

**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 2007-08

MISSOURI



PART I DUE FRIDAY, DECEMBER 19, 2008
PART II DUE FRIDAY, FEBRUARY 27, 2009

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

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

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

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2007-08 consists of two Parts, Part I and Part II.

PART I

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

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

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

PART II

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

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

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2007-08 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 19, 2008**. Part II of the Report is due to the Department by **Friday, February 27, 2009**. Both Part I and Part II should reflect data from the SY 2007-08, unless otherwise noted.

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

TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2007-08 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2007-08 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

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

		OMB Number: 1810-0614
		Expiration Date: 10/31/2010
<p>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</p>		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2007-08 <input type="checkbox"/> Part II, 2007-08		
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 I**

For reporting on
School Year 2007-08



**PART I DUE DECEMBER 19, 2008
5PM EST**

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

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

1.1.1 Academic Content Standards

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

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

The response is limited to 8,000 characters.

Missouri has reorganized and updated the Grade Level Expectations (GLE's) in mathematics, science, and communication arts to reflect the move from grade span testing at the high school to course based testing in future years. The language of the expectations has been clarified and the content within the individual expectations broken into sub-expectations for concise reporting of results to LEAs along with sets of course based expectation for high school content.

For the 2008-2009 school year, grade level tests for mathematics, communication arts, and science in grades 3-8 will be based on the original GLE's. The MAP Algebra I, English II, and Biology end-of-course exams will be based on the 2.0 GLE's. The MAP end-of-course tests for Algebra I, Algebra II, Geometry, Integrated Math II, Integrated Math III, English I, English II, and Biology will be based on the 2.0 version of the GLE's and the course expectations found within the document.

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

1.1.2 Assessments in Mathematics and Reading/Language Arts

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

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

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

The response is limited to 8,000 characters.

Missouri plans to move from high school grade span testing to course level testing in the 2008-2009 school year for mathematics and communication arts. Algebra I and English II were field tested in the spring of 2008 and will be implemented in the 2008-2009 school year. The achievement level setting for Algebra I and English II occurred in November 2008.

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

1.1.4 Assessments in Science

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

As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA* as well as alternate achievement standards for students with significant cognitive disabilities and modified academic achievement standards for certain students with disabilities implemented to meet the requirements of Section 1111(b)(3) of *ESEA*.

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

If the State's assessments in science required under Section 1111(b)(3) of *ESEA* have not been approved through ED's peer review process, respond "State's assessments and academic achievement standards in science not yet approved."

The response is limited to 8,000 characters.

Missouri implemented grade span testing in the science content area in the 2007-2008 school year at grades 5, 8, and 11 for the general assessment and the alternate assessment based on alternate achievement standards. The achievement level settings for these assessments occurred in the summer of 2008.

Missouri will replace grade span testing at the high school level with course based testing for science with a biology end-of-course assessment in the 2008-2009 school year. The field test occurred in May 2008 and the achievement level setting occurred in November 2008.

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

1.2 PARTICIPATION IN STATE ASSESSMENTS

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

1.2.1 Participation of All Students in Mathematics Assessment

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

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments.

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	472,900	472,011	99.8
American Indian or Alaska Native	2,061	2,056	99.8
Asian or Pacific Islander	8,409	8,399	99.9
Black, non-Hispanic	84,521	84,235	99.7
Hispanic	16,856	16,824	99.8
White, non-Hispanic	360,651	360,108	99.8
Children with disabilities (<i>IDEA</i>)	67,754	67,462	99.6
Limited English proficient (LEP) students	12,622	12,608	99.9
Economically disadvantaged students	201,774	201,244	99.7
Migratory students	454	454	100.0
Male	242,320	241,759	99.8
Female	230,179	229,864	99.9
Comments:			

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X081 that includes data group 588, category sets A, B, C, D, E, and F, and subtotal 1. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

1.2.2 Participation of Students with Disabilities in Mathematics Assessment

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	21,130	31.3
Regular Assessment with Accommodations	41,506	61.5
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	0	0.0
Alternate Assessment Based on Alternate Achievement Standards	4,826	7.2
Total	67,462	
Comments:		

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

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

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	465,937	465,186	99.8
American Indian or Alaska Native	2,000	1,995	99.8
Asian or Pacific Islander	8,164	8,153	99.9
Black, non-Hispanic	82,681	82,462	99.7
Hispanic	16,274	16,254	99.9
White, non-Hispanic	356,345	355,864	99.9
Children with disabilities (<i>IDEA</i>)	66,425	66,186	99.6
Limited English proficient (LEP) students	11,885	11,869	99.9
Economically disadvantaged students	196,626	196,202	99.8
Migratory students	435	435	100.0
Male	238,223	237,790	99.8
Female	227,242	226,939	99.9
Comments:			

Source – The same file specification as 1.2.1 is used, but with data group 589 instead of 588.

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

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	21,368	32.3
Regular Assessment with Accommodations	40,101	60.6
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	0	0.0
Alternate Assessment Based on Alternate Achievement Standards	4,717	7.1
Total	66,186	
Comments:		

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

1.2.5 Participation of All Students in the Science Assessment

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

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	197,436	196,592	99.6
American Indian or Alaska Native	875	871	99.5
Asian or Pacific Islander	3,339	3,331	99.8
Black, non-Hispanic	33,822	33,605	99.4
Hispanic	6,235	6,219	99.7
White, non-Hispanic	151,321	150,829	99.7
Children with disabilities (<i>IDEA</i>)	26,296	26,067	99.1
Limited English proficient (LEP) students	4,465	4,457	99.8
Economically disadvantaged students	75,942	75,559	99.5
Migratory students	169	169	100.0
Male	99,317	98,888	99.6
Female	96,275	95,967	99.7
Comments:			

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.2.6 Participation of Students with Disabilities in Science Assessment

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	8,049	30.9
Regular Assessment with Accommodations	16,131	61.9
Alternate Assessment Based on Grade-Level Achievement Standards	0	0.0
Alternate Assessment Based on Modified Achievement Standards	0	0.0
Alternate Assessment Based on Alternate Achievement Standards	1,887	7.2
Total	26,067	
Comments:		

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.3 STUDENT ACADEMIC ACHIEVEMENT

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

1.3.1 Student Academic Achievement in Mathematics

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

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments.

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

1.3.2 Student Academic Achievement in Reading/Language Arts

This section is similar to 1.3.1. The only difference is that this section collects data on the State's *NCLB* reading/language arts assessment.

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

1.3.3 Student Academic Achievement in Science

This section is similar to 1.3.1. The only difference is that this section collects data on the State's *NCLB* science assessment administered at least one in each of the following grade spans 3 through 5, 6 through 9, and 10 through 12.

Limited English Proficiency (LEP) students includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

1.3.1.1 Student Academic Achievement in Mathematics - Grade 3

Grade 3	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,000	29,674	44.3
American Indian or Alaska Native	269	114	42.4
Asian or Pacific Islander	1,269	798	62.9
Black, non-Hispanic	12,117	2,665	22.0
Hispanic	2,781	902	32.4
White, non-Hispanic	50,490	25,151	49.8
Children with disabilities (<i>IDEA</i>)	10,498	3,176	30.3
Limited English proficient (LEP) students	2,238	644	28.8
Economically disadvantaged students	31,293	9,612	30.7
Migratory students	81	15	18.5
Male	34,461	15,614	45.3
Female	32,465	14,016	43.2
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

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

Grade 3	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	66,923	27,330	40.8
American Indian or Alaska Native	269	105	39.0
Asian or Pacific Islander	1,236	667	54.0
Black, non-Hispanic	12,118	2,498	20.6
Hispanic	2,738	706	25.8
White, non-Hispanic	50,488	23,318	46.2
Children with disabilities (<i>IDEA</i>)	10,503	2,707	25.8
Limited English proficient (LEP) students	2,149	437	20.3
Economically disadvantaged students	31,253	8,617	27.6
Migratory students	79	10	12.7
Male	34,434	12,510	36.3
Female	32,415	14,784	45.6
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

1.3.3.1 Student Academic Achievement in Science - Grade 3

Grade 3	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian or Pacific Islander	0	0	0.0
Black, non-Hispanic	0	0	0.0
Hispanic	0	0	0.0
White, non-Hispanic	0	0	0.0
Children with disabilities (<i>IDEA</i>)	0	0	0.0
Limited English proficient (LEP) students	0	0	0.0
Economically disadvantaged students	0	0	0.0
Migratory students	0	0	0.0
Male	0	0	0.0
Female	0	0	0.0
Comments: In 2008, Missouri assessed students in Science at grades 5, 8, and 11.			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

1.3.1.2 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,649	30,208	44.7
American Indian or Alaska Native	271	104	38.4
Asian or Pacific Islander	1,229	756	61.5
Black, non-Hispanic	12,345	2,676	21.7
Hispanic	2,734	900	32.9
White, non-Hispanic	51,006	25,745	50.5
Children with disabilities (<i>IDEA</i>)	10,443	2,898	27.8
Limited English proficient (LEP) students	2,219	637	28.7
Economically disadvantaged students	30,952	9,717	31.4
Migratory students	64	19	29.7
Male	34,794	15,858	45.6
Female	32,791	14,323	43.7
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

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

Grade 4	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,591	30,808	45.6
American Indian or Alaska Native	272	102	37.5
Asian or Pacific Islander	1,205	662	54.9
Black, non-Hispanic	12,338	3,345	27.1
Hispanic	2,696	842	31.2
White, non-Hispanic	51,015	25,826	50.6
Children with disabilities (<i>IDEA</i>)	10,443	2,484	23.8
Limited English proficient (LEP) students	2,136	494	23.1
Economically disadvantaged students	30,912	9,821	31.8
Migratory students	61	12	19.7
Male	34,763	13,894	40.0
Female	32,763	16,883	51.5
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian or Pacific Islander	0	0	0.0
Black, non-Hispanic	0	0	0.0
Hispanic	0	0	0.0
White, non-Hispanic	0	0	0.0
Children with disabilities (<i>IDEA</i>)	0	0	0.0
Limited English proficient (LEP) students	0	0	0.0
Economically disadvantaged students	0	0	0.0
Migratory students	0	0	0.0
Male	0	0	0.0
Female	0	0	0.0
Comments: In 2008, Missouri assessed students in Science at grades 5, 8, and 11.			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

1.3.1.3 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	66,325	30,677	46.3
American Indian or Alaska Native	287	123	42.9
Asian or Pacific Islander	1,238	814	65.8
Black, non-Hispanic	11,889	2,678	22.5
Hispanic	2,504	843	33.7
White, non-Hispanic	50,352	26,185	52.0
Children with disabilities (<i>IDEA</i>)	9,885	2,373	24.0
Limited English proficient (LEP) students	2,033	596	29.3
Economically disadvantaged students	29,626	9,422	31.8
Migratory students	71	22	31.0
Male	33,858	15,857	46.8
Female	32,412	14,786	45.6
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

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

Grade 5	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	66,228	32,220	48.7
American Indian or Alaska Native	287	137	47.7
Asian or Pacific Islander	1,195	737	61.7
Black, non-Hispanic	11,880	3,208	27.0
Hispanic	2,474	876	35.4
White, non-Hispanic	50,336	27,232	54.1
Children with disabilities (<i>IDEA</i>)	9,886	2,307	23.3
Limited English proficient (LEP) students	1,946	526	27.0
Economically disadvantaged students	29,584	10,356	35.0
Migratory students	69	16	23.2
Male	33,801	15,426	45.6
Female	32,371	16,764	51.8
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

1.3.3.3 Student Academic Achievement in Science - Grade 5

Grade 5	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	66,180	29,563	44.7
American Indian or Alaska Native	285	126	44.2
Asian or Pacific Islander	1,228	645	52.5
Black, non-Hispanic	11,674	1,948	16.7
Hispanic	2,491	724	29.1
White, non-Hispanic	49,963	25,948	51.9
Children with disabilities (<i>IDEA</i>)	9,759	2,453	25.1
Limited English proficient (LEP) students	2,017	435	21.6
Economically disadvantaged students	29,254	8,926	30.5
Migratory students	68	16	23.5
Male	33,511	15,818	47.2
Female	32,130	13,573	42.2
Comments:			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

1.3.1.4 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	66,356	33,873	51.0
American Indian or Alaska Native	289	136	47.1
Asian or Pacific Islander	1,215	807	66.4
Black, non-Hispanic	11,631	3,044	26.2
Hispanic	2,282	887	38.9
White, non-Hispanic	50,879	28,957	56.9
Children with disabilities (<i>IDEA</i>)	9,431	2,175	23.1
Limited English proficient (LEP) students	1,771	556	31.4
Economically disadvantaged students	28,927	10,670	36.9
Migratory students	55	18	32.7
Male	33,861	17,030	50.3
Female	32,435	16,801	51.8
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

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

Grade 6	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	66,319	31,570	47.6
American Indian or Alaska Native	290	126	43.5
Asian or Pacific Islander	1,185	707	59.7
Black, non-Hispanic	11,635	3,094	26.6
Hispanic	2,258	809	35.8
White, non-Hispanic	50,891	26,791	52.6
Children with disabilities (<i>IDEA</i>)	9,440	1,693	17.9
Limited English proficient (LEP) students	1,705	424	24.9
Economically disadvantaged students	28,909	9,721	33.6
Migratory students	54	12	22.2
Male	33,836	14,858	43.9
Female	32,423	16,669	51.4
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

1.3.3.4 Student Academic Achievement in Science - Grade 6

Grade 6	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian or Pacific Islander	0	0	0.0
Black, non-Hispanic	0	0	0.0
Hispanic	0	0	0.0
White, non-Hispanic	0	0	0.0
Children with disabilities (<i>IDEA</i>)	0	0	0.0
Limited English proficient (LEP) students	0	0	0.0
Economically disadvantaged students	0	0	0.0
Migratory students	0	0	0.0
Male	0	0	0.0
Female	0	0	0.0
Comments: In 2008, Missouri assessed students in Science at grades 5, 8, and 11.			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

1.3.1.5 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,311	33,572	49.9
American Indian or Alaska Native	286	133	46.5
Asian or Pacific Islander	1,253	834	66.6
Black, non-Hispanic	12,082	2,662	22.0
Hispanic	2,370	866	36.5
White, non-Hispanic	51,272	29,049	56.7
Children with disabilities (<i>IDEA</i>)	9,270	1,903	20.5
Limited English proficient (LEP) students	1,598	441	27.6
Economically disadvantaged students	28,544	9,637	33.8
Migratory students	72	27	37.5
Male	34,772	17,746	51.0
Female	32,492	15,799	48.6
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

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

Grade 7	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,325	33,205	49.3
American Indian or Alaska Native	287	130	45.3
Asian or Pacific Islander	1,227	728	59.3
Black, non-Hispanic	12,062	2,975	24.7
Hispanic	2,339	888	38.0
White, non-Hispanic	51,361	28,457	55.4
Children with disabilities (<i>IDEA</i>)	9,288	1,480	15.9
Limited English proficient (LEP) students	1,517	354	23.3
Economically disadvantaged students	28,516	9,702	34.0
Migratory students	70	19	27.1
Male	34,789	15,304	44.0
Female	32,488	17,875	55.0
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

1.3.3.5 Student Academic Achievement in Science - Grade 7

Grade 7	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian or Pacific Islander	0	0	0.0
Black, non-Hispanic	0	0	0.0
Hispanic	0	0	0.0
White, non-Hispanic	0	0	0.0
Children with disabilities (<i>IDEA</i>)	0	0	0.0
Limited English proficient (LEP) students	0	0	0.0
Economically disadvantaged students	0	0	0.0
Migratory students	0	0	0.0
Male	0	0	0.0
Female	0	0	0.0
Comments: In 2008, Missouri assessed students in Science at grades 5, 8, and 11.			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

1.3.1.6 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,948	30,079	44.3
American Indian or Alaska Native	323	122	37.8
Asian or Pacific Islander	1,083	674	62.2
Black, non-Hispanic	12,482	2,085	16.7
Hispanic	2,198	699	31.8
White, non-Hispanic	51,815	26,472	51.1
Children with disabilities (<i>IDEA</i>)	9,002	1,441	16.0
Limited English proficient (LEP) students	1,467	362	24.7
Economically disadvantaged students	27,946	7,823	28.0
Migratory students	65	23	35.4
Male	34,858	15,676	45.0
Female	33,043	14,376	43.5
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

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

Grade 8	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,915	32,869	48.4
American Indian or Alaska Native	322	153	47.5
Asian or Pacific Islander	1,067	635	59.5
Black, non-Hispanic	12,488	2,984	23.9
Hispanic	2,173	711	32.7
White, non-Hispanic	51,818	28,365	54.7
Children with disabilities (<i>IDEA</i>)	9,006	1,281	14.2
Limited English proficient (LEP) students	1,408	274	19.5
Economically disadvantaged students	27,939	9,094	32.5
Migratory students	64	14	21.9
Male	34,849	15,034	43.1
Female	33,019	17,814	54.0
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	67,714	29,348	43.3
American Indian or Alaska Native	320	123	38.4
Asian or Pacific Islander	1,078	610	56.6
Black, non-Hispanic	12,240	1,672	13.7
Hispanic	2,168	619	28.6
White, non-Hispanic	51,357	26,200	51.0
Children with disabilities (<i>IDEA</i>)	8,844	1,345	15.2
Limited English proficient (LEP) students	1,451	244	16.8
Economically disadvantaged students	27,548	7,465	27.1
Migratory students	64	13	20.3
Male	34,453	15,631	45.4
Female	32,710	13,593	41.6
Comments:			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

1.3.1.7 Student Academic Achievement in Mathematics - High School

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	69,422	32,054	46.2
American Indian or Alaska Native	331	126	38.1
Asian or Pacific Islander	1,112	707	63.6
Black, non-Hispanic	11,689	2,055	17.6
Hispanic	1,955	616	31.5
White, non-Hispanic	54,294	28,523	52.5
Children with disabilities (<i>IDEA</i>)	8,933	1,321	14.8
Limited English proficient (LEP) students	1,282	314	24.5
Economically disadvantaged students	23,956	6,984	29.2
Migratory students	46	10	21.7
Male	35,155	16,369	46.6
Female	34,226	15,658	45.7
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

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

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	62,885	24,681	39.2
American Indian or Alaska Native	268	91	34.0
Asian or Pacific Islander	1,038	497	47.9
Black, non-Hispanic	9,941	1,664	16.7
Hispanic	1,576	410	26.0
White, non-Hispanic	49,955	21,965	44.0
Children with disabilities (<i>IDEA</i>)	7,620	664	8.7
Limited English proficient (LEP) students	1,008	175	17.4
Economically disadvantaged students	19,089	4,613	24.2
Migratory students	38	2	5.3
Male	31,318	10,874	34.7
Female	31,460	13,753	43.7
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

1.3.3.7 Student Academic Achievement in Science - High School

High School	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	62,698	29,838	47.6
American Indian or Alaska Native	266	114	42.9
Asian or Pacific Islander	1,025	593	57.9
Black, non-Hispanic	9,691	1,732	17.9
Hispanic	1,560	478	30.6
White, non-Hispanic	49,509	26,755	54.0
Children with disabilities (<i>IDEA</i>)	7,464	1,050	14.1
Limited English proficient (LEP) students	989	214	21.6
Economically disadvantaged students	18,757	5,678	30.3
Migratory students	37	3	8.1
Male	30,924	15,725	50.9
Female	31,127	13,947	44.8
Comments:			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

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

1.4.1 All Schools and Districts Accountability

In the table below, provide the total number of schools and districts and the total number of those schools and districts that made AYP based on data for the SY 2007-08. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2007-08	Percentage that Made AYP in SY 2007-08
Schools	2,197	936	42.6
Districts	555	147	26.5
Comments:			

Source – The table above is produced through *EDFacts*. The SEA submits the data in N/X103 for data group 32.

1.4.2 Title I School Accountability

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for the SY 2007-08 school year. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2007-08	Percentage of Title I Schools that Made AYP in SY 2007-08
All Title I schools	1,120	521	46.5
Schoolwide (SWP) Title I schools	469	170	36.2
Targeted assistance (TAS) Title I schools	651	351	53.9
Comments:			

Source – The table above is produced through *EDFacts*. The SEA submits the data in N/X129 for data group 22 and N/X103 for data group 32.

1.4.3 Accountability of Districts That Received Title I Funds

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2007-08. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds	# Districts That Received Title I Funds and Made AYP in SY 2007-08	Percentage of Districts That Received Title I Funds and Made AYP in SY 2007-08
551	146	26.5
Comments:		

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

Note: DG 582 is not collected from the SEA, rather it comes from the Title I funding data.

1.4.4 Title I Schools Identified for Improvement

1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2008-09 based on the data from SY 2007-08. For each school on the list, provide the following:

- District Name and NCES ID Code
- School Name and NCES ID Code
- Whether the school met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2008-09 (Use one of the following improvement status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))¹
- Whether (yes or no) the school is or is not a Title I school (*This column **must be completed** by States that choose to list all schools in improvement. Column is optional for States that list only Title I schools.*)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003 (g).

See attached for blank template that can be used to enter school data.

Download template: [Question 1.4.4.1 \(Get MS Excel Viewer\)](#)

Source – Manual entry by SEA into the online collection tool.

¹ The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *NCLB* were implemented in SY 2007-08 (based on SY 2006-07 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2007-08
Required implementation of a new research-based curriculum or instructional program	
Extension of the school year or school day	
Replacement of staff members relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	
Comments: Missouri does not collect this data at this time.	

Source – Manual entry by SEA into the online collection tool.

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *NCLB* were implemented in SY 2007-08 (based on SY 2006-07 assessments under Section 1111 of *ESEA*).

Restructuring Action	# of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Take over the school by the State	
Other major restructuring of the school governance	
Comments: Missouri does not collect this data at this time.	

Source – Manual entry by SEA into the online collection tool.

In the space below, list specifically the "other major restructuring of the school governance" action(s) that were implemented.

The response is limited to 8,000 characters.

Missouri does not collect this data at this time.

1.4.5 Districts That Received Title I Funds Identified for Improvement

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

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2008-09 based on the data from SY 2007-08. For each district on the list, provide the following:

- District Name and NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2008-09 (Use one of the following improvement status designations: Improvement or Corrective Action²)
- Whether the district is a district that received Title I funds. Indicate "Yes" if the district received Title I funds and "No" if the district did not receive Title I funds. (**This column must be completed by States that choose to list all districts or all districts in improvement.** This column is optional for States that list only districts in improvement that receive Title I funds.)

See attached for blank template that can be used to enter district data.

Download template: [Question 1.4.5.1 \(Get MS Excel Viewer\)](#)

Source – Manual entry by SEA into the online collection tool.

² The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement

In the space below, briefly describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

LEAs identified for improvement are required to submit an improvement plan to the SEA.

Source – Manual entry by SEA into the online collection tool.

1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *NCLB* were implemented in SY 2007-08 (based on SY 2006-07 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2007-08
Implementing a new curriculum based on State standards	0
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	0
Replaced district personnel who are relevant to the failure to make AYP	0
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	0
Abolished the district (list the number of districts abolished between the end of SY 2006-07 and beginning of SY 2007-08 as a corrective action)	0
Comments: Missouri does not have any districts in corrective action.	

Source – Manual entry by SEA into the online collection tool.

1.4.7 Appeal of AYP and Identification Determinations

In the table below, provide the number of districts and schools that appealed their AYP designations based on 2007-08 data and the results of those appeals.

	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts	2	0
Schools	19	4
Comments:		

Source – Manual entry by SEA into the online collection tool.

Date (MM/DD/YY) that processing appeals based on SY 2007-08 data was complete	01/18/08
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Source – Manual entry by SEA into the online collection tool.

1.4.8 School Improvement Status

In the section below, "Schools in Improvement" means Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA* for SY 2007-08.

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

The table below pertains only to schools that received assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08.

- In the **SY 2007-08 column**, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2007-08 who were:
 - Proficient in mathematics as measured by your State's assessments required under Section 1111(b)(3) of *ESEA* in SY 2007-08.
 - Proficient in reading/language arts as measured by your State's assessments required under Section 1111(b)(3) of *ESEA* in SY 2007-08.
 - Total number of schools for which the data in this table are reported. This should be the total number of schools that received assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08.
- In the **SY 2006-07 column**, provide the requested data for the same schools whose student proficiency data are reported for SY 2007-08. No total is requested for schools in SY 2006-07.

Category	SY 2007-08	SY 2006-07
Total number of students who were enrolled in schools that received assistance through Section 1003 (a) and/or 1003(g) funds in SY 2007-08	79,633	89,021
Total number of students who were proficient in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	12,648	12,458
Percentage of students who were proficient in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	15.9	14.0
Total number of students who were proficient in reading/language arts in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	13,427	13,233
Percentage of students who were proficient in reading/language arts in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	16.9	14.9
Number of schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2007-08	223	
Comments:		

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.4.8.2 School Improvement Status and School Improvement Assistance

In the table below, indicate the number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08 that:

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

Category	# of Schools
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08 that made adequate yearly progress based on testing in SY 2007-08	3
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08 that exited improvement status based on testing in SY 2007-08	1
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2007-08 that did not make adequate yearly progress based on testing in SY 2007-08	220
Comments:	

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.4.8.3 Effective School Improvement Strategies

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

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Effective Strategy or Combination of Strategies Used (See response options in "Column 1 Response Options Box" below.) If your State's response includes a "5" (other strategies), identify the specific strategy(s) in Column 2.	Description of "Other Strategies" This response is limited to 500 characters.	Number of schools in which the strategy(s) was used	Number of schools that used the strategy(s), made AYP, and exited improvement status	Number of schools that used the strategy(s), made AYP, but did not exit improvement status	Most common other Positive Outcome from the Strategy (See response options in "Column 6 Response Options Box" below)	Description of "Other Positive Outcome" if Response for Column 6 is "D" This response is limited to 500 characters.

Comments: Missouri does not collect this data at this time.

Column 1 Response Options Box
1 = Provide customized technical assistance and/or professional development that is designed to build the capacity of LEA and school staff to improve schools and is informed by student achievement and other outcome-related measures.
2 = Utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring.
3 = Create partnerships among the SEA, LEAs and other entities for the purpose of delivering technical assistance, professional development, and management advice.
4 = Provide professional development to enhance the capacity of school support team members and other technical assistance providers who are part of the Statewide system of support and that is informed by student achievement and other outcome-related measures.
5 = Implement other strategies determined by the SEA or LEA, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.
6 = Combination 1: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.
7 = Combination 2: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.
8 = Combination 3: Schools Using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

Column 6 Response Options Box
A = Improvement by at least five percentage points in two or more AYP reporting cells
B = Increased teacher retention
C = Improved parental involvement
D = Other

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

1.4.8.4 Sharing of Effective Strategies

In the space below, describe how your State shared the effective strategies identified in item 1.4.8.3 with its LEAs and schools. Please exclude newsletters and handouts in your description.

This response is limited to 8,000 characters.

Missouri does not collect this data at this time.

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

1.4.8.5 Use of Section 1003(a) and (g) School Improvement Funds

Note: New section for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.4.8.5.1 Section 1003(a) State Reservations

In the space provided, enter the percentage of the FY 2007 (SY 2007-08) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of *ESEA* and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of *ESEA*: 4.0 %

Comments:

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

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

In the tables below, provide the requested information for FY 2007 (SY 2007-08).

See attached for blank template that can be used to enter allocation data.
Download template: [Question 1.4.8.5.2 \(Get MS Excel Viewer\)](#)

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

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

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2007-08.

This response is limited to 8,000 characters.

During SY 2007-2008, the SEA used 1003(g) funds for technical assistance. The Regional Professional Development Centers (RPDCs) are located on nine state university campuses and house a variety of programs developed or adopted to improve the performance of schools and LEAs. They also sponsor outside experts who bring new programs to Missouri for dissemination to LEAs and schools. Support and training for every function of LEAs and schools (from administration through the teaching and support staffs) can be arranged. One specific activity of each RPDC is to team with our State's Supervisors of Federal Instructional Improvement and State Area Supervisors of Instruction to provide technical assistance directly to low performing LEAs and schools. They are involved in the planning process and the implementation of the plan, ongoing support and evaluation, and they report progress to the SEA in regard to decisions concerning the accreditation status of the LEAs.

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

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

In the space below, describe actions (if any) taken by your State in SY 2007-08 that were supported by **funds other than Section 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

The response is limited to 8,000 characters.

Missouri does not collect this data at this time.

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.4.9 Public School Choice and Supplemental Educational Services

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

1.4.9.1 Public School Choice

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

1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied for public school choice, and the number who transferred under the provisions for public school choice in Section 1116 of *ESEA*.

Students who are eligible for public school choice includes:

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

	# Students
Eligible for public school choice	7,480
Applied to transfer	1,150
Transferred to another school under the Title I public school choice provisions	141

Indicate in the table below the categories of students that are included in the count of eligible students.

	Yes/No
Enrolled in a school identified for improvement	<u>No Response</u>
Transferred in the current school year, only	<u>No Response</u>
Transferred in a prior year and in the current year	<u>No Response</u>
Comments: Missouri does not collect this data at this time.	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

1.4.9.1.3 Funds Spent on Public School Choice

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

	Amount
Dollars spent by LEAs on transportation for public school choice	\$
Comments: Missouri does not collect this data at this time.	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

1.4.9.1.4 Availability of Public School Choice Options

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

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

	# LEAs
LEAs Unable to Provide Public School Choice	
Comments: Missouri does not collect this data at this time.	

Source – Manual entry by SEA into the online collection tool.

FAQs about public school choice:

- a. *How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs?* An LEA may consider a student as eligible for and participating in Title I public school choice, and may consider costs for transporting that student towards its funds spent on transportation for public school choice, if the student meets the following conditions:
 - Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
 - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
 - Is using district transportation services to attend such a school.³
- b. *How do States report on public school choice for those LEAs that are not able to offer public school choice (e.g., LEAs in which all schools in a grade level are in school improvement, LEAs that have only a single school at that grade level, or LEAs whose schools are so remote from one another that choice is impracticable)?* For those LEAs, States should count as eligible all students who attend identified Title I schools. States should report that no eligible schools or students were provided the option to transfer and should provide an explanation why choice is not possible within the LEA in the Comment Section.

³ Adapted from OESE/OII policy letter of August 2004. The policy letter may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

1.4.9.2.2 Supplemental Educational Services – Students

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of *ESEA*.

	# Students
Eligible for supplemental educational services	1,988
Applied for supplemental educational services	190
Received supplemental educational services	187
Comments:	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

1.4.9.2.3 Funds Spent on Supplemental Educational Services

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of *ESEA*.

	Amount
Dollars spent by LEAs on supplemental educational services	\$
Comments: Missouri does not collect this data at this time.	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

1.5 TEACHER QUALITY

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

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified (as the term is defined in Section 9101(23) of ESEA) 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. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in 1.5.3.

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 NOT Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified
All schools	277,986	267,750	96.3	10,236	3.7
Elementary level					
High-poverty schools	21,668	20,175	93.1	1,493	6.9
Low-poverty schools	48,771	47,938	98.3	833	1.7
All elementary schools	135,668	131,017	96.6	4,651	3.4
Secondary level					
High-poverty schools	18,658	17,275	92.6	1,383	7.4
Low-poverty schools	59,062	57,580	97.5	1,482	2.5
All secondary schools	142,318	136,733	96.1	5,585	3.9
Comments:					

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	<u>Yes</u>
---	------------

If the answer above is no, please explain below. The response is limited to 8,000 characters.

--

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

Missouri full-day self-contained elementary classrooms equals one class.
--

Source – Manual entry by SEA into the online collection tool.

FAQs about highly qualified teachers and core academic subjects:

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher were Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State. The poverty quartile breaks are reported later in this section.
- h. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State. The poverty quartile breaks are reported later in this section.

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

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

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

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	60.3
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	16.6
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	23.1
Other (please explain in comment box below)	0.0
Total	100.0

The response is limited to 8,000 characters.

Source – Manual entry by SEA into the online collection tool.

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	60.6
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	15.6
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	23.9
Other (please explain in comment box below)	0.0
Total	100.1

The response is limited to 8,000 characters.

Source – Manual entry by SEA into the online collection tool.

1.5.3 Poverty Quartiles and Metrics Used

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

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	65.9	33.2
Poverty metric used	Missouri used the percentage of students who qualify for the free or reduced-price lunch program in this calculation.	
Secondary schools	56.9	29.1
Poverty metric used	Missouri used the percentage of students who qualify for the free or reduced-price lunch program in this calculation.	
Comments:		

Source – Manual entry by SEA into the online collection tool.

FAQs on poverty quartiles and metrics used to determine poverty

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

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.6.1 Language Instruction Educational Programs

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

Table 1.6.1 Definitions:

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

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

The response is limited to 8,000 characters.

In addition, Missouri's Title III grant recipients also use the following instructional programs:

Team-Teaching - In schools where the classroom and instructional approach permit, team-teaching may be a useful way to "mainstream" LEP students and avoid frequent pull-out sessions. This technique may work especially well at the secondary level when the ESOL teacher can also teach the subject matter. Team-teaching incorporates collaboration, joint planning and cross-curricular themes into instructional programs.

Resource Classrooms - For various reasons (number of staff, physical facilities, etc.), some school districts have found that strategically placing an ESOL Resource Classroom in a school facilitates student progress. These rooms are probably most effective at middle and high school grades, where students take separate content classes. They can also serve as an actual ESOL classroom for part of the day. At other times, students may drop in to discuss readings, complete tests, work on projects, or do individualized units of coursework.

Newcomer Centers - Larger school districts and those with a steady influx of students new to both school the district and/or the U.S. have had success with newcomer centers. Depending on need and district resources, a center may serve as a kind of "chamber of commerce" for the school and community. Centers provide a safe and supportive context for students before they move into a regular school. Some districts bring all new students to a single site for assessment and initial English instruction, and may keep them there from six months to a year. Additional classes may be offered that help students adjust culturally, socially and academically.

Source – Manual entry by SEA into the online collection tool.

1.6.2 Student Demographic Data

1.6.2.1 Number of ALL LEP Students in the State

In the table below, provide the unduplicated number of ALL LEP students in the State. LEP students are defined as all students assessed for English language proficiency (ELP) using an annual State ELP assessment as required under Section 1111(b)(7) of *ESEA* in the reporting year and who meet the LEP definition in Section 9101(25).

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

Number of ALL LEP students in the State	19,053
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New or substantially revised question for the SY 2007-08 CSPR. Proposed under OMB 83I.

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

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

	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	16,957
Comments:	

Source – The SEA submits the data in file N/X116 that contains data group ID 648, category set A.

1.6.2.3 Most Commonly Spoken Languages in the State

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

Language	# LEP Students
Spanish	9,271
Bosnian/Croatian/Serbian	961
Vietnamese	686
Arabic/Sudanese	536
Somali	462

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

The response is limited to 8,000 characters.

Additional languages that were reported include Russian with 413 LEP students, Korean with 338 LEP students, and Chinese/Mandarin with 334 LEP students reported.

Source – Manual entry by SEA into the online collection tool.

1.6.3 Student Performance Data

This section collects data on LEP student English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(b)(1).

1.6.3.1.1 ALL LEP Participation in State Annual English Language Proficiency Assessment

In the table below, please provide the number of ALL LEP students tested on annual State English language proficiency assessment (as defined in 1.6.2.1).

	#
Number tested on State annual ELP assessment	14,829
Number not tested on State annual ELP assessment	4,224
Total	19,053
Comments: The State annual ELP assessment occurred in February 2008 and the number of all LEP students in the State was collected in October 2008.	

Source – Manual entry by SEA into the online collection tool.

Note: New or substantially revised question for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

	#
Number proficient or above on State annual ELP assessment	2,644
Percent proficient or above on State annual ELP assessment	13.9
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New or substantially revised question for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.6.3.2.1 Title III LEP Participation in English Language Proficiency

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

	#
Number tested on State annual ELP assessment	13,385
Number not tested on State annual ELP assessment	3,572
Total	16,957
Comments: The State annual ELP assessment occurred in February 2008 and the number of all LEP students in the State was collected in October 2008.	

Source – Manual entry by SEA into the online collection tool.

Note: New or substantially revised question for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.6.3.2.2 Title III LEP English Language Proficiency Results

In the table below, 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.

Table 1.6.3.2.2 Definitions:

1. **Making Progress** = Number of Title III LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **ELP Attainment** = Number of Title III LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
3. **Results** = Number and percent of Title III LEP students who met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

	Results	
	#	%
Making progress	1,639	12.2
ELP attainment	2,378	17.8
Comments:		

Source – Manual entry by SEA into the online collection tool.

1.6.3.5 Native Language Assessments

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)) to be used for AYP determinations.

1.6.3.5.1 LEP Students Assessed in Native Language

In the table below, check "yes" if the specified assessment is used for AYP purposes.

State offers the State reading/language arts content tests in the students' native language(s).	No
State offers the State mathematics content tests in the students' native language(s).	No
State offers the State science content tests in the students' native language(s).	No
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: New or substantially revised question for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.6.3.5.2 Native Language of Mathematics Tests Given

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

Language(s)
na
Comments: Missouri does not assess students in their native language.

Source – Manual entry by SEA into the online collection tool.

1.6.3.5.3 Native Language of Reading/Language Arts Tests Given

In the table below, report the language(s) in which native language assessments are given for *NCLB* accountability determinations for reading/language arts.

Language(s)
na
Comments: Missouri does not assess students in their native language.

Source – Manual entry by SEA into the online collection tool.

1.6.3.5.4 Native Language of Science Tests Given

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

Language(s)
na
Comments: Missouri does not assess students in their native language.

Source – Manual entry by SEA into the online collection tool.

Note: New or substantially revised question for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.6.3.6 Title III Served Monitored Former LEP Students

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

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

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

Monitored Former LEP (MFLEP) students include:

- Students who have transitioned out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students.
- Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

Table 1.6.3.6.1 Definitions:

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

# Year One	# Year Two	Total
334	186	520
Comments: For the 2007-2008 school year we implemented a new student level data collection system. We are unable to identify if those students in monitoring year 1 and monitoring year 2 were formerly served by the Title III grant. We included those monitoring year 1 and monitoring year 2 students in a Title III funded district in these counts.		

Source – Manual entry by SEA into the online collection tool.

1.6.3.6.2 Monitored Former LEP (MFLEP) Students Results for Mathematics

In the table below, report the number of monitored former LEP (MFLEP) students who took the annual mathematics assessment. Please provide data only for those students who transitioned into classrooms not designed for LEP students and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.2 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
2,486	1,031	41.5	1,455
Comments: For the 2007-2008 school year we implemented a new student level data collection system. We are unable to identify if those students in monitoring year 1 and monitoring year 2 were formerly served by the Title III grant. We included those monitoring year 1 and monitoring year 2 students in a Title III funded district in these counts.			

Source – Manual entry by SEA into the online collection tool.

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

In the table below, report results monitored former LEP (MFLEP) students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned into classrooms not designed for LEP students and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.3 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
2,441	819	33.6	1,622
Comments: For the 2007-2008 school year we implemented a new student level data collection system. We are unable to identify if those students in monitoring year 1 and monitoring year 2 were formerly served by the Title III grant. We included those monitoring year 1 and monitoring year 2 students in a Title III funded district in these counts.			

Source – Manual entry by SEA into the online collection tool.

1.6.3.6.4 Monitored Former LEP (MFLEP) Students Results for Science

In the table below, report results for monitored former LEP (MFLEP) students who took the annual science assessment. Please provide data only for those students who transitioned into classrooms not designed for LEP students and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.4 Definitions:

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

# Tested	# At or Above Proficient	% Results	# Below Proficient
816	191	23.4	625
Comments: For the 2007-2008 school year we implemented a new student level data collection system. We are unable to identify if those students in monitoring year 1 and monitoring year 2 were formerly served by the Title III grant. We included those monitoring year 1 and monitoring year 2 students in a Title III funded district in these counts.			

Source – Manual entry by SEA into the online collection tool.

Note: New or substantially revised question for the SY 2007-08 CSPR. Proposed under OMB 83I.

1.6.4 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.6.4.1 Title III Subgrantee Performance

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Do not leave items blank. If there are zero subgrantees who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category.

Note: Do not include number of subgrants made under Section 3114(d)(1) from funds reserved for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

	#
Total number of subgrantees for the year	56
Number of subgrantees that met all three Title III AMAOs	0
Number of subgrantees who met AMAO 1	54
Number of subgrantees who met AMAO 2	33
Number of subgrantees who met AMAO 3	18
Number of subgrantees that did not meet any Title III AMAOs	1
Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2006-07 and 2007-08)	0
Number of subgrantees implementing an improvement plan in SY 2007-08 for not meeting Title III AMAOs	0
Number of subgrantees who have not met Title III AMAOs for four consecutive years (SYs 2004-05, 2005-06, 2006-07, and 2007-08)	0
Comments: Missouri did not collect information on the number of subgrantees that did not meet Title III AMAOs for two consecutive years (SY06-07 and SY07-08), number of subgrantees implementing an improvement plan in SY 2007-08 for not meeting Title III AMAOs, or the number of subgrantees who have not met Title III AMAOs for four consecutive years.	

Source – Manual entry by SEA into the online collection tool.

1.6.4.2 State Accountability

In the table below, indicate whether the State met all three Title III AMAOs.

Note: Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup. This section collects data that will be used to determine State AYP, as required under Section 6161.

State met <u>all</u> three Title III AMAOs	<u>No</u>
Comments:	

Source – Manual entry by SEA into the online collection tool.

1.6.4.3 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3123(b)(7).

Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<u>No</u>
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.	
Comments:	

Source – Manual entry by SEA into the online collection tool.

1.6.5 Education Programs and Activities for Immigrant Students

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

1.6.5.1 Immigrant Students

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

Table 1.6.5.1 Definitions:

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

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
5,602	444	35

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

The response is limited to 8,000 characters.

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

1.6.6 Teacher Information and Professional Development

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

1.6.6.1 Teacher Information

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

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

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

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	388
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	460

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

The response is limited to 8,000 characters.

Source – Manual entry by SEA into the online collection tool.

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

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

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

Table 1.6.6.2 Definitions:

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

Type of Professional Development Activity	# Subgrantees	
Instructional strategies for LEP students	63	
Understanding and implementation of assessment of LEP students	62	
Understanding and implementation of ELP standards and academic content standards for LEP students	56	
Alignment of the curriculum in language instruction educational programs to ELP standards	50	
Subject matter knowledge for teachers	53	
Other (Explain in comment box)	29	
Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	56	5,440
PD provided to LEP classroom teachers	61	383
PD provided to principals	53	429
PD provided to administrators/other than principals	50	261
PD provided to other school personnel/non-administrative	41	2,276
PD provided to community based organization personnel	23	323
Total	73	9,112

The response is limited to 8,000 characters.

Title III districts listed various other professional development activities.

Source – Manual entry by SEA into the online collection tool.

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

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

Table 1.6.7.1 Definitions:

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

Example: State received SY 2007-08 funds July 1, 2007, and then made these funds available to subgrantees on August 1, 2007, for SY 2007-08 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/01/07	07/01/07	0
Comments:		

Source – Manual entry by SEA into the online collection tool.

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

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

A preliminary Title III allocation went online to subgrantees on 6/12/07. LEAs were able to submit their Title III application by 7/1/07.

Source – Manual entry by SEA into the online collection tool.

1.7 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

	#
Persistently Dangerous Schools	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

1.8 GRADUATION RATES AND DROPOUT RATES

This section collects graduation and dropout rates.

1.8.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **previous school year** (SY 2006-07). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	86.2
American Indian or Alaska Native	81.0
Asian or Pacific Islander	94.1
Black, non-Hispanic	77.3
Hispanic	80.7
White, non-Hispanic	88.2
Children with disabilities (<i>IDEA</i>)	79.9
Limited English proficient	85.3
Economically disadvantaged	80.0
Migratory students	
Male	84.5
Female	88.0
Comments:	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

FAQs on graduation rates:

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

The response is limited to 8,000 characters.

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1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the **previous school year** (SY 2006-07). Below the table is a FAQ about the data collected in this table.

Student Group	Dropout Rate
All Students	3.7
American Indian or Alaska Native	4.5
Asian or Pacific Islander	2.4
Black, non-Hispanic	6.6
Hispanic	7.0
White, non-Hispanic	3.0
Children with disabilities (<i>IDEA</i>)	5.7
Limited English proficient	0.0
Economically disadvantaged	0.0
Migratory students	0.0
Male	4.2
Female	3.3
Comments:	

Source – Manual entry by SEA into the online collection tool.

FAQ on dropout rates:

What is a dropout? A dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youths and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be will be automatically calculated.

	#	# LEAs Reporting Data
LEAs without subgrants	543	543
LEAs with subgrants	8	8
Total	551	551
Comments:		

Source – Manual entry by SEA into the online collection tool.

1.9.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youths in the State.

1.9.1.1 Homeless Children And Youths

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs Without Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	48	156
K	811	149
1	807	179
2	883	149
3	893	134
4	857	125
5	775	107
6	759	105
7	748	108
8	686	100
9	911	143
10	627	123
11	633	110
12	724	127
Ungraded	0	0
Total	10,162	1,815
Comments:		

Source – Manual entry by SEA into the online collection tool.

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

	# of Homeless Children/Youths - LEAs Without Subgrants	# of Homeless Children/Youths - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care	1,377	212
Doubled-up (e.g., living with another family)	8,072	1,502
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	126	24
Hotels/Motels	587	77
Total	10,162	1,815
Comments:		

Source – Manual entry by SEA into the online collection tool.

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	230
K	144
1	156
2	149
3	136
4	122
5	100
6	108
7	102
8	98
9	133
10	113
11	109
12	114
Ungraded	0
Total	1,814
Comments:	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

1.9.2.2 Subpopulations of Homeless Students Served

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

	# Homeless Students Served
Unaccompanied youth	161
Migratory children/youth	28
Children with disabilities (<i>IDEA</i>)	281
Limited English proficient students	70
Comments:	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

1.9.2.3 Educational Support Services Provided by Subgrantees

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

	# McKinney-Vento Subgrantees That Offer
Tutoring or other instructional support	7
Expedited evaluations	2
Staff professional development and awareness	7
Referrals for medical, dental, and other health services	6
Transportation	8
Early childhood programs	4
Assistance with participation in school programs	6
Before-, after-school, mentoring, summer programs	6
Obtaining or transferring records necessary for enrollment	6
Parent education related to rights and resources for children	7
Coordination between schools and agencies	7
Counseling	5
Addressing needs related to domestic violence	4
Clothing to meet a school requirement	7
School supplies	7
Referral to other programs and services	6
Emergency assistance related to school attendance	7
Other (optional – in comment box below)	0
Other (optional – in comment box below)	0
Other (optional – in comment box below)	0

The response is limited to 8,000 characters.

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

1.9.2.4 Barriers To The Education Of Homeless Children And Youth

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

	# Subgrantees Reporting
Eligibility for homeless services	3
School Selection	2
Transportation	4
School records	3
Immunizations	3
Other medical records	2
Other Barriers – in comment box below	0

The response is limited to 8,000 characters.

Source – Manual entry by SEA into the online collection tool.

1.9.2.5 Academic Progress of Homeless Students

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

1.9.2.5.1 Reading Assessment

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

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	178	38
4	190	50
5	167	40
6	150	46
7	150	34
8	131	36
High School	115	34
Comments:		

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

1.9.2.5.2 Mathematics Assessment

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

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Mathematics Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	95	21
4	104	24
5	90	20
6	81	28
7	78	13
8	67	13
High School	172	12
Comments:		

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

1.10 MIGRANT CHILD COUNTS

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2007 through August 31, 2008. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

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

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

FAQs on Child Count:

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

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

1.10.1 Category 1 Child Count

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2007 through August 31, 2008. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

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

Age/Grade	12-Month Count of Eligible Migrant Children Who Can be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	160
K	121
1	127
2	110
3	110
4	97
5	102
6	84
7	73
8	100
9	89
10	89
11	56
12	57
Ungraded	0
Out-of-school	66
Total	1,441

Comments:

Source – Initially populated from ED*Facts*. See Attachment D: CSPR & ED*Facts* Data Crosswalk.

1.10.1.1 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

The response is limited to 8,000 characters.

Not applicable.

Source – Manual entry by SEA into the online collection tool.

1.10.2 Category 2 Child Count

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2007 through August 31, 2008. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

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

Age/Grade	Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	0
K	0
1	8
2	7
3	2
4	3
5	1
6	5
7	1
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	27
Comments:	

Source – Initially populated from ED*Facts*. See Attachment D: CSPR & ED*Facts* Data Crosswalk.

1.10.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

Missouri funds one migrant education program summer school in the state that is located in the southeast corner. The population of the summer school is reliant on the crops and work available. This number can fluctuate dramatically depending on the workforce.

Source – Manual entry by SEA into the online collection tool.

1.10.3 Child Count Calculation and Validation Procedures

The following question requests information on the State's MEP child count calculation and validation procedures.

1.10.3.1 Student Information System

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's category 2 count was generated using a different system from the category 1 count, please identify each system.

The response is limited to 8,000 characters.

Missouri uses Microsoft Access to compile and generate the total number of students for Category 1. The Category 2 count is collected through a manual paper system.

Source – Manual entry by SEA into the online collection tool.

1.10.3.2 Data Collection and Management Procedures

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

Category 1 counts were collected from approved certificates of eligibility (COE). Missouri's COE contain the following data elements: school district name, school district county/district code, school year, enrollment date, child's name, gender, birth date, birth place, type of verification of birth date, grade, school building code, enrollment type, parents' names and contact information, name of person that provided data, residency date, qualifying arrival date, previous residence (city, state, country), current residence (city, state, country), reason for children's move, type of move (e.g., obtain or to seek the following: temporary or seasonal employment or agricultural related or fishing related) and qualifying activity.

The COE is signed by the recruiter and parent. It is then checked and signed by the state migrant director. Regional Recruiting Specialists find and interview families by regularly contacting agri-businesses in their regions, communicating with school district personnel, and visiting the workers in the field. Recruiters will then complete the COE and send to the Missouri Migrant Education/English Language Learning central office. Once the COE has been received, it is screened for accuracy by the Manager of Migrant Data and Quality Control or the state director for final approval. If questions or concerns arise, the COE is returned to the Recruiting Specialists for follow-up interviews or clarification.

Once the COE arrives in the central office, it will be approved and entered into the database within approximately one week from receipt. Missouri's COE was developed using the example COE found in the Title I, Part C Education of Migratory Children Non-Regulatory Guidance.

The category 2 count is collected and maintained through a manual paper system. It was collected directly from the Migrant Education summer school funded program. This information is then verified to ensure that the child has a COE using the Category 1 database.

Source – Manual entry by SEA into the online collection tool.

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level

The response is limited to 8,000 characters.

The child count data is entered by the Manager of Migrant Data and Quality Control. This information is collected from the Certificate of Eligibility. If the child's information needs to be updated, the Manager of Migrant Data and Quality Control will compare the information to the Certificate of Eligibility to ensure the child is the same child and will discuss the update with the area recruiter as needed. The information is updated in the database (including notations in the comment section) indicating the reason for the modification. The information is organized in the student information system alphabetically but can be sorted in any order that is necessary.

If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

The category 2 count is collected and maintained through a manual paper system. It was collected directly from the Migrant Education Program summer school funded program. This information is then verified to ensure that the child has a COE using the Category 1 database.

Source – Manual entry by SEA into the online collection tool.

1.10.3.3 Methods Used To Count Children

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

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

The response is limited to 8,000 characters.

Each Category 1 child count was calculated by their age and grade using a Microsoft Access query. The Category 1 child count data was entered into a Microsoft Access database from each child's Certificate of Eligibility (COE). The COE's were verified by the recruiter, manager of migrant data and quality control, and state migrant director.

Category 1 edit functions were created in Microsoft Access using the following criteria: filter out those whose qualifying arrival date (QAD) + 3 years is after 9/1/07 and then filters students by grade and age in using the time frame of 9/1/07 to 8/31/08.

Only children who met the program eligibility criteria are entered into the database. In the case of category 2, children who received a migrant education program funded service during the summer, these children were identified and double-checked using the Microsoft Access database. Children were not duplicated.

The category 2 count was collected directly from the migrant education summer school funded program.

If your State's category 2 count was generated using a different system from the category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

The category 2 count was collected directly from the migrant education program summer school funded program. A list of migrant students were sent to the Missouri Migrant Education/English Language Learning central office for verification.

Source – Manual entry by SEA into the online collection tool.

1.10.3.4 Quality Control Processes

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

Each migrant child is identified by the recruiter. The recruiter determines through a series of questions their migrant status. The recruiter will then enroll qualified migrant families on a certificate of eligibility (COE) and distribute copies. The original COE is sent to the Missouri Migrant Education/English Language Learning central office. It is date stamped upon arrival, initialed, and is dated when entered into Microsoft Access. One copy is returned to the recruiter and one copy is distributed to the school district of record.

The COE is reviewed prior to data entry to ensure that all boxes are completed correctly and it is also reviewed to ensure that the child meets the definition of migrant.

If the COE meets all the necessary criteria it is signed as appropriate. If an item needs clarification the original recruiter who conducted the interview will be contacted to clarify the issue. If critical information is missing or if information conflicts with previous information on file the COE will be referred back to the original recruiter to correct the COE or complete a new COE.

Source – Manual entry by SEA into the online collection tool.

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

The Missouri Migrant Education/English Language Learning central office and regional recruiters determine the accuracy of recruitment by contacting a random sample of families by telephone on a quarterly basis and a re-interview is completed. During the months of February, May, August, and November, 30 COEs are randomly selected from the previous two months. A recruiter that was not involved in the initial certification follows up on the COEs by telephone or in person to validate the information on the original COE. The recruiter must complete 10 interviews from this sample and report the results to the Missouri Migrant Education/English Language Learning central office within 60 days of receiving the COEs. Any discrepancies are resolved with all staff involved. Adjustments are made and records of each re-interview are kept on file. Any children who are found ineligible are removed from the eligibility database. The LEA is then notified that the child is no longer eligible.

Recruiters work with LEAs to maintain ongoing communication with migrant families and to notify families of students deemed ineligible for the program.

Source – Manual entry by SEA into the online collection tool.

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and—for systems that merge data—consolidated accurately)?

The response is limited to 8,000 characters.

COEs are reviewed by a minimum of two people who check for completion and accuracy. The COEs are standard forms and are used statewide in Missouri. The information gathered on the COE is based upon interviews conducted by the recruiters. All students are manually checked for duplication. The database is searched by student name and date of birth. If any of this data appears to be duplicated, the child is counted only once. The information in question is subsequently researched and verified and appropriate adjustments are made.

Currently, we do not verify if the data that is inputted is correct. For SY 2008-2009 staff will verify if the data is inputted correctly.

Source – Manual entry by SEA into the online collection tool.

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

The response is limited to 8,000 characters.

A list of eligible category 1 migrant students and a letter is sent at the beginning of each school year to LEAs for recertification and to verify the location of each active student. Category 2 students are verified to ensure the child has an eligible COE by using our category 1 database.

Source – Manual entry by SEA into the online collection tool.

In the space below, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP

eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

As part of the training process findings are reported and discussed with the recruiters. Training is delivered quarterly to recruiters on the issues found through the reinterview process and written guidance has been developed and distributed to improve the data collection proces.

Source – Manual entry by SEA into the online collection tool.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

The response is limited to 8,000 characters.

n/a

Source – Manual entry by SEA into the online collection tool.

**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 2007-08



**PART I DUE FRIDAY, DECEMBER 19, 2008
PART II DUE FRIDAY, FEBRUARY 27, 2009**

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

INTRODUCTION

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

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

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2007-08 consists of two Parts, Part I and Part II.

PART I

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

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

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

PART II

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

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

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2007-08 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 19, 2008**. Part II of the Report is due to the Department by **Friday, February 27, 2009**. Both Part I and Part II should reflect data from the SY 2007-08, unless otherwise noted.

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

TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2007-08 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2007-08 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

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

		OMB Number: 1810-0614
		Expiration Date: 10/31/2010
<p>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</p>		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2007-08 <input checked="" type="checkbox"/> Part II, 2007-08		
Name of State Educational Agency (SEA) Submitting This Report: MO Department of Elementary & Secondary Education		
Address: 205 Jefferson Street Jefferson City MO 65101		
Person to contact about this report:		
Name: Margie Vandeven		
Telephone: 573-526-4886		
Fax: 573-526-0651		
e-mail: Margie.Vandeven@dese.mo.gov		
Name of Authorizing State Official: (Print or Type): Margie Vandeven		
_____ Signature		_____ Date

Uploaded new spreadsheet for 1.4.4.1.

**CONSOLIDATED STATE PERFORMANCE REPORT
PART II**

For reporting on
School Year 2007-08



**PART II DUE FEBRUARY 27, 2009
5PM EST**

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

This section collects data on Title I, Part A programs.

2.1.1 Student Achievement in Schools with Title I, Part A Programs

The following sections collect data on student academic achievement on the State's *NCLB* assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's *NCLB* mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	19,333	6,687	34.6
4	19,397	6,603	34.0
5	16,156	5,560	34.4
6	11,311	4,149	36.7
7	6,383	1,649	25.8
8	6,515	1,342	20.6
High School	534	133	24.9
Total	79,629	26,123	32.8
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: *CSPR & EDFacts* Data Crosswalk.

2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's *NCLB* reading/language arts assessment in SWP.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	19,314	5,981	31.0
4	19,367	6,791	35.1
5	16,136	6,193	38.4
6	11,301	3,949	34.9
7	6,382	1,834	28.7
8	6,507	1,768	27.2
High School	419	85	20.3
Total	79,426	26,601	33.5
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: *CSPR & EDFacts* Data Crosswalk.

2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's *NCLB* mathematics assessments under Section 1111(b) (3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	29,668	13,070	44.1
4	30,067	13,502	44.9
5	26,002	12,222	47.0
6	12,557	6,710	53.4
7	4,642	2,183	47.0
8	4,407	1,803	40.9
High School	1,202	260	21.6
Total	108,545	49,750	45.8
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: *CSPR & EDFacts Data Crosswalk*.

2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State's *NCLB* reading/language arts assessment by all students in TAS.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	29,641	12,225	41.2
4	30,055	13,604	45.3
5	25,960	12,653	48.7
6	12,552	6,262	49.9
7	4,636	2,161	46.6
8	4,396	2,012	45.8
High School	965	183	19.0
Total	108,205	49,100	45.4
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: *CSPR & EDFacts Data Crosswalk*.

2.1.2 Title I, Part A Student Participation

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I SWP or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

	# Students Served
Children with disabilities (<i>IDEA</i>)	30,752
Limited English proficient students	8,179
Students who are homeless	4,129
Migratory students	412
Comments:	

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X037 that is data group 548, category sets B, C, D and E.

2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either public Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Race/Ethnicity	# Students Served
American Indian or Alaska Native	1,094
Asian or Pacific Islander	2,594
Black, non-Hispanic	60,177
Hispanic	13,277
White, non-Hispanic	112,992
Total	190,134
Comments:	

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X037 that is data group 548, category set A.

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

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2					
Age 3-5 (not Kindergarten)	363	5,533	173		6,069
K	5,497	21,039	728		27,264
1	6,806	21,615	885		29,306
2	6,630	21,383	975		28,988
3	5,344	20,133	909		26,386
4	4,668	20,100	884		25,652
5	3,484	16,398	665		20,547
6	1,861	12,215	526		14,602
7	888	6,751	682		8,321
8	857	6,661	183		7,701
9	254	577	25		856
10	208	427	28		663
11	157	328	19		504
12	305	350	13		668
Ungraded					
TOTALS	37,322	153,510	6,695		197,527
Comments: Missouri did not collect the number of local neglected students participating in Title I, Part A.					

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X134, that is data group 670, category set A.

2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services

The following sections request data about the participation of students in TAS.

2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

	# Students Served
Mathematics	72,994
Reading/language arts	124,211
Science	12,470
Social studies	12,216
Vocational/career	0
Other instructional services	2,585
Comments:	

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X036 that is data group 549, category set A.

2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

	# Students Served
Health, dental, and eye care	12,564
Supporting guidance/advocacy	0
Other support services	35
Comments:	

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X036, that is data group 549, category set B.

2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	21.70	
Paraprofessionals ¹	319.00	95.0
Other paraprofessionals (translators, parental involvement, computer assistance) ²	25.70	
Clerical support staff	28.70	
Administrators (non-clerical)	38.00	
Comments:		

Source – Manual entry by SEA into the online collection tool.

FAQs on staff information

- a. *What is a "paraprofessional?"* An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
 - (1) Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
 - (2) Providing assistance with classroom management, such as organizing instructional and other materials;
 - (3) Providing assistance in a computer laboratory;
 - (4) Conducting parental involvement activities;
 - (5) Providing support in a library or media center;
 - (6) Acting as a translator; or
 - (7) Providing instructional services to students.

- b. *What is an "other paraprofessional?"* Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.

- c. *Who is a qualified paraprofessional?* A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>.

¹ Consistent with *ESEA*, Title I, Section 1119(g)(2).

² Consistent with *ESEA*, Title I, Section 1119(e).

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*. Use the additional guidance found below the previous table.

	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals ³	851.50	99.0
Comments:		

Source – Manual entry by SEA into the online collection tool.

³ Consistent with *ESEA*, Title I, Section 1119(g)(2).

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 reporting program year July 1, 2007 to June 30, 2008, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	9
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.1.2 Even Start Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2007. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules.

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	203
2. Adults participating	211
3. Adults participating who are limited English proficient (Adult English Learners)	20
4. Participating children	249
a. Birth through 2 years	152
b. Age 3 through 5	61
c. Age 6 through 8	35
c. Above age 8	1
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project or who had previously been in Even Start and re-enrolls during the year.

	#
1. Number of newly enrolled families	166
2. Number of newly enrolled adult participants	170
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	155
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	164
5. Number of newly enrolled adult participants who have not gone beyond the 9 th grade at the time of enrollment	41
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families continuing to participate, count the time between the family's start date and the end of the reporting year (June 30, 2008). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family's original enrollment date. **Report each family only once in lines 1-4.** Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

Time in Program	#
1. Number of families enrolled 90 days or less	68
2. Number of families enrolled more than 90 but less than 180 days or less	47
3. Number of families enrolled more than 180 days but 365 days or less	61
4. Number of families enrolled more than 365 days	27
5. Total families enrolled	203
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators.

In the space below, provide any explanatory information necessary for understanding the data provided in this section on performance indicators.

The response is limited to 8,000 characters.

Missouri Even Start programs collect annual performance and implementation data for the Missouri Family Literacy Indicators of Program Quality (FLIPQs). These performance indicators are revised annually to align with CSPR requirements. The CSPR reporting data is included in the program's annual independent local evaluation reports. In addition to annual evaluation reports, programs are responsible for submitting to the SEA monthly reports that detail enrollment and retention patterns, assessments, and program intensity (hours offered per program component). Monthly reports and the independent local evaluation reports are reviewed by the independent evaluator, technical assistance providers, and the State Even Start Coordinator. Annual performance data, including formative evaluation of program implementation are reported to the SEA in an annual report. Findings are used to guide technical assistance. Program monitoring is the responsibility of the Missouri Even Start Coordinator at the Department of Elementary and Secondary Education and the monthly reports are verified during the monitoring process.

Out of a cohort of 211 adults, 70 made gains on the TABE and CASAS, 28 high school diplomas were earned, 25 GEDs were awarded. That is roughly 123 (58%) of the adults who met their goals. Keeping in mind that 93% of newly enrolled families live below the poverty level, and a quarter (24%) of all adults had not gone beyond 9th grade, that is an accomplishment. The technical assistance goal is to keep families enrolled for longer periods of time because about half leave within six months. About a third of Even Start families were retained for a brief 90-day period. This is too soon to measure children's developmental growth and not enough time to remediate academic weaknesses that contribute to low education and poverty.

For preschoolers transitioning to kindergarten, a strong 69% make oral language gains, and our state weighted average for children transitioning to kindergarten is a robust 17 upper case letters. This score approaches the target goal (18 UC letters) for the Early Reading First programs that strive to establish cognitive centers of excellence for programs serving children within impoverished communities.

This year one program did not follow FLIPQ protocol to assess adults with the TABE or CASAS. However, 100% of the eight adults in that program assessed with the STAR made level gains.

Missouri Even Start programs have used an informal instrument, the Parent Observation Guide (POG) to assess interactive literacy behaviors between parents and their young children. This tool was developed with federal funding through the USED Family Literacy Initiative Grants. One program used the four PEP scales and the POG to measure parent participation. All local programs also provide Parents as Teachers home visits as part of Missouri's comprehensive approach to parenting education.

2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. To be counted under "pre- and post-test", an individual must have completed **both** the pre- and post-tests.

The definition of "significant learning gains" for adult education is determined by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE).

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	60	48	
CASAS	7	7	
Other	8	8	The STAR test was used.
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
BEST	0	0	
CASAS	7	7	
TABE	0	0	
Other	0	0	
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.2.2.3 Adults Earning a High School Diploma or GED

In the table below, provide the number of school-age and non-school age adults who earned a high school diploma or GED during the reporting year.

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	27	21	
GED	3	3	
Other	5	5	Four adults were promoted to the next grade level and one adult transitioned to post-secondary.
Comments:			

Source – Manual entry by SEA into the online collection tool.

Non-School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	1	1	
GED	35	22	
Other	0	0	
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.2.2.4 Children Age-Eligible for Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions in English.

	# Age-Eligible	# Pre- and Post-Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	23	16	7	0	There were seven children that were not enrolled for 6 months or more.
PPVT-IV	1	1	1	0	
TVIP	0	0	0	0	
Comments:					

Source – Manual entry by SEA into the online collection tool.

2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of the reporting year.
3. # who met goal includes children who score a Standard Score of 85 or higher on the spring PPVT-III
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions in English.

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	23	16	13	0	Some children scored higher than 85 on pretest and did not make gains on post test.
PPVT-IV	0	0	0	0	
TVIP	0	0	0	0	
Comments:					

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

Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2008.
3. The term "average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.
4. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	15	5	0	17.0	10 students were not in the program for at least six months.
Comments:					

Source – Manual entry by SEA into the online collection tool.

2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on or above grade level ("met goal"). The source of these data is usually determined by the State and, in some cases, by school district. Please indicate the source(s) of the data in the "Explanation" field.

Grade	# In Cohort	# Who Met Goal	Explanation (include source of data)
K	9	3	Of the 35 school-aged children enrolled, only 23 students were reported. Seven students met goals that were verified by school reports.
1	1	1	
2	8	2	
3	5	1	
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement ("met goal") on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# In Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I	32	12	One program used PEP and POG.
PEP Scale II	32	12	
PEP Scale III	32	13	
PEP Scale IV	32	12	
Other	188	168	Missouri Even Start programs have used an informal instrument, the Parent Observation Guide (POG) to assess interactive literacy behaviors between parents and their young children. This tool was developed with federal funding through the US ED Family Literacy Initiative Grants. One program (St. Joseph) used the four PEP scales and the POG to measure parent participation. Of the 211 adults enrolled across all programs, 89% (n=188) were given pre and post measures of the POG. One program used the PEP scales in addition to the POG. Of those assessed pre and post, approximately 37% met the goals for each scale.
Comments:			

Source – Manual entry by SEA into the online collection tool.

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

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2007 through August 31, 2008. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data – migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

FAQs at 1.10 contain definitions of out-of-school and ungraded that are used in this section.

2.3.1 Population Data

The following questions collect data on eligible migrant children.

2.3.1.1 Eligible Migrant Children

In the table below, provide the unduplicated number of **eligible** migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	124
Age 3 through 5 (not Kindergarten)	160
K	121
1	127
2	110
3	110
4	97
5	102
6	84
7	73
8	100
9	89
10	89
11	56
12	57
Ungraded	0
Out-of-school	66
Total	1,565

Comments: The value for ungraded is 0.

Source – All rows except for "age birth through 2" are populated with the data provided in Part I, Section 1.10, Question 1.10.1.

2.3.1.2 Priority for Services

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "Priority for Services." The total is calculated automatically. Below the table is a FAQ about the data collected in this table.

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	0
K	4
1	12
2	9
3	10
4	6
5	3
6	4
7	4
8	6
9	5
10	1
11	3
12	2
Ungraded	0
Out-of-school	0
Total	69
Comments: Missouri implemented a new student level data collection system in school year 2007-2008. The value of 0 is correct for ages 3-5, OSY, and ungraded.	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

FAQ on priority for services:

Who is classified as having "priority for service?" Migratory children who are failing, or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

2.3.1.3 Limited English Proficient

In the table below, provide the unduplicated number of **eligible** migrant children who are also limited English proficient (LEP). The total is calculated automatically.

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	3
K	44
1	66
2	39
3	51
4	38
5	32
6	35
7	28
8	26
9	25
10	26
11	24
12	9
Ungraded	0
Out-of-school	0
Total	446
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.	

Source – Initially populated from ED*Facts*. See Attachment D: CSPR & ED*Facts* Data Crosswalk.

2.3.1.4 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of **eligible** migrant children who are also Children with Disabilities (*IDEA*) under Part B or Part C of the *IDEA*. The total is calculated automatically.

Age/Grade	Children with Disabilities (IDEA)
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	5
K	9
1	10
2	16
3	12
4	5
5	14
6	7
7	8
8	12
9	14
10	8
11	7
12	10
Ungraded	0
Out-of-school	0
Total	137
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

2.3.1.5 Last Qualifying Move

In the table below, provide the unduplicated number of **eligible** migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31. The totals are calculated automatically.

Age/Grade	Last Qualifying Move Is within X months from the last day of the reporting period			
	12 Months	Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2	16	13	3	0
Age 3 through 5 (not Kindergarten)	22	22	4	0
K	11	11	2	0
1	10	7	1	0
2	19	4	5	0
3	7	5	1	0
4	9	10	1	0
5	14	10	1	0
6	5	2	2	0
7	6	17	0	0
8	12	8	0	0
9	8	12	0	0
10	9	6	0	0
11	5	4	0	0
12	11	7	0	0
Ungraded	0	0	0	0
Out-of-school	22	17	5	0
Total	186	155	25	0
Comments: Missouri had several processing plants closed in the southwest region of the State which caused increased movement among our migrant families. Also, recruiting efforts were increased with additional staff. During school year 2006-2007 the southeast region of the State suffered an ice storm that heavily affected crops.				

Source – Manual entry by SEA into the online collection tool.

2.3.1.6 Qualifying Move During Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31. The total is calculated automatically.

Age/Grade	Move During Regular School Year
Age birth through 2	1
Age 3 through 5 (not Kindergarten)	2
K	19
1	19
2	18
3	22
4	15
5	16
6	26
7	19
8	19
9	19
10	22
11	10
12	1
Ungraded	0
Out-of-school	0
Total	228
Comments: Missouri had several processing plants closed in the southwest region of the State which caused increased movement among our migrant families. Also, recruiting efforts were increased with additional staff. During school year 2006-2007 the southeast region of the State suffered an ice storm that heavily affected crops.	

Source – Manual entry by SEA into the online collection tool.

2.3.2 Academic Status

The following questions collect data about the academic status of **eligible** migrant students.

2.3.2.1 Dropouts

In the table below, provide the unduplicated number of **eligible** migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropped Out
7	4
8	3
9	6
10	4
11	6
12	14
Ungraded	0
Total	37

Comments: Missouri implemented a new student level data collection system in school year 2007-2008.

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

FAQ on Dropouts:

How is "dropped out of school" defined? The term used for students, who, during the reporting period, were enrolled in a public or private school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2007-08 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

2.3.2.2 GED

In the table below, provide the total unduplicated number of **eligible** migrant students who obtained a General Education Development (GED) Certificate in your state.

Obtained a GED in your state	2
-------------------------------------	---

Comments: Missouri implemented a new student level data collection system in school year 2007-2008.

Source – Manual entry by SEA into the online collection tool.

2.3.2.3 Participation in State NCLB Assessments

The following questions collect data about the participation of eligible migrant students in State NCLB Assessments.

2.3.2.3.1 Reading/Language Arts Participation

In the table below, provide the unduplicated number of **eligible** migrant students enrolled in school during the State testing window and tested by the State *NCLB* reading/language arts assessment by grade level. The totals are calculated automatically.

Grade	Enrolled	Tested
3	79	79
4	61	61
5	69	69
6	54	54
7	70	70
8	64	64
9	0	0
10	0	0
11	38	38
12	0	0
Ungraded	0	0
Total	435	435
Comments:		

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

2.3.2.3.2 Mathematics Participation

This section is similar to 2.3.2.3.1. The only difference is that this section collects data on migrant students and the State's *NCLB* mathematics assessment.

Grade	Enrolled	Tested
3	81	81
4	64	64
5	71	71
6	55	55
7	72	72
8	65	65
9	0	0
10	46	46
11	0	0
12	0	0
Ungraded	0	0
Total	454	454
Comments:		

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

2.3.3 MEP Participation Data

The following questions collect data about the participation of migrant students served during the regular school year, summer/intersession term, or program year.

Unless otherwise indicated, participating migrant children include:

- Children who received instructional or support services funded in whole or in part with MEP funds.
- Children who received a MEP-funded service, even those children who continued to receive services (1) during the term their eligibility ended, (2) for one additional school year after their eligibility ended, if comparable services were not available through other programs, and (3) in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section 1304(e)(1–3)).

Do not include:

- Children who were served through a Title I SWP where MEP funds were consolidated with those of other programs.
- Children who were served by a "referred" service only.

2.3.3.1 MEP Participation – Regular School Year

The following questions collect data on migrant children who participated in the MEP during the **regular** school year. Do not include:

- Children who were only served during the summer/intersession term.

2.3.3.1.1 MEP Students Served During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services during the regular school year. Do **not** count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Regular School Year
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0

Comments: Missouri does not collect this data at this time. Missouri plans to implement a new statewide Migrant Data Management System. The new Migrant Data Management System will include all of the required CSPR items. We are beginning the bid process to evaluate our data needs. We plan to have a new Migrant Data Management System implemented in the next 6-12 months.

Source – Initially populated from ED*Facts*. See Attachment D: CSPR & ED*Facts* Data Crosswalk.

2.3.3.1.2 Priority for Services – During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received instructional or support services during the regular school year. The total is calculated automatically.

Age/Grade	Priority for Services
Age 3 through 5	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments: Missouri does not collect this data at this time. Missouri plans to implement a new statewide Migrant Data Management System. The new Migrant Data Management System will include all of the required CSPR items. We are beginning the bid process to evaluate our data needs. We plan to have a new Migrant Data Management System implemented in the next 6-12 months.	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

2.3.3.1.3 Continuation of Services – During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who received instructional or support services during the regular school year served under the continuation of services authority Sections 1304(e)(2)–(3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments: Missouri does not collect this data at this time. Missouri plans to implement a new statewide Migrant Data Management System. The new Migrant Data Management System will include all of the required CSPR items. We are beginning the bid process to evaluate our data needs. We plan to have a new Migrant Data Management System implemented in the next 6-12 months.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.1.4 Services

The following questions collect data on the services provided to participating migrant children during the regular school year.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.1.4.1 Instructional Service – During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who received any type of MEP-funded instructional service during the regular school year. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments: Missouri does not collect this data at this time. Missouri plans to implement a new statewide Migrant Data Management System. The new Migrant Data Management System will include all of the required CSPR items. We are beginning the bid process to evaluate our data needs. We plan to have a new Migrant Data Management System implemented in the next 6-12 months.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.1.4.2 Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the regular school year. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	0	0	
Age 3 through 5 (not Kindergarten)	0	0	
K	0	0	
1	0	0	
2	0	0	
3	0	0	
4	0	0	
5	0	0	
6	0	0	
7	0	0	
8	0	0	
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Out-of-school	0	0	0
Total	0	0	0

Comments: Missouri does not collect this data at this time. Missouri plans to implement a new statewide Migrant Data Management System. The new Migrant Data Management System will include all of the required CSPR items. We are beginning the bid process to evaluate our data needs. We plan to have a new Migrant Data Management System implemented in the next 6-12 months.

Source – Manual entry by SEA into the online collection tool.

FAQ on Types of Instructional Services:

What is "*high school credit accrual*"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.1.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled **Support Services**, provide the unduplicated number of **participating** migrant children who received any MEP-funded support service during the regular school year. In the column titled **Counseling Service**, provide the unduplicated number of **participating** migrant children who received a counseling service during the regular school year. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	0	0
Age 3 through 5 (not Kindergarten)	0	0
K	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
Ungraded	0	0
Out-of-school	0	0
Total	0	0
Comments: Missouri does not collect this data at this time. Missouri plans to implement a new statewide Migrant Data Management System. The new Migrant Data Management System will include all of the required CSPR items. We are beginning the bid process to evaluate our data needs. We plan to have a new Migrant Data Management System implemented in the next 6-12 months.		

Source – Manual entry by SEA into the online collection tool.

FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

2.3.3.1.4.4 Referred Service – During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who, during the regular school year, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments: Missouri does not collect this data at this time. Missouri plans to implement a new statewide Migrant Data Management System. The new Migrant Data Management System will include all of the required CSPR items. We are beginning the bid process to evaluate our data needs. We plan to have a new Migrant Data Management System implemented in the next 6-12 months.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.2 MEP Participation – Summer/Intersession Term

The questions in this subsection are similar to the questions in the previous section. There are two differences. First, the questions in this subsection collect data on the **summer/intersession term** instead of the regular school year. The second is the source for the table on migrant students served during the summer/intersession is ED*Facts* file N/X124 that includes data group 637, category set A.

2.3.3.2.1 MEP Students Served During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services during the summer/intersession term. Do **not** count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Summer/Intersession Term
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	8
2	7
3	2
4	3
5	1
6	5
7	1
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	27
Comments: Missouri did not report this data for school year 2006-2007.	

Source – Initially populated from ED*Facts*. See Attachment D: CSPR & ED*Facts* Data Crosswalk.

2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received instructional or support services during the summer/intersession term. The total is calculated automatically.

Age/Grade	Priority for Services
Age 3 through 5	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments: The value of 0 is correct.	

Source – Initially populated from *EDFacts*. See Attachment D: *CSPR & EDFacts Data Crosswalk*.

2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who received instructional or support services during the summer/intersession term served under the continuation of services authority Sections 1304(e)(2)–(3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments: During the summer/intersession term none of the participating migrant children were served under the continuation of services authority.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.2.4 Services

The following questions collect data on the services provided to participating migrant children during the summer/intersession term.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who received any type of MEP-funded instructional service during the summer/intersession term. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	8
2	7
3	2
4	3
5	1
6	5
7	1
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	27
Comments: Missouri did not report this data for school year 2006-2007.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.2.4.2 Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the summer/intersession term. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	0	0	
Age 3 through 5 (not Kindergarten)	0	0	
K	0	0	
1	8	8	
2	7	7	
3	2	2	
4	3	3	
5	1	1	
6	5	5	
7	1	1	
8	0	0	
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Out-of-school	0	0	0
Total	27	27	0

Comments: Missouri did not report this data for school year 2006-2007. The value of 0 reported for high school credit accrual is correct.

Source – Manual entry by SEA into the online collection tool.

FAQ on Types of Instructional Services:

What is "*high school credit accrual*"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.2.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled **Support Services**, provide the unduplicated number of **participating** migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled **Counseling Service**, provide the unduplicated number of **participating** migrant children who received a counseling service during the summer/intersession term. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	0	0
Age 3 through 5 (not Kindergarten)	0	0
K	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
Ungraded	0	0
Out-of-school	0	0
Total	0	0
Comments: Counseling services were provided to all eligible migrant students participating in the summer/intersession, but they were not MEP funded.		

Source – Manual entry by SEA into the online collection tool.

FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who, during the summer/intersession term, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	8
2	7
3	2
4	3
5	1
6	5
7	1
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	27
Comments: Southeast Missouri State University Health Network provided health screenings, dental services, and vision services to all children.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.3 MEP Participation – Program Year

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services at any time during the program year. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Program Year
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments: Missouri does not collect this data at this time. Missouri plans to implement a new statewide Migrant Data Management System. The new Migrant Data Management System will include all of the required CSPR items. We are beginning the bid process to evaluate our data needs. We plan to have a new Migrant Data Management System implemented in the next 6-12 months.	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

2.3.4 School Data

The following questions are about the enrollment of eligible migrant children in schools during the regular school year.

2.3.4.1 Schools and Enrollment

In the table below, provide the number of public schools that enrolled **eligible** migrant children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools that enrolled eligible migrant children	252
Number of eligible migrant children enrolled in those schools	1,237
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of **eligible** migrant children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools where MEP funds were consolidated in a schoolwide program	0
Number of eligible migrant children enrolled in those schools	0
Comments: For the 2007-2008 school year MEP funds were not consolidated in Schoolwide Programs.	

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

2.3.5 MEP Project Data

The following questions collect data on MEP projects.

2.3.5.1 Type of MEP Project

In the table below, provide 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 and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Below the table are FAQs about the data collected in this table.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year – school day only		
Regular school year – school day/extended day		
Summer/intersession only	1	27
Year round		
Comments: Missouri only has summer/intersession data. The rest of the data Missouri does not collect at this time. Missouri plans to implement a new statewide Migrant Data Management System. The new Migrant Data Management System will include all of the required CSPR items. We are beginning the bid process to evaluate our data needs. We plan to have a new Migrant Data Management System implemented in the next 6-12 months.		

Source – Manual entry by SEA into the online collection tool.

FAQs on type of MEP project:

- a. *What is a project?* A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.
- b. *What are Regular School Year – School Day Only projects?* Projects where all MEP services are provided during the school day during the regular school year.
- c. *What are Regular School Year – School Day/Extended Day projects?* Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).
- d. *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.
- e. *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

State Director FTE	0.10
Comments:	

Source – Manual entry by SEA into the online collection tool.

FAQs on the MEP State director

- a. *How is the FTE calculated for the State director?* Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one *FTE* for the State director in your State for the reporting period. To calculate the FTE number, sum the total days the State director worked for the MEP during the reporting period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.
- b. *Who is the State director?* The manager within the SEA who administers the MEP on a statewide basis.

2.3.6.1.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	21	16.90	5	5.00
Counselors	0	0.00	0	0.00
All paraprofessionals	12	10.10	5	5.00
Recruiters	5	4.50	0	0.00
Records transfer staff	1	1.00	0	0.00
Comments: Missouri has a small number of MEP Staff which will cause percentages to vary and the number of students will fluctuate.				

Source – Initially populated from ED*Facts*. See Attachment D: CSPR & ED*Facts* Data Crosswalk.

FAQs on MEP staff:

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
 1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
 2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (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; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.
- c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
- d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
- e. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- f. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

2.3.6.1.3 Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified paraprofessionals	11	10.40	5	5.00
Comments: Missouri has a small number of MEP Staff which will cause percentages to vary and the number of students will fluctuate.				

Source – Manual entry by SEA into the online collection tool.

FAQs on qualified paraprofessionals:

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
 1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
 2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (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; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

- b. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of *ESEA*).

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)

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2007 through June 30, 2008.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
 - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

2.4.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.4.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	0	0
Juvenile corrections	19	180
Adult corrections	5	117
Other	0	0
Total	24	158

Source – Manual entry by SEA into the online collection tool.

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	0
Comments:	

FAQ on Programs and Facilities - Subpart I:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.1.1.1 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	0
Juvenile Detention	0
Juvenile Corrections	19
Adult Corrections	5
Other	0
Total	24
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.4.1.2 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 that are long-term. In the subsequent tables provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served	0	0	1,308	678	0
Long Term Students Served	0	0	1,287	301	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	0	0	2	3	0
Asian or Pacific Islander	0	0	6	0	0
Black, non-Hispanic	0	0	478	318	0
Hispanic	0	0	35	17	0
White, non-Hispanic	0	0	787	340	0
Total	0	0	1,308	678	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	0	1,107	614	0
Female	0	0	201	64	0
Total	0	0	1,308	678	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	4	0	0
12	0	0	13	0	0
13	0	0	50	0	0
14	0	0	187	0	0
15	0	0	399	1	0
16	0	0	511	0	0
17	0	0	143	14	0
18	0	0	1	133	0
19	0	0	0	248	0
20	0	0	0	282	0
21	0	0	0	0	0
Total	0	0	1,308	678	0

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

Comments:

Source – Initially populated from ED*Facts*. See Attachment D: CSPR & ED*Facts* Data Crosswalk.

FAQ on Unduplicated Count:

What is an unduplicated count? 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.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2007 through June 30, 2008.

2.4.1.3 Programs/Facilities Academic Offerings – Subpart 1

In the table below, provide the number of programs/facilities (not students) 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. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

# Programs That	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Awarded high school course credit(s)	0	19	0	0
Awarded high school diploma(s)	0	5	0	0
Awarded GED(s)	0	16	3	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.4 Academic Outcomes – Subpart 1

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 1.

2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits	0	1,034	0	0
Enrolled in a GED program	0	387	678	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.4.2 Academic Outcomes While in the State Agency Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in their local district school	0	521	0	0
Earned a GED	0	173	43	0
Obtained high school diploma	0	20	0	0
Were accepted into post-secondary education	0	40	8	0
Enrolled in post-secondary education	0	30	8	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.5 Vocational Outcomes – Subpart 1

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 1.

2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in elective job training courses/programs	0	519	93	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.5.2 Vocational Outcomes While in the State Agency Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in external job training education	0	74	0	0
Obtained employment	0	164	51	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.6 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.4.1.6.1 Academic Performance in Reading – Subpart 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 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	0	769	300	0
Long-term students who have complete pre- and post-test results (data)	0	608	275	0

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	0	54	0	0
No change in grade level from the pre- to post-test exams	0	29	35	0
Improvement of up to 1/2 grade level from the pre- to post-test exams	0	112	16	0
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	0	175	14	0
Improvement of more than one full grade level from the pre- to post-test exams	0	238	210	0
Comments:				

Source – Initially populated from ED*Facts*. See Attachment D: CSPR & ED*Facts* Data Crosswalk.

FAQ on long-term students:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2007 through June 30, 2008.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

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	0	802	300	0
Long-term students who have complete pre- and post-test results (data)	0	607	286	0

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	0	69	0	0
No change in grade level from the pre- to post-test exams	0	37	13	0
Improvement of up to 1/2 grade level from the pre- to post-test exams	0	94	19	0
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	0	172	15	0
Improvement of more than one full grade level from the pre- to post-test exams	0	235	239	0
Comments:				

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

2.4.2 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	2	125
Neglected programs	4	143
Juvenile detention	9	17
Juvenile corrections	8	147
Other	2	53
Total	25	43

Source – Manual entry by SEA into the online collection tool.

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	0
Comments:	

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.2.1.1 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEAs that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	2
Neglected programs	4
Juvenile detention	9
Juvenile corrections	8
Other	2
Total	25
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.4.2.2 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	133	149	2,208	371	22
Total Long Term Students Served	78	103	48	319	0

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	6	0	4	0	0
Asian or Pacific Islander	1	0	10	4	0
Black, non-Hispanic	23	85	1,341	166	20
Hispanic	5	4	55	13	0
White, non-Hispanic	98	60	798	188	2
Total	133	149	2,208	371	22

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	80	118	1,774	277	22
Female	53	31	434	94	0
Total	133	149	2,208	371	22

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	0	0	0	0
6	0	0	0	1	0
7	0	0	0	0	0
8	0	0	1	5	0
9	0	1	2	3	0
10	0	3	2	3	0
11	2	2	20	3	0
12	3	2	52	7	0
13	8	7	140	31	0
14	8	12	363	77	0
15	20	34	611	107	0
16	25	55	753	104	0
17	36	26	251	28	3
18	27	5	13	2	6
19	4	2	0	0	6
20	0	0	0	0	6
21	0	0	0	0	1
Total	133	149	2,208	371	22

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

Comments:

Source – Manual entry by the SEA into the online collection tool.

FAQ on Unduplicated Count:

What is an unduplicated count? 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.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2007 through June 30, 2008.

2.4.2.3 Programs/Facilities Academic Offerings – Subpart 2

In the table below, provide the number of programs/facilities (not students) 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. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

LEA Programs That	At-Risk Programs	Neglected Programs	Juvenile Detention/ Corrections	Other Programs
Awarded high school course credit(s)	2	2	11	0
Awarded high school diploma(s)	0	2	2	0
Awarded GED(s)	1	0	3	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.4 Academic Outcomes – Subpart 2

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 2.

2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Earned high school course credits	102	89	856	0
Enrolled in a GED program	14	2	30	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.4.2 Academic Outcomes While in the LEA Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in their local district school	108	32	930	0
Earned a GED	3	1	22	0
Obtained high school diploma	1	5	6	0
Were accepted into post-secondary education	3	2	7	0
Enrolled in post-secondary education	1	2	5	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.5 Vocational Outcomes – Subpart 2

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 2.

2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in elective job training courses/programs	23	1	5	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.5.2 Vocational Outcomes While in the LEA Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in external job training education	2	1	0	0
Obtained employment	23	1	43	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.6 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the format of the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, 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 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)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Long-term students who tested below grade level upon entry	57	85	195	0
Long-term students who have complete pre- and post-test results (data)	56	89	145	0

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Negative grade level change from the pre- to post-test exams	22	11	21	0
No change in grade level from the pre- to post-test exams	4	7	30	0
Improvement of up to 1/2 grade level from the pre- to post-test exams	10	14	21	0
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	7	20	17	0
Improvement of more than one full grade level from the pre- to post-test exams	13	37	56	0
Comments:				

Source – Initially populated from ED*Facts*. See Attachment D: CSPR & ED*Facts* Data Crosswalk.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2007, through June 30, 2008.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Long-term students who tested below grade level upon entry	19	84	228	0
Long-term students who have complete pre- and post-test results (data)	0	88	191	0

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Negative grade level change from the pre- to post-test exams	0	8	16	0
No change in grade level from the pre- to post-test exams	0	8	29	0
Improvement of up to 1/2 grade level from the pre- to post-test exams	0	23	23	0
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	0	15	29	0
Improvement of more than one full grade level from the pre- to post-test exams	0	34	94	0
Comments:				

Source – Initially populated from *EDFacts*. See Attachment D: CSPR & *EDFacts* Data Crosswalk.

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

This section collects data on student behaviors under the *Safe and Drug-Free Schools and Communities Act*.

2.7.1 Performance Measures

In the table below, provide actual performance data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2005-06:	2005-06:		
				2006-07:	2006-07:		
				2007-08:	2007-08:		
				2008-09:			
				2009-10:			
Comments: Missouri does not collect this data at this time.							

Source – Manual entry by the SEA into the online collection tool.

2.7.2 Out-of-School Suspensions and Expulsions

The following questions collect data on the out-of-school suspension and expulsion of students by grade level (e.g., K through 5, 6 through 8, 9 through 12) and type of incident (e.g., violence, weapons possession, alcohol-related, illicit drug-related).

2.7.2.1 State Definitions

In the spaces below, provide the State definitions for each type of incident.

Incident Type	State Definition
Alcohol related	Use, possession, sale or solicitation of intoxicating alcoholic beverages.
Illicit drug related	Use, possession, sale or solicitation of drugs. Does not include alcohol or tobacco.
Violent incident without physical injury	Violent Act without physical injury. An act that does not result in a serious bodily injury.
Violent incident with physical injury	An act resulting in a serious bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious physical disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or faculty.
Weapons possession	Device or instrument capable of causing serious bodily injury. Does not include a knife with a blade of less than 2 1/2 inches in length.
Comments:	

Source – Manual entry by the SEA into the online collection tool.

2.7.2.2 Out-of-School Suspensions and Expulsions for Violent Incident Without Physical Injury

The following questions collect data on violent incident without physical injury.

2.7.2.2.1 Out-of-School Suspensions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	1,592	556
6 through 8	2,028	556
9 through 12	1,693	556
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.2.2 Out-of-School Expulsions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	0	556
6 through 8	0	556
9 through 12	16	556
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.3 Out-of-School Suspensions and Expulsions for Violent Incident with Physical Injury

The following questions collect data on violent incident with physical injury.

2.7.2.3.1 Out-of-School Suspensions for Violent Incident with Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	1,259	556
6 through 8	1,564	556
9 through 12	1,992	556
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.3.2 Out-of-School Expulsions for Violent Incident with Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	0	556
6 through 8	4	556
9 through 12	9	556
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.4 Out-of-School Suspensions and Expulsions for Weapons Possession

The following sections collect data on weapons possession.

2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

In the table below, provide the number of out-of-school suspensions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	465	556
6 through 8	594	556
9 through 12	635	556
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

In the table below, provide the number of out-of-school expulsions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	0	556
6 through 8	8	556
9 through 12	5	556
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.5 Out-of-School Suspensions and Expulsions for Alcohol-Related Incidents

The following questions collect data on alcohol-related incidents.

2.7.2.5.1 Out-of-School Suspensions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school suspensions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	29	556
6 through 8	189	556
9 through 12	675	556
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.5.2 Out-of-School Expulsions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school expulsions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	0	556
6 through 8	0	556
9 through 12	2	556
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.6 Out-of-School Suspensions and Expulsions for Illicit Drug-Related Incidents

The following questions collect data on illicit drug-related incidents.

2.7.2.6.1 Out-of-School Suspensions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school suspensions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	163	556
6 through 8	1,073	556
9 through 12	3,823	556
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.6.2 Out-of-School Expulsions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school expulsions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	0	556
6 through 8	6	556
9 through 12	19	556
Comments: Missouri implemented a new student level data collection system in school year 2007-2008.		

Source – Manual entry by the SEA into the online collection tool.

2.7.3 Parent Involvement

In the table below, provide the types of efforts your State uses to inform parents of, and include parents in, drug and violence prevention efforts. Place a check mark next to the five most common efforts underway in your State. If there are other efforts underway in your State not captured on the list, add those in the other specify section.

Yes/No	Parental Involvement Activities
<u>No Response</u>	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
<u>No Response</u>	Training and technical assistance to LEAs on recruiting and involving parents
<u>No Response</u>	State requirement that parents must be included on LEA advisory councils
<u>No Response</u>	State and local parent training, meetings, conferences, and workshops
<u>No Response</u>	Parent involvement in State-level advisory groups
<u>No Response</u>	Parent involvement in school-based teams or community coalitions
<u>No Response</u>	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
<u>No Response</u>	Media and other campaigns (Public service announcements, red ribbon campaigns, kick-off events, parenting awareness month, safe schools week, family day, etc.) to raise parental awareness of drug and alcohol or safety issues
<u>No Response</u>	Other Specify 1
<u>No Response</u>	Other Specify 2

In the space below, specify 'other' parental activities.

The response is limited to 8,000 characters.

Missouri does not collect this data at this time.

Source – Manual entry by SEA into the online collection tool.

2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)

This section collects information pursuant to Title V, Part A of *ESEA*.

2.8.1 Annual Statewide Summary

Section 5122 of *ESEA*, requires States to provide an annual Statewide summary of how Title V, Part A funds contribute to the improvement of student academic performance and the quality of education for students. In addition, these summaries must be based on evaluations provided to the State by LEAs receiving program funds.

Please attach your statewide summary. You can upload file by entering the file name and location in the box below or use the browse button to search for the file as you would when attaching a file to an e-mail. The maximum file size for this upload is 4 meg.

2.8.2 Needs Assessments

In the table below, provide the number of LEAs that completed a Title V, Part A needs assessment that the State determined to be credible and the total number of LEAs that received Title V, Part A funds. The percentage column is automatically calculated.

	# LEAs	%
Completed credible Title V, Part A needs assessments	0	0.0
Total received Title V, Part A funds	551	
Comments: Missouri did not collect a Title V, Part A needs assessment from LEAs. During monitoring of LEAs, staff members verify that LEAs have completed a needs assessment. Missouri monitored 136 LEAs.		

Source – Manual entry by SEA into the online collection tool.

2.8.3 LEA Expenditures

In the table below, provide the amount of Title V, Part A funds expended by the LEAs. The percentage column will be automatically calculated.

The **4 strategic priorities** are: (1) support student achievement, enhance reading and mathematics, (2) improve the quality of teachers, (3) ensure that schools are safe and drug free, and (4) promote access for all students to a quality education.

Activities authorized under Section 5131 of the *ESEA* that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 19-20, 22, and 25-27. Authorized activities that are not included in the four strategic priorities are 6, 10-11, 13, 18, 21, and 23-24.

	\$ Amount	%
Title V, Part A funds expended by LEAs for the four strategic priorities	0	0.0
Total Title V, Part A funds expended by LEAs	1,325,877	
Comments: LEAs included funds that were transferred in from other programs for the funds expended for the four strategic priorities. The amount that was submitted by LEAs was \$5,922,333.		

Source – Manual entry by SEA into the online collection tool.

2.8.4 LEA Uses of Funds for the Four Strategic Priorities and AYP

In the table below, provide the number of LEAs:

1. That used **at least 85 percent** of their Title V, Part A funds for the four strategic priorities above and the number of these LEAs that met their State's definition of adequate yearly progress (AYP).
2. That did not use **at least 85 percent** of their Title V, Part A funds for the four strategic priorities and the number of these LEAs that met their State's definition of AYP.
3. For which you **do not know** whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities and the number of these LEAs that met their State's definition of AYP.

The total LEAs receiving Title V, Part A funds will be automatically calculated.

	# LEAs	# LEAs Met AYP
Used at least 85 percent of their Title V, Part A funds for the four strategic priorities	464	137
Did <u>not</u> use at least 85 percent of their Title V, Part A funds for the four strategic priorities	50	49
Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities	37	15
Total LEAs receiving Title V, Part A funds	551	201
Comments:		

Source – Manual entry by SEA into the online collection tool.

2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B, SUBPARTS 1 AND 2)

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

2.9.1 LEA Use of Alternative Funding Authority Under the Small Rural Achievement (SRSA) Program (Title VI, Part B, Subpart 1)

In the table below, provide the number of LEAs that notified the State of their intent to use the alternative uses funding authority under Section 6211.

	# LEAs
# LEA's using SRSA alternative uses of funding authority	174
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

Purpose	# LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	3
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	24
Educational technology, including software and hardware as described in Title II, Part D	55
Parental involvement activities	9
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	32
Activities authorized under Title I, Part A	9
Activities authorized under Title III (Language instruction for LEP and immigrant students)	29
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

Missouri adopted goals 1, 2, 3, and 5 for the RLIS program. Missouri did not collect data on its RLIS LEAs' progress towards their goals.

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.

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 2005-2006, all students will be taught by highly qualified teachers.

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

The chart below reflects the schools and districts Adequate Yearly Progress data.

Year	Total Met	Not Met	Total Buildings	Buildings Met	Buildings Not Met	
03-04	82	15	67	243	93	150
04-05	51	29	22	157	103	54
05-06	57	22	35	177	88	89
06-07	60	23	37	186	140	46
07-08	74	6	68	247	109	138

Source – Manual entry by SEA into the online collection tool.

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 SY 2007-08?	No
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.10.2 Local Educational Agency (LEA) Transferability of Funds

	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	147
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.10.2.1 LEA Funds Transfers

In the tables below, provide the total number of LEAs that transferred funds from and to each eligible program and the total amount of funds transferred from and to each eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	118	26
Educational Technology State Grants (Section 2412(a)(2)(A))	0	1
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	61	27
State Grants for Innovative Programs (Section 5112(a))	15	85
Title I, Part A, Improving Basic Programs Operated by LEAs		47

Source – Manual entry by SEA into the online collection tool.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	5,229,798.00	59,393.00
Educational Technology State Grants (Section 2412(a)(2)(A))	0.00	2,100.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	203,332.00	495,744.00
State Grants for Innovative Programs (Section 5112(a))	27,938.00	3,451,659.00
Title I, Part A, Improving Basic Programs Operated by LEAs		1,452,172.00
Comments:		

Source – Manual entry by SEA into the online collection tool.

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