CONSOLIDATED STATE PERFORMANCE REPORT
PART II

School Years 2017-18, 2018-19, and 2019-202

DUE TBD

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303[1] of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*[2].

Paperwork Burden Statement

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[1] SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

[2] All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

How to Use this Document

There are three documents included in the CPSR collection package to update the currently approved CSPR (1810-0724). The CSPR is being updated to align with the reporting requirements of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, which became law in December 2015. The three documents are:

1. SY 2017-18 CSPR Part I: A complete listing of the items included in the currently approved package and the proposed changes.

2. SY 2017-18 CSPR Part II (this document): A complete listing of the items included in the currently approved package and the proposed changes.

3. Directed Questions: Contains specific topics for which ED would like to obtain input from data submitters and stakeholders.

4. Response to 60-day Comments: Contains the details of the comments received during the 60-day public comment period and related responses.

This document contains the details of the data that are collected from state educational agencies (SEAs). The CSPR data are collected as part of the ED*Facts* Submission System (ESS) and the CSPR data collection system. The data collected through ESS are already approved through OMB control number 1850-0925.

This document contains the following changes from the currently approved CSPR (1810-0724):

1. Items marked as **New60!** are new items from the currently approved CSPR, items marked as **New30!** are new items from the 60-day package. Items marked as **New-ESS!** are items already approved through the ED*Facts* OMB Collection Package (1850-0925), no additional items from ESS were added to the 30-day package.

2. Items marked as **Revised60!** are revised from the currently approved CSPR and those marked as **Revised30!** are revised from the 60-day package.

3. Items marked with a current ED*Facts* file specification (ex. "FS185") already have approval through the ED*Facts* OMB Collection Package (1850-0925).

4. Retired Items (from the SY 2016-17 CSPR) are listed at the end of this document.

5. All existing items have new placements (i.e. section numbers) compared to the SY 2016-17 CSPR Part I. A crosswalk will be created by PSC for use when reporting.

6. There are multiple updates of language based on *ESEA*, as amended by ESSA. Also, in the 30-day package is some additional definitional guidance.

2.1 ACCOUNTABILITY

2.1.1 School Performance on Accountability Indicators New-ESS!

The following indicators are collected through ESS and compiled into a report via the ED*Facts* Reporting System (ERS) and will be posted as an accompanying report for every State:
- LEA Name
- NCES LEA ID
- State LEA ID
- School Name
- NCES School ID
- State School ID
- Title I School Status - DG 22 (FS129)
- Academic achievement indicator status – DG 835 (FS200)
- Other academic indicator status DG 836 (FS201)
- Graduation rate indicator status – DG 834 (FS199)
- Progress achieving English language proficiency indicator status - DG 837 (FS205)
- School quality or student success indicator status – DG 838 (FS202)

2.1.2 Schools Identified for Comprehensive Support and Improvement New-ESS!

In the table below, provide the number of schools identified for comprehensive support and improvement, overall and by reason identified.

	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Lowest performing five percent of Title I schools	FSTBD		
High schools failing to graduate one third or more of their students	FSTBD		
Title I schools that have received additional targeted support under Section 1111(d)(2)(C) of the ESEA and that have not exited that status after a State-determined number of years	FSTBD		
Total Identified	(Auto Calculated)		

2.1.3 Schools Implementing Targeted Support and Improvement Plans New-ESS!

In the table below, provide the number of schools implementing targeted support and improvement plans.

	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	FSTBD	FSTBD	FSTBD
Schools in which any Subgroup of Students, on its own, would lead to Identification Under ESEA Section 1111(c)(4)(D)(i)(I) (i.e., Schools Receiving Additional Targeted Support)	FSTBD	FSTBD	FSTBD

2.1.4 Section 1003 of the *ESEA* School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the *ESEA* allocated to each district and school.

2.1.4.1   Section 1003 of the *ESEA* Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation. The data for this question are reported through ED*Facts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the ED*Facts* Reporting System (ERS).

Name of LEA with One or More Schools Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2017-18	NCES LEA ID	Amount of LEA's Section 1003(a) of the *ESEA* Allocation
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132

2.1.4.2   Section 1003 of the *ESEA* Allocations to Schools New-ESS!

For each school receiving a Section 1003(a) allocation of the *ESEA*, list the amount of the allocation. The data for this question are reported through ED*Facts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the ED*Facts* Reporting System (ERS).

Name of School Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2017-18	NCES School ID	Amount of School's Section1003(a) of the *ESEA* Allocation
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132
FS132	FS132	FS132

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates Revised60!

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Student Group	# Students in Cohort	# of Graduates	Graduation Rate
All students	FS151	FS150	(Auto Calculated)
American Indian or Alaska Native	FS151	FS150	(Auto Calculated)
Asian or Pacific Islander	FS151	FS150	(Auto Calculated)
Asian	FS151	FS150	(Auto Calculated)
Native Hawaiian or Other Pacific Islander	FS151	FS150	(Auto Calculated)
Black or African American	FS151	FS150	(Auto Calculated)
Hispanic or Latino	FS151	FS150	(Auto Calculated)
White	FS151	FS150	(Auto Calculated)
Two or more races	FS151	FS150	(Auto Calculated)
Children with disabilities (*IDEA*)	FS151	FS150	(Auto Calculated)
English Learners	FS151	FS150	(Auto Calculated)
Economically disadvantaged students	FS151	FS150	(Auto Calculated)
Children in foster care	FS151	FS150	(Auto Calculated)
Children who are homeless	FS151	FS150	(Auto Calculated)

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the *ESEA*.

The response is limited to 8,000 characters.

2.2.2   Postsecondary Enrollment New-ESS!

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period. If data are missing or incomplete, please explain in the comments.

	# Enrolled in an IHE	# Not enrolled in an IHE	# for which data are unavailable	Total
All students	FS160	FS160	FS160	(Auto Calculated)
American Indian or Alaska Native	FS160	FS160	FS160	(Auto Calculated)
Asian or Pacific Islander	FS160	FS160	FS160	(Auto Calculated)
Asian	FS160	FS160	FS160	(Auto Calculated)
Native Hawaiian or Other Pacific Islander	FS160	FS160	FS160	(Auto Calculated)
Black or African American	FS160	FS160	FS160	(Auto Calculated)
Hispanic or Latino	FS160	FS160	FS160	(Auto Calculated)
White	FS160	FS160	FS160	(Auto Calculated)
Two or more races	FS160	FS160	FS160	(Auto Calculated)
Children with disabilities (*IDEA*)	FS160	FS160	FS160	(Auto Calculated)
English Learners	FS160	FS160	FS160	(Auto Calculated)
Economically disadvantaged students	FS160	FS160	FS160	(Auto Calculated)

The response is limited to 8,000 characters.

2.3 TITLE I, PART A PROGRAM PARTICIPATION

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

2.3.1 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 Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) 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.

Special Services or Programs	# Students Served
Children with disabilities (*IDEA*)	FS037
English learners	FS037
Homeless students	FS037
Migrant students	FS037

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

In the table below, provide the underduplicated number of public school students served by either 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	FS037
Asian	FS037
Black or African American	FS037
Hispanic or Latino	FS037
Native Hawaiian or other Pacific Islander	FS037
White	FS037
Two or more races	FS037
Total	(Auto calculated)

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

In the table below, provide the <u>unduplicated</u> number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I 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 Birth through 2	FS134	FS134	FS134	FS134	FS134
Age 3 through 5 (not Kindergarten)	FS134	FS134	FS134	FS134	FS134
K	FS134	FS134	FS134	FS134	FS134
1	FS134	FS134	FS134	FS134	FS134
2	FS134	FS134	FS134	FS134	FS134
3	FS134	FS134	FS134	FS134	FS134
4	FS134	FS134	FS134	FS134	FS134
5	FS134	FS134	FS134	FS134	FS134
6	FS134	FS134	FS134	FS134	FS134
7	FS134	FS134	FS134	FS134	FS134
8	FS134	FS134	FS134	FS134	FS134
9	FS134	FS134	FS134	FS134	FS134
10	FS134	FS134	FS134	FS134	FS134
11	FS134	FS134	FS134	FS134	FS134
12	FS134	FS134	FS134	FS134	FS134
Ungraded	FS134	FS134	FS134	FS134	FS134
TOTALS	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)

2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2017 through August 31, 2018. This section is composed of the following subsections:
- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the *majority of their time* while residing in the State during the performance period.

There are two exceptions to this rule:
1. A child who turns 3 during the performance period is reported as "Age 3 through 5 (not Kindergarten)," **only** *if the child's residency in the state was verified after the child turned 3*.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

2.4.1 Migratory Child Counts

This section collects the Title I, Part C, 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 performance period of September 1, 2017 through August 31, 2018. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls 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 migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 *Category 1 Child Count*.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that 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:

a. *How is "out-of-school" defined?* Out-of-school means children 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 term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are "here-to-work" only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a "migratory child" are eligible for the MEP.

b. *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 (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)

c. *How is reporting a child "in the age/grade category in which s/he spent the majority of his/her time while residing in the State" defined?* A State must report a child in **only one** age/grade category in which the child spent the majority of his/her time **while residing in the State**. For example, a migratory child resided in State A for three months and in State B for nine months in SY 2017-18. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

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 and how and when these concerns will be resolved.

The response is limited to 8,000 characters

2.4.1.1   Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the <u>unduplicated</u> statewide number by age/grade of **eligible** migratory 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 performance period of September 1, 2017 through August 31, 2018. This figure includes all eligible migratory children who may or may not have received

MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Age/Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarten)	FS121
K	FS121
1	FS121
2	FS121
3	FS121
4	FS121
5	FS121
6	FS121
7	FS121
8	FS121
9	FS121
10	FS121
11	FS121
12	FS121
Ungraded	FS121
Out-of-school	FS121
Total	(Auto-calculated)

2.4.1.2   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.

2.4.1.3   Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2017 through August 31, 2018.

Age/Grade	Eligible Migratory Children
Age Birth through 2	FS121

2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migratory 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 performance period of September 1, 2017 through August 31, 2018. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance 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 who received only referred services (non-MEP funded).

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	FS122
K	FS122
1	FS122
2	FS122
3	FS122
4	FS122
5	FS122
6	FS122
7	FS122
8	FS122
9	FS122
10	FS122
11	FS122
12	FS122
Ungraded	FS122
Out-of-school	FS122
Total	(Auto-calculated)

2.4.2.1   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.

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2.4.2.2   Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 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 performance period of September 1, 2017 through August 31, 2018. 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.

Do <u>not</u> include:
- Children who received <u>only</u> referred services (non-MEP funded).

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age Birth through 2	FS122

2.4.3 Child Count Calculation and Validation Procedures

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

2.4.3.1   Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free

public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).

- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) *during the performance period and* ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were <u>served</u> for one or more days in a MEP-funded project conducted during either the <u>summer term or during intersession periods.</u>
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

The response is limited to 8,000 characters.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every ED*Facts* data file? See the Office of Migrant Education's CSPR Rating Instrument for the criteria needed to address this question. Please respond in the table below.

Accuracy of ED*Facts* Data Files **New30!**	Yes	No
The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required ED*Facts* data file.	☐Yes	☐ No

Use of MSIX to Verify Data Quality	Yes	No
Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?	☐Yes	☐ No

If MSIX is utilized, please explain how.

The response is limited to 8,000 characters.

2.4.3.2   Quality Control Processes **Revised30!**

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	
The number of eligibility determinations sampled for which a re-interview was completed.	
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	

Procedures	
What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.	☐ SY 2017-18 ☐ SY 2016-17 ☐ SY 2015-16
Comment:	

FAQ on independent prospective re-interviews:

a. *What are independent prospective re-interviews?* Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Yes	No
Check the applicable box to indicate how the re-interviews were conducted: ☐ Face-to-face re-interviews ☐ Phone Interviews ☐ Both		
Was there a protocol for verifying all information used in making the original eligibility determination?	☐Yes	☐ No
Were re-interviewers independent from the original interviewers?	☐Yes	☐ No

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY 2017-18.

The response is limited to 8,000 characters.

In the space below, refer to the results of *any* re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

The response is limited to 8,000 characters.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	□Yes	□ No

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

In the table below, provide the <u>unduplicated</u> number of **eligible** migratory children who have been classified as having "Priority for Services." The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	FS121
K	FS121
1	FS121
2	FS121
3	FS121
4	FS121
5	FS121
6	FS121
7	FS121
8	FS121
9	FS121
10	FS121

Age/Grade	Priority for Services During the Performance Period
11	FS121
12	FS121
Ungraded	FS121
Out-of-school	FS121
Total	(Auto-calculated)

FAQ on priority for services:

Who is classified as having "priority for service?" Migratory children who have made a qualifying move within the previous 1-year period and who1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

2.4.4.2 English Learners (ELs)

In the table below, provide the underlined number of **eligible** migratory children who are also ELs. The total is calculated automatically.

Age/Grade	ELs During the Performance Period
Age 3 through 5 (not Kindergarten)	FS121
K	FS121
1	FS121
2	FS121
3	FS121
4	FS121
5	FS121
6	FS121
7	FS121
8	FS121
9	FS121
10	FS121
11	FS121
12	FS121
Ungraded	FS121
Out-of-school	FS121
Total	(Auto-calculated)

2.4.4.3 Children with Disabilities (*IDEA*)

In the table below, provide the underlined number of **eligible** migratory 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*) During the Performance Period
Age Birth through 2	FS121
Age 3 through 5 (not Kindergarten)	FS121
K	FS121
1	FS121
2	FS121
3	FS121
4	FS121
5	FS121
6	FS121
7	FS121
8	FS121
9	FS121
10	FS121
11	FS121
12	FS121
Ungraded	FS121
Out-of-school	FS121
Total	(Auto-calculated)

2.4.4.4   Qualifying Arrival Date (QAD)

In the table below, provide the <u>unduplicated</u> number of **eligible** migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2018 (i.e., QAD during the performance period). The total is calculated automatically.

Age/Grade	QAD During the Performance Period
Age Birth through 2	FS121
Age 3 through 5 (not Kindergarten)	FS121
K	FS121
1	FS121
2	FS121
3	FS121
4	FS121
5	FS121
6	FS121
7	FS121
8	FS121
9	FS121
10	FS121
11	FS121
12	FS121
Ungraded	FS121
Out-of-school	FS121

Total	(Auto-calculated)

2.4.5 Academic Status

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

2.4.5.1 Dropouts

In the table below, provide the <u>unduplicated</u> number of **eligible** migratory students who dropped out of school. The total is calculated automatically.

Grade	Dropouts During the Performance Period
7	FS032
8	FS032
9	FS032
10	FS032
11	FS032
12	FS032
Ungraded	FS032
Total	(Auto-calculated)

FAQ on Dropouts:

How is "dropouts" defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2017-18 performance period, (2) were not enrolled at the beginning of the current (2018-19) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another 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. Students who dropped out-of-school prior to the 2017-18 performance period should not be reported in this item.

2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total <u>unduplicated</u> number of **eligible** migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtain HSED	#
Obtained a HSED in your State During the Performance Period	

2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

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 migratory child; (2) address a need of a migratory 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/annual measurable objectives. 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 migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the underlined number of **eligible** migratory children who received MEP-funded instructional or support services at any time during the performance period. 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 Performance Period
Age Birth through 2	FS054
Age 3 through 5 (not Kindergarten)	FS054
K	FS054
1	FS054
2	FS054
3	FS054
4	FS054
5	FS054
6	FS054
7	FS054
8	FS054
9	FS054
10	FS054
11	FS054
12	FS054
Ungraded	FS054
Out-of-school	FS054

Age/Grade	Served During the Performance Period
Total	(Auto-calculated)

2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the <u>unduplicated</u> number of **eligible** migratory children who have been classified as having "priority for services" and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	FS054
K	FS054
1	FS054
2	FS054
3	FS054
4	FS054
5	FS054
6	FS054
7	FS054
8	FS054
9	FS054
10	FS054
11	FS054
12	FS054
Ungraded	FS054
Out-of-school	FS054
Total	(Auto-calculated)

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the <u>unduplicated</u> number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 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 During the Performance Period
Age 3 through 5 (not Kindergarten)	FS054
K	FS054
1	FS054

Age/Grade	Continuation of Services During the Performance Period
2	FS054
3	FS054
4	FS054
5	FS054
6	FS054
7	FS054
8	FS054
9	FS054
10	FS054
11	FS054
12	FS054
Ungraded	FS054
Out-of-school	FS054
Total	(Auto-calculated)

FAQ on Continuation of Services:

What is Continuation of Services? The "continuation of services" provision found in Section 1304(e) of the *ESEA* provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

2.4.6.3   Instructional Service – During the Performance Period

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

Age/Grade	Instructional Service During the Performance Period
Age Birth through 2	FS145
Age 3 through 5 (not Kindergarten)	FS145
K	FS145
1	FS145
2	FS145
3	FS145
4	FS145
5	FS145

Age/Grade	Instructional Service During the Performance Period
6	FS145
7	FS145
8	FS145
9	FS145
10	FS145
11	FS145
12	FS145
Ungraded	FS145
Out-of-school	FS145
Total	(Auto-calculated)

2.4.6.4   Type of Instructional Service – During the Performance Period

In the table below, provide the number of **eligible** migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. 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 During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2	FS145	FS145	
Age 3 through 5 (not Kindergarten)	FS145	FS145	
K	FS145	FS145	
1	FS145	FS145	
2	FS145	FS145	
3	FS145	FS145	
4	FS145	FS145	
5	FS145	FS145	
6	FS145	FS145	
7	FS145	FS145	
8	FS145	FS145	FS145
9	FS145	FS145	FS145
10	FS145	FS145	FS145
11	FS145	FS145	FS145
12	FS145	FS145	FS145

Age/Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Ungraded	FS145	FS145	FS145
Out-of-school	FS145	FS145	FS145
Total	(Auto-calculated)	(Auto-calculated)	(Auto-calculated)

FAQ on Types of Instructional Services:
What is "high school credit accrual"? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a <u>teacher</u> for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

2.4.6.5   Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled **Support Services**, provide the <u>unduplicated</u> number of **eligible** migratory children who received <u>any</u> MEP-funded support service during the performance period. In the column titled **Breakout of Counseling Services During the Performance Period**, provide the <u>unduplicated</u> number of **eligible** migratory children who received a counseling service during the performance period. 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	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age Birth through 2	FS145	FS145
Age 3 through 5 (not Kindergarten)	FS145	FS145
K	FS145	FS145
1	FS145	FS145
2	FS145	FS145
3	FS145	FS145
4	FS145	FS145
5	FS145	FS145
6	FS145	FS145
7	FS145	FS145
8	FS145	FS145
9	FS145	FS145
10	FS145	FS145

Age/Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
11	FS145	FS145
12	FS145	FS145
Ungraded	FS145	FS145
Out-of-school	FS145	FS145
Total	(Auto-calculated)	(Auto-calculated)

FAQs on Support Services:

a. *What are support services?* These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and 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, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

2.4.7 School Data during the Regular School Year

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

2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled **eligible** migratory 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** migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools that enrolled eligible migratory children	FS165
Number of eligible migratory children enrolled in those schools	FS165

2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

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

Schools	#
Number of schools where MEP funds were consolidated in a schoolwide program	FS165
Number of eligible migratory children enrolled in those schools	FS165

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

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, 2017 through June 30, 2018.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do <u>not</u> 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, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, 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 that 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.

- o **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.
- o **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.
- o **Other:** Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1   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.

2.5.1.1   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. 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		
Juvenile detention		
Juvenile corrections		
Adult corrections		
Other		
Total	(Auto calculated)	

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.

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 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	
Juvenile detention	
Juvenile corrections	
Adult corrections	
Other	
Total	**((Auto calculated))**

2.5.1.3 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 <u>unduplicated</u> 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 disability (*IDEA*) and EL status, 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	FS119	FS119	FS119	FS119	FS119
Total Long Term Students Served	FS119	FS119	FS119	FS119	FS119

Provide the number of students served by special populations

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with disabilities (*IDEA*)	FS119	FS119	FS119	FS119	FS119
English Learners (ELs)	FS119	FS119	FS119	FS119	FS119

Provide the number of students served by race/ethnicity.

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	FS119	FS119	FS119	FS119	FS119
Asian	FS119	FS119	FS119	FS119	FS119
Black or African American	FS119	FS119	FS119	FS119	FS119
Hispanic or Latino	FS119	FS119	FS119	FS119	FS119
Native Hawaiian or other Pacific Islander	FS119	FS119	FS119	FS119	FS119
White	FS119	FS119	FS119	FS119	FS119
Two or more races	FS119	FS119	FS119	FS119	FS119
Total	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	FS119	FS119	FS119	FS119	FS119
Female	FS119	FS119	FS119	FS119	FS119
Total	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	FS119	FS119	FS119	FS119	FS119
6	FS119	FS119	FS119	FS119	FS119
7	FS119	FS119	FS119	FS119	FS119
8	FS119	FS119	FS119	FS119	FS119
9	FS119	FS119	FS119	FS119	FS119
10	FS119	FS119	FS119	FS119	FS119
11	FS119	FS119	FS119	FS119	FS119
12	FS119	FS119	FS119	FS119	FS119
13	FS119	FS119	FS119	FS119	FS119
14	FS119	FS119	FS119	FS119	FS119
15	FS119	FS119	FS119	FS119	FS119
16	FS119	FS119	FS119	FS119	FS119
17	FS119	FS119	FS119	FS119	FS119
18	FS119	FS119	FS119	FS119	FS119
19	FS119	FS119	FS119	FS119	FS119

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
20	FS119	FS119	FS119	FS119	FS119
21	FS119	FS119	FS119	FS119	FS119
Total	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)

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

This response is limited to 8,000 characters.

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, 2017 through June 30, 2018.

2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the underlined number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the underlined number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ("in fac.") or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the underlined number of students who attained academic, career and

technical outcomes while enrolled in the State agency program/facility. In the "90 days after exit" column provide the underlined number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181

Outcomes (once per student)	Neglected Programs In fac.	Neglected Programs 90 days after exit	Juvenile Detention In fac.	Juvenile Detention 90 days after exit	Juvenile Corrections In fac.	Juvenile Corrections 90 days after exit	Adult Corrections In fac.	Adult Corrections 90 days after exit	Other Programs In fac.	Other Programs 90 days after exit
# of Students Who										
Earned a GED	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Obtained high school diploma	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181

Outcomes (once per student per time period)	Neglected Programs	Neglected Programs	Juvenile Detention	Juvenile Detention	Juvenile Corrections	Juvenile Corrections	Adult Corrections	Adult Corrections	Other Programs	Other Programs
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned high school course credits	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Enrolled in a GED program	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Accepted and/or enrolled into post-secondary education	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Enrolled in job training courses/programs	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Obtained employment	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181

In the text box below, please account for any missing or incomplete data after exit.

This response is limited to 4,000 characters.

2.5.2   Academic Performance – Subpart 1

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

2.5.2.1   Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of <u>long-term</u> students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2017, 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. 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 Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	FS113	FS113	FS113	FS113	FS113
Long-term students with no change in grade level from the pre- to post-test exams	FS113	FS113	FS113	FS113	FS113
Long-term students with improvement up to one full grade level from the pre- to post-test exams	FS113	FS113	FS113	FS113	FS113
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	FS113	FS113	FS113	FS113	FS113
Total students pre/post-tested	FS113	FS113	FS113	FS113	FS113

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, 2017 through June 30, 2018.

2.5.2.2   Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.2.1. The only difference is that this section collects data on mathematics performance.

2.5.3   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.

2.5.3.1   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. 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		
Neglected programs		
Juvenile detention		
Juvenile corrections		
Other		
Total	(Auto calculated)	

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.

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	
Neglected programs	
Juvenile detention	
Juvenile corrections	
Other	
Total	(Auto calculated)

2.5.3.3 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 underlined 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 disability (*IDEA*), and EL status, 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	FS127	FS127	FS127	FS127	FS127
Total Long Term Students Served	FS127	FS127	FS127	FS127	FS127

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with disabilities (*IDEA*)	FS127	FS127	FS127	FS127	FS127
ELs	FS127	FS127	FS127	FS127	FS127

Provide the number of students served by race/ethnicity.

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	FS127	FS127	FS127	FS127	FS127
Asian	FS127	FS127	FS127	FS127	FS127
Black or African American	FS127	FS127	FS127	FS127	FS127
Hispanic or Latino	FS127	FS127	FS127	FS127	FS127
Native Hawaiian or other Pacific Islander	FS127	FS127	FS127	FS127	FS127
White	FS127	FS127	FS127	FS127	FS127
Two or more races	FS127	FS127	FS127	FS127	FS127
Total	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	FS127	FS127	FS127	FS127	FS127
Female	FS127	FS127	FS127	FS127	FS127
Total	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3 through 5	FS127	FS127	FS127	FS127	FS127
6	FS127	FS127	FS127	FS127	FS127
7	FS127	FS127	FS127	FS127	FS127
8	FS127	FS127	FS127	FS127	FS127
9	FS127	FS127	FS127	FS127	FS127
10	FS127	FS127	FS127	FS127	FS127
11	FS127	FS127	FS127	FS127	FS127
12	FS127	FS127	FS127	FS127	FS127
13	FS127	FS127	FS127	FS127	FS127
14	FS127	FS127	FS127	FS127	FS127
15	FS127	FS127	FS127	FS127	FS127
16	FS127	FS127	FS127	FS127	FS127
17	FS127	FS127	FS127	FS127	FS127
18	FS127	FS127	FS127	FS127	FS127
19	FS127	FS127	FS127	FS127	FS127
20	FS127	FS127	FS127	FS127	FS127
21	FS127	FS127	FS127	FS127	FS127
Total	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)	(Auto calculated)

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

Comments:

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, 2017 through June 30, 2018.

2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the underlined number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the underlined number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ("in fac.") or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the underlined number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the "90 days after exit" column provide the underlined number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Outcomes (once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181

Outcomes (once per student)	At-Risk Programs	At-Risk Programs	Neglected Programs	Neglected Programs	Juvenile Detention	Juvenile Detention	Juvenile Corrections	Juvenile Corrections	Other Programs	Other Programs
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned a GED	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Obtained high school diploma	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181

Outcomes (once per student per time period)	At-Risk Programs	At-Risk Programs	Neglected Programs	Neglected Programs	Juvenile Detention	Juvenile Detention	Juvenile Corrections	Juvenile Corrections	Other Programs	Other Programs
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned high school course credits	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Enrolled in a GED program	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Accepted and/or enrolled into post-secondary education	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Enrolled in job training courses/programs	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181
Obtained employment	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181	FS180/ FS181

In the text box below, please account for any missing or incomplete data after exit.

This response is limited to 4,000 characters.

2.5.3.5   Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.3.5.1   Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of <u>long-term</u> students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2017, 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. 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 Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	FS125	FS125	FS125	FS125	FS125
Long-term students with no change in grade level from the pre- to post-test exams	FS125	FS125	FS125	FS125	FS125
Long-term students with improvement up to one full grade level from the pre- to post-test exams	FS125	FS125	FS125	FS125	FS125
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	FS125	FS125	FS125	FS125	FS125
Total students pre/post-tested	FS125	FS125	FS125	FS125	FS125

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, 2017, through June 30, 2018.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2   Academic Performance in Mathematics – Subpart 2

This section is similar to 2.5.3.5.1. The only difference is that this section collects data on mathematics performance.

2.6   RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.6.1   LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds Revised60!

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2017-18 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	
Activities authorized under Part A of Title II	
Activities authorized under Title III	
Activities authorized under Part A of Title IV	
Parental involvement activities	

2.6.2   RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

The response is limited to 8,000 characters.

2.6.3 RLIS Technical Assistance New60!

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Response is limited to 8,000 characters.

2.6.4 RLIS Subgrant Award Determination New60!

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Response is limited to 8,000 characters.

2.6.5 RLIS State Administrative Funds New60!

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	

2.6.6 RLIS LEAs Awarded Funds New60!

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received. This information will be collected from SEAs outside of the CSPR collection tool.

NCES LEA ID	LEA Name	RLIS Award Amount

2.6.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA) New60!

	Number	Percentage
What number and percentage of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	FS131	(Auto-calculated)

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY 2017-18?	**YES**	**NO**
	Yes	No

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEA Transferability of Funds	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).	

2.7.3 LEA Funds Transfers Revised60!

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Supporting Effective Instruction (Title II, Part A)		
Student Support and Enrichment Grants (Title IV, Part A)		
Improving Basic Programs Operated by LEAs (Title I, Part A)		
Education of Migratory Children (Title I, Part C)		
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		
Rural Education Initiative (Title V, Part B)		

In the table below provide the total amount of FY 2017 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Supporting Effective Instruction (Title II, Part A)		
Student Support and Enrichment Grants (Title IV, Part A)		
Improving Basic Programs Operated by LEAs (Title I, Part A)		
Education of Migratory Children (Title I, Part C)		
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		

Program	Total Amount of Funds Transferred **FROM** Eligible Program	Total Amount of Funds Transferred **TO** Eligible Program
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		
Rural Education Initiative (Title V, Part B)		

Retired Items

1. Student Achievement in Mathematics in Schoolwide Schools (SWP)
2. Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)
3. Student Achievement in Mathematics in Targeted Assistance Schools (TAS)
4. Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)
5. Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services
6. Student Participation in Title I, Part A Targeted Assistance Programs by Support Services
7. Staff Information for Title I, Part A Targeted Assistance Programs (TAS)
8. Paraprofessional Information for Title I, Part A Schoolwide Programs
9. Parental Involvement Reservation Under Title I, Part A
10. List of Priority and Focus Schools
11. List of Schools Identified for Improvement
12. Student Information System (Child Count) **Revised30!**
13. Quality Control Process (Child Count) **Revised30!**
14. QAD During the Regular School Year **Revised30!**
15. Referrals – During the Performance Period **Revised30!**
16. Services for Eligible Migratory Children **Revised30!**
17. Priority for Services – During the Regular School Year **Revised30!**
18. Priority for Services – During the Summer/Intersession Term **Revised30!**
19. MEP Project Data **Revised30!**