

**CONSOLIDATED STATE PERFORMANCE REPORT
PART I**

School Years 2020-21

DUE DECEMBER 16, 2021

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 8303¹ of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*².

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

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.

CONTENTS

CONSOLIDATED STATE PERFORMANCE REPORT 1

PART I..... 1

1.1 GENERAL INFORMATION..... 3

 1.1.1 State Report Cards..... 3

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS..... 3

 1.2.4 Assessment Participation by Assessment Type for Children with Disabilities..... 3

 1.2.5 Assessments for ELs..... 4

 1.2.6 Grants for State Assessments and Related Activities..... 4

 1.2.6.1 Grants for State Assessments and Related Activities..... 4

1.3 TEACHERS..... 6

 1.3.4 Poverty Quartile Breaks..... 6

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS..... 7

 1.4.2 LIEPs..... 7

 1.4.4 Teacher Information and Professional Development..... 8

 1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs..... 8

 1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the *ESEA*..... 9

 1.4.7 Education Programs and Activities for Immigrant Students..... 9

 1.4.8 State Subgrant Activities..... 10

 1.4.8.1 State Subgrant Process..... 10

 1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees..... 11

 1.4.9 Title III Subgrantees..... 11

 1.4.9.1 Termination of Title III Language Instruction Educational Programs..... 11

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM..... 11

 1.6.3 ARP-Homeless I Subgrantees..... 12

 1.6.4 ARP-Homeless II Subgrantees..... 12

 1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II..... 12

1.7 EDUCATION OF MIGRATORY CHILDREN..... 12

 1.7.1 Migratory Child Counts..... 13

 1.7.1.2 Category 1 Child Count Increases/Decreases..... 14

 1.7.2.1 Category 2 Child Count Increases/Decreases..... 14

 1.7.3 Child Count Calculation and Validation Procedures..... 15

 1.7.3.1 Methods Used to Count Children..... 15

 1.7.3.2 Quality Control Processes..... 16

 1.7.5 Academic Status..... 18

 1.7.5.2 HSED (High School Equivalency Diploma)..... 18

1.1 GENERAL INFORMATION

This section collects data on State’s Annual State Report Cards required under Section 1111(h)(1)(A) of the *ESEA*.

1.1.1 State Report Cards

Provide the url for your State’s publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	
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1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

This section collects information on children with disabilities’ participation in the mathematics, reading/language arts, and science assessments.

1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2020-21?	

1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2020-21?	

1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2020-21?	

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1.2 Native Language Assessments Offered

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write “Yes” if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students’ native language(s).			
State offers the State reading/language arts content tests in the students’ native language(s).			
State offers the State science content tests in the students’ native language(s).			

1.2.6 Grants for State Assessments and Related Activities

1.2.6.1 Grants for State Assessments and Related Activities

This section requests information on your State’s use of funds under Section 1201 of ESEA.

1.2.6.1.2 Percentages of Funds Used for Standards and Assessment Development and Other Purposes

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2020-21, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	

1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2020-21 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter “yes” for all that apply and “no” for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State’s obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	
Ensuring the continued validity and reliability of State assessments.	
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational	

Purpose	Used for Purpose (yes/no)
agencies in developing and improving such assessments.	
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	
Other	

1.3 TEACHERS

1.3.4 Poverty Quartile Breaks

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.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools		
Poverty metric used		

FAQ:

How are the poverty quartiles determined? Rank order all 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.

1.4. TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; 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.

In the table below, place a check next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

LIEPs	Language of instruction (if applicable)
Transitional Bilingual	
Dual Language or Two-way Immersion	
English as Second language (ESL) or English Language Development (ELD)	
Content Classes with integrated ESL support	
Newcomer programs	
Other	

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.

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1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*

*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.

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	
Supporting implementation of school wide programs	
Professional development to teachers and other personnel serving ELs	
Parent and community engagement activities	

Supporting the development and implementation of pre-school programs	
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	
Improving instruction of ELs with disabilities	
Providing tutorials, career and technical education	
Offering programs to help ELs achieve success in post-secondary education	
Other	

If State reports a nonzero count of LEAs under “Other”, please describe the activities that were conducted during SY2020-21 in the comment box below.

The response is limited to 8,000 characters.

1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	
Helping ELs meet the same challenging State academic standards that all children are expected to meet	
Identifying or developing, and implementing, measures of English proficiency	
strengthening and increasing parent, family, and community engagement in programs that serve ELs	
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	
Other	

If “Other” is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren’t captured by the first five types of activities in the table.

The response is limited to 8,000 characters.

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1.4.7 Education Programs and Activities for Immigrant Students

of 3114(d)(1) Subgrants

If State reports zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

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Table 1.4.7 Definitions:

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (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 submitted using the MM/DD/YY format.

Example: State received SY2020-21 funds July 1, 2020, and then made these funds available to subgrantees on August 1, 2020, for SY 2020-21 programs. Then the “# of days/\$\$ Distribution” is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution

Table 1.4.8.1 Definitions:

1. **Date State Received Allocation** = Date the State receives the Title III allocation from ED.
2. **Date Funds Available to Subgrantees** = 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.

1.4.8.2 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.

1.4.9 Title III Subgrantees

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

1.4.9.1 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 3122(b)(7) of the *ESEA*.

Termination of Title III Programs	Yes	No
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, provide the number of language instruction educational programs <u>or</u>		

Termination of Title III Programs	Yes	No
activities terminated.		

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth 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 youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	# LEAs Reporting Data
LEAs without subgrants	
LEAs with subgrants	
Total	(Auto calculated)

1.6.3 ARP-Homeless I Subgrantees

	# LEAs
How many LEAs received subgrants with ARP-Homeless I funds including those participating in consortia?	

1.6.4 ARP-Homeless II Subgrantees

	# LEAs
How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?	

1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II

Please list the NCES LEA ID and name of each LEA that received ARP-Homeless funds and the amount each received. For consortia, list all the LEAs participating in them and assign the total ARP Homeless I or II award amount to the lead LEA. This information will be collected from SEAs outside of the CSPR collection tool.

NCES LEA ID	LEA Name	ARP-Homeless I Award Amount	ARP-Homeless II Award Amount

1.7 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, 2020 through August 31, 2021. 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.

1.7.1 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, 2020 through August 31, 2021. 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 SY2020-21. 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

1.7.1.2 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.

1.7.2.1 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.

1.7.3 Child Count Calculation and Validation Procedures

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

1.7.3.1 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 served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- 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 *EDFacts* 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 EDFacts Data Files	Yes	No
The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required <i>EDFacts</i> data file.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If MSIX is utilized, please explain how.

The response is limited to 8,000 characters.

1.7.3.2 Quality Control Processes

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.	<input type="checkbox"/> SY 2020-21 <input type="checkbox"/> SY 2019-20 <input type="checkbox"/> SY 2018-19
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: <input type="checkbox"/> Face-to-face re-interviews <input type="checkbox"/> Phone Interviews <input type="checkbox"/> Both		
Was there a protocol for verifying all information used in making the original eligibility determination?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Were re-interviewers independent from the original interviewers?	<input type="checkbox"/> Yes	<input type="checkbox"/> 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 SY2020-21.

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.

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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)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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1.7.5 Academic Status

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

1.7.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated 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	