facility or program serves as a contextual variable for the rest of the items in this table. *For 2007-08, this number should **not** exceed the number of long-term students (reported in tables 2.4.1.2/2.4.2.2) who have pre- AND post-test data available (as reported in row 2).*

2. Number of students who took both the pre- and posttest reading/math exams. The number of long-term students for whom a complete set of pre- and posttest data are available serves as a reference value for the rest of the questions in the table. *This number should **not** exceed the number of long-term students (reported in tables 2.4.1.2/2.4.2.2).*

Based on the review of the data from SY 2005-06, SY 2006-07, and SY 2007-08, we believe that the SEAs were following the supplemental instructions and continuing to provide the data as all students below grade level instead of limiting it to students with both a pre- and post-test.