

#### 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 2008-09.

*Instructions for States that during SY 2008-09 administered assessments required under section 1116 of ESEA after fall 2008 (i.e., non fall-testing states):*

- In the **SY 2008-09 column**, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2008-09 who were:
  - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of ESEA that were administered in SY 2008-09.
  - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of ESEA in SY 2008-09.
  - In SY 2007-08 column, provide the requested data for the same schools whose student proficiency data are reported for SY 2008-09.

*States that in SY 2008-09 administered assessments required under section 1116 of ESEA during fall 2008 (i.e., fall-testing states):*

- In the **SY 2008-09 column**, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2008-09 who were:
  - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of ESEA that were administered in fall 2009.
  - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of ESEA that were administered in fall 2009.
  - In the **SY 2007-08 column**, provide the requested data for the same schools whose student proficiency data are reported in the SY 2008-09 column.

Category	SY 2008-09	SY 2007-08
Total number of students who completed the <b>mathematics</b> assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	258,993	
Total number of students who were proficient or above in <b>mathematics</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	143,365	
Percentage of students who were proficient or above in <b>mathematics</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	55.4	
Total number of students who completed the <b>reading/language arts</b> assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	259,152	
Total number of students who were proficient or above in <b>reading/language arts</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	138,374	
Percentage of students who were proficient in <b>reading/language arts</b> in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	53.4	
<b>Comments:</b>		

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

#### 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 2008-09 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 2008-09 that <b>made adequate yearly progress</b> based on testing in SY 2008-09	94
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2008-09 that <b>exited improvement status</b> based on testing in SY 2008-09	
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2008-09 that <b>did not make adequate yearly progress</b> based on testing in SY 2008-09	611
<b>Comments:</b>	

**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.

For fall-testing States, responses for this item would be based on assessments administered in fall 2009. For all other States the responses would be based on assessments administered during SY 2008-09.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
<b>Effective Strategy or Combination of Strategies Used</b>  (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.	<b>Description of "Other Strategies"</b>  This response is limited to 500 characters.	<b>Number of schools in which the strategy(s) was used</b>	<b>Number of schools that used the strategy(s), made AYP, and exited improvement status based on testing after the schools received this assistance</b>	<b>Number of schools that used the strategy(s), made AYP based on testing after the schools received this assistance, but did not exit improvement status</b>	<b>Most common other Positive Outcome from the Strategy</b>  (See response options in "Column 6 Response Options Box" below)	<b>Description of "Other Positive Outcome" if Response for Column 6 is "D"</b>  This response is limited to 500 characters.
1		1	0	0	A	
2		28	0	0	A	
3		5	0	0	A	
5		32	0	0	A	
6 = Combo 1	1 and 2	267	7	69	A	
7 = Combo 2	1 and 3	63	0	0	A	
8 = Combo 3	1, 2 and 5	247	0	0	A	
<b>Comments:</b>						

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