

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

MISSISSIPPI



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

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, DC 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, DC 20202.

2.1 ACCOUNTABILITY

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.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

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

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

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
MISSISSIPPI	All students	S	33548	87.7
MISSISSIPPI	American Indian or Alaska Native	S	91	81
MISSISSIPPI	Asian	S	388	91
MISSISSIPPI	Native Hawaiian or Other Pacific Islander	S	19	>=80
MISSISSIPPI	Black or African American	S	16665	86.1
MISSISSIPPI	Hispanic or Latino	S	1100	84
MISSISSIPPI	White	S	14850	89.9
MISSISSIPPI	Two or more races	S	435	86
MISSISSIPPI	Children with Disabilities (IDEA)	S	3570	55.4
MISSISSIPPI	English Learners	S	368	62
MISSISSIPPI	Economically disadvantaged students	S	22522	85.9
MISSISSIPPI	Children in foster care	S	94	65
MISSISSIPPI	Children who are homeless	S	782	75

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.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
MISSISSIPPI	All students	19654	S	9493	S
MISSISSIPPI	American Indian or Alaska Native	S	S	26	S
MISSISSIPPI	Asian	267	S	97	S
MISSISSIPPI	Native Hawaiian or Other Pacific Islander	S	S	10	S
MISSISSIPPI	Black or African American	9036	S	4808	S
MISSISSIPPI	Hispanic or Latino	467	S	480	S
MISSISSIPPI	White	9665	S	3944	S
MISSISSIPPI	Two or more races	179	S	128	S
MISSISSIPPI	Female	11217	S	3905	S
MISSISSIPPI	Male	8437	S	5588	S
MISSISSIPPI	Children with Disabilities (IDEA)	713	S	843	S
MISSISSIPPI	English Learners	71	S	179	S
MISSISSIPPI	Economically disadvantaged students	11442	S	6830	S

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.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
MISSISSIPPI	Children with disabilities (IDEA)	52058
MISSISSIPPI	English learners	9184
MISSISSIPPI	Homeless students	7032
MISSISSIPPI	Migrant students	282

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

In the table below, provide the unduplicated number of public school students served by either 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.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
MISSISSIPPI	American Indian or Alaska Native	727
MISSISSIPPI	Asian	2399
MISSISSIPPI	Black or African American	181396
MISSISSIPPI	Hispanic or Latino	14312
MISSISSIPPI	Native Hawaiian or Other Pacific Islander	213
MISSISSIPPI	Total	334908
MISSISSIPPI	Two or more races	9815
MISSISSIPPI	White	126046

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

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	6352	.	1	55	6408
MISSISSIPPI	Age Birth through 2	16	.	0	0	16
MISSISSIPPI	Grade 1	33158	.	8	314	33480
MISSISSIPPI	Grade 10	20250	.	147	229	20626
MISSISSIPPI	Grade 11	18048	.	103	200	18351
MISSISSIPPI	Grade 12	17660	.	50	196	17906
MISSISSIPPI	Grade 2	32571	.	14	267	32852
MISSISSIPPI	Grade 3	33484	.	18	289	33791
MISSISSIPPI	Grade 4	30782	.	22	328	31132
MISSISSIPPI	Grade 5	32867	.	29	311	33207
MISSISSIPPI	Grade 6	31318	.	39	307	31664
MISSISSIPPI	Grade 7	28442	.	50	194	28686
MISSISSIPPI	Grade 8	26516	.	111	207	26834
MISSISSIPPI	Grade 9	21311	.	121	219	21651
MISSISSIPPI	Kindergarten	32998	.	7	251	33256
MISSISSIPPI	Total	368360	.	736	3367	372463
MISSISSIPPI	Ungraded	2587	.	16	0	2603

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, 2018 through August 31, 2019. 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, 2019 through August 31, 2020. 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 SY2018-19. 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.

Comments
N/A

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated 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, 2019 through August 31, 2020. 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.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	47
MISSISSIPPI	Kindergarten	32
MISSISSIPPI	Grade 1	29
MISSISSIPPI	Grade 2	34
MISSISSIPPI	Grade 3	31
MISSISSIPPI	Grade 4	16
MISSISSIPPI	Grade 5	19
MISSISSIPPI	Grade 6	25
MISSISSIPPI	Grade 7	17
MISSISSIPPI	Grade 8	24
MISSISSIPPI	Grade 9	19
MISSISSIPPI	Grade 10	7
MISSISSIPPI	Grade 11	12
MISSISSIPPI	Grade 12	4
MISSISSIPPI	Ungraded	0
MISSISSIPPI	Out of school	228
MISSISSIPPI	Total	544

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.

Comments
A statewide travel ban was issued on March 16, 2020 due to the COVID-19 pandemic and continued to the end of the performance period (August 31, 2020). Despite the alternative methods the LEA employed to recruit remotely, the travel restriction and shutdown measures limited the recruiting staff's capacity to reach schools, farms, and OSY campsites, in comparison to the previous year's ID&R outreach.

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, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
MISSISSIPPI	Age Birth through 2	18

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, 2019 through August 31, 2020. 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).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	31
MISSISSIPPI	Kindergarten	26
MISSISSIPPI	Grade 1	17
MISSISSIPPI	Grade 2	20
MISSISSIPPI	Grade 3	16
MISSISSIPPI	Grade 4	11
MISSISSIPPI	Grade 5	11
MISSISSIPPI	Grade 6	14
MISSISSIPPI	Grade 7	11
MISSISSIPPI	Grade 8	16
MISSISSIPPI	Grade 9	12
MISSISSIPPI	Grade 10	3
MISSISSIPPI	Grade 11	8
MISSISSIPPI	Grade 12	1
MISSISSIPPI	Out of school	.
MISSISSIPPI	Ungraded	1
MISSISSIPPI	Total	198

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.

Comments
Despite the alternative methods the LEA employed to service remotely, the statewide shutdown measures, travel ban, and restrictions regarding in-person servicing (issued from March 16, 2020 to the end of the performance period, August 31, 2020) reduced many of the summer projects offered in previous years, such as home-based summer tutoring, OSY lessons offered on the campsite, and school-based summer programs. Additionally, many families were unreachable due to pandemic related emergencies and technology limitations.

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, 2019 through August 31, 2020. 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 not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
MISSISSIPPI	Age Birth through 2	4

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 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.

Comments

For quality control, on a weekly basis, the MEP Data Coordinator runs a "Potential Duplicate Student" report in MIS2000 to examine possible duplicate students. In the event that duplicate records are found, the Data Coordinator thoroughly investigates each record to determine if the student is the same, in which case records are merged to ensure a singular count. After MEP enrollment, recruiters' routine home visits/phone checks verify residency of all migratory children, including those turned three years. (Note that due to COVID-19 travel restrictions, home visits were not possible from March 16th through August 2020. Thus, therefore the staff relied only phone checks during this period). When residency has changed in or out of state, recruiters inform Data Coordinator, who updates MIS2000 data. Out-of-state moves are flagged in MIS2000 as "moved out of state" and notice is sent to receiving state via MSIX. MSIX notification informs the MEP Data coordinator when there is a possible duplicate student due to similar or identical personal identifiable information such as birthdate, names, last name, birth city, etc. To ensure only eligible children are enrolled and served, LEA recruiters conduct a comprehensive eligibility interview to determine if a child qualifies for the MEP. If the child meets the eligibility criteria, an electronic COE is completed and uploaded into the MIS2000 database. MIS2000 automatically generates a unique student identification number. COE data is then verified and approved by the Data team. The Data team runs a report which lists the eligible and unduplicated students for additional quality control. All student data, such as but not limited to grades, credit accrual, and graduation status, is verified through the MSIS database, which stores all school data for all public-school students in Mississippi. The Data Coordinator uses MSIS to evaluate graduation status of all 12th grade students. Additionally, the Data Coordinator verifies graduation attainment data found in MSIS by contacting the high school counselors to confirm graduation status. For all eligible 12th grade students, Data Coordinator verifies (through MSIS and LEA collaboration) if the student graduated with a traditional diploma or not. If the student graduated, Data Coordinator updates the "School History" tab, section named "Designated Graduation School" by adding the name of graduation school, the graduation date, and the HSE Indicator as: "Graduation" (if the student has a traditional diploma) or "HSE" (if the student attained a High School Equivalency Diploma as GED or other). Once graduation status/HSED attainment has been documented in MIS2000, the update is saved and the system will not include these students in subsequent performance periods, due to end of eligibility. Consequently, Graduated/HSED students cannot be counted in the subsequent performance period's child count within the MS MEP database. For SY19-20, no students received a High School Equivalency Diploma (HSED); All students graduated with a traditional high school diploma. The MIS2000 database retrieves school data from the MSIS database, which is reviewed by the Data Coordinator to ensure LEA data is consistent with MSIS reporting. MSIX is also used to track student moves, academic progress, and credit accrual in other states. Additionally, the Data Coordinator communicates with the counselors of MEP high school students to confirm graduation attainment. Before enrollment in summer projects, Data Coordinator runs reports verifying age, grade, EOE date, etc., of all migratory youth and closes the regular academic "A" term in MIS2000. EOE and "Student to Date" reports are run to identify the students eligible for summer services. Summer enrollment "S" is established in MIS2000 (from 6/1 to 8/31). Current, eligible youth ages 3-21 are updated in MIS2000 and disaggregated into a final report (sent to staff at the beginning of the summer term) listing students eligible for summer services. Data team verifies age/grades of each MEP child by utilizing the SEA's database, MSIS, which contains all the official data pertaining to the child. MSIS is continuously used to verify and ensure that student data is current and accurate. Additionally, an "Eligible Student Unduplicated" report is frequently run, which ensures that all eligible students are counted only once. The data team also runs a "Potential Duplicates" report on MIS2000 to ensure students are not duplicated. All children are determined to be migrant and eligible for services via the Migrant Education program before information is entered into MIS2000. The information entered into MIS2000 comes from COEs that are completed on each migrant family. The SEA's COE is standard and contains the following documentation: father/mother's legal name, current male/female guardian's name, current address, all children's names, grades, birthdates, gender, birthplace, date of school enrollment, student number, school district of origin, current school district, qualifying arrival date, residency date, type of move and with whom, type of employment (seasonal/temporary), qualifying activity/employment and person verifying information, i.e., parent, guardian, etc. The COE's information is verified by trained recruiters. All COEs contain the signature of the interviewee, the interviewer/recruiter, the program coordinator (who verifies the content and eligibility of the family).

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? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.

Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?

Yes

If MSIX is utilized, please explain how.

Comments
The Data Coordinator enters student information into MIS2000. The data entered into MIS2000 is exported nightly to MSIX. Therefore, all information that the State obtains from COE's, home visits, state information systems, etc. are exported to MSIX after data entry into MIS2000. MSIX is utilized by all team members for the following purposes: " Verification of move from State mentioned on COE. " When family indicates a move to another state, state is notified. " Verification of appropriate grade of student. " Acquisition of past school grades for State needs assessment.

Data Quality Comments
" Running MSIX reports for data quality check, such as Dashboard, Student information, Worklists, Data Quality, Child Count Reconciliation and Student Mobility.

2.4.3.2 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.	150
The number of eligibility determinations sampled for which a re-interview was completed.	52
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	51

<p>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.</p>
2019-20

Comments

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	Response
How were the re-interviews conducted	Phone interviews
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

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 SY2018-19.

Comments
<p>An external agency, ESCORT/Research Foundation of SUNY, was contracted to conduct the state's external re-interview for the 2019-2020 performance period. Due to restrictions from COVID-19, re-interviews were conducted over the phone. One out-of-state external re-interviewer contacted the families to conduct the re-interviews. The re-interviewer was not an employee or former employee of the MS MEP and was not involved on the initial eligibility determination into the MS MEP for any of the children in the randomly selected sample. A review panel comprised of three (3) out-of-state MEP experts reviewed the completed re-interviews in order to add an extra layer of independence for the process. A statewide randomly selected sample included 50 "main" and 100 "alternate" names of students for whom an eligibility determination had been during the 2019-20 performance period.</p>

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.

Comments
<p>The 2019-2020 external re-interview for the MS MEP was conducted in the Fall of 2020. The re-interview was conducted over the phone due to limitations caused by COVID-19. A total of 52 re-interviews were conducted by an out-of-state, external re-interviewer. An independent review panel determined that 51 of the 52 cases resulted in eligibility determinations. Only one (1) case resulted in a non-eligible determination, resulting in a 1.9% discrepancy rate. As a result of the re-interview, the external agency made the following recommendations: " Provide training to staff regarding how to accurately document "from/to" moves. The move information in the Qualifying Moves & Work section of some COEs appears to be reversed when compared to the information in the re-interview form. " Provide training on properly documenting if the children/youth moved "with" the worker or "as" the worker in line 2a of the Qualifying Moves & Work section of the COE. The panel identified a number of instances where this information as not properly documented in the COE. " The MS MEP should continue providing periodic quality control reviews to ensure the information in the COE is accurate and properly documented. The MS MEP followed the following corrective actions since there was one sample determined to be "not eligible" as part of the re-interview process: " Stopped serving the child (and any sibling if also not eligible) immediately. " Informed the family that the child was not eligible for the MEP. " Removed the child from the state's migrant database. " Did not include the child(ren) in the state's migrant child count for the 2019-20 reporting period. In addition to providing instructions for removing the child from the MEP, the recruiter that made the incorrect eligibility determination (which was detected during the re-interview process) was provided with technical assistance using the Office of Migrant Education Non-Regulatory Guidance and National COE instructions to identify why the erroneous eligibility determination was made to prevent any future eligibility determination errors.</p>

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

Data Quality Comments

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

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

Populated with SEA-LEVEL FS121/DG634

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 who 1) 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 unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	32
MISSISSIPPI	Kindergarten	24
MISSISSIPPI	Grade 1	25
MISSISSIPPI	Grade 2	27
MISSISSIPPI	Grade 3	26
MISSISSIPPI	Grade 4	10
MISSISSIPPI	Grade 5	14
MISSISSIPPI	Grade 6	16
MISSISSIPPI	Grade 7	13
MISSISSIPPI	Grade 8	9
MISSISSIPPI	Grade 9	8
MISSISSIPPI	Grade 10	2
MISSISSIPPI	Grade 11	5
MISSISSIPPI	Grade 12	1
MISSISSIPPI	Out of school	.
MISSISSIPPI	Ungraded	.
MISSISSIPPI	Total	212

2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated 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.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Children with Disabilities (IDEA) During the Performance Period
MISSISSIPPI	Age Birth through 2	.
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	1
MISSISSIPPI	Kindergarten	2
MISSISSIPPI	Grade 1	1
MISSISSIPPI	Grade 2	2
MISSISSIPPI	Grade 3	1
MISSISSIPPI	Grade 4	3
MISSISSIPPI	Grade 5	.
MISSISSIPPI	Grade 6	4
MISSISSIPPI	Grade 7	2
MISSISSIPPI	Grade 8	1
MISSISSIPPI	Grade 9	2
MISSISSIPPI	Grade 10	1
MISSISSIPPI	Grade 11	.
MISSISSIPPI	Grade 12	.
MISSISSIPPI	Out of school	.
MISSISSIPPI	Ungraded	.
MISSISSIPPI	Total	20

2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
MISSISSIPPI	Age Birth through 2	10
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	10
MISSISSIPPI	Kindergarten	11
MISSISSIPPI	Grade 1	6
MISSISSIPPI	Grade 2	9
MISSISSIPPI	Grade 3	7
MISSISSIPPI	Grade 4	7
MISSISSIPPI	Grade 5	4
MISSISSIPPI	Grade 6	2
MISSISSIPPI	Grade 7	3
MISSISSIPPI	Grade 8	5
MISSISSIPPI	Grade 9	6
MISSISSIPPI	Grade 10	1
MISSISSIPPI	Grade 11	1
MISSISSIPPI	Grade 12	.
MISSISSIPPI	Out of school	175
MISSISSIPPI	Ungraded	.
MISSISSIPPI	Total	257

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 unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
MISSISSIPPI	Grade 7	.
MISSISSIPPI	Grade 8	.
MISSISSIPPI	Grade 9	1
MISSISSIPPI	Grade 10	.
MISSISSIPPI	Grade 11	1
MISSISSIPPI	Grade 12	.
MISSISSIPPI	Ungraded	.
MISSISSIPPI	Total	2

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 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) 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 2019-20 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 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).

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments

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 unduplicated 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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
MISSISSIPPI	Age Birth through 2	15
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	43
MISSISSIPPI	Kindergarten	31
MISSISSIPPI	Grade 1	28
MISSISSIPPI	Grade 2	33
MISSISSIPPI	Grade 3	28
MISSISSIPPI	Grade 4	15
MISSISSIPPI	Grade 5	17
MISSISSIPPI	Grade 6	25
MISSISSIPPI	Grade 7	17
MISSISSIPPI	Grade 8	23
MISSISSIPPI	Grade 9	18
MISSISSIPPI	Grade 10	6
MISSISSIPPI	Grade 11	11
MISSISSIPPI	Grade 12	3
MISSISSIPPI	Ungraded	0
MISSISSIPPI	Out of school	186
MISSISSIPPI	Total	499

2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated 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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	0
MISSISSIPPI	Kindergarten	3
MISSISSIPPI	Grade 1	7
MISSISSIPPI	Grade 2	5
MISSISSIPPI	Grade 3	2
MISSISSIPPI	Grade 4	7
MISSISSIPPI	Grade 5	4
MISSISSIPPI	Grade 6	5
MISSISSIPPI	Grade 7	5
MISSISSIPPI	Grade 8	6
MISSISSIPPI	Grade 9	5
MISSISSIPPI	Grade 10	2
MISSISSIPPI	Grade 11	2
MISSISSIPPI	Grade 12	1
MISSISSIPPI	Ungraded	0
MISSISSIPPI	Out of school	0
MISSISSIPPI	Total	54

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated 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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	0
MISSISSIPPI	Kindergarten	0
MISSISSIPPI	Grade 1	0
MISSISSIPPI	Grade 2	0
MISSISSIPPI	Grade 3	0
MISSISSIPPI	Grade 4	0
MISSISSIPPI	Grade 5	0
MISSISSIPPI	Grade 6	0
MISSISSIPPI	Grade 7	0
MISSISSIPPI	Grade 8	0
MISSISSIPPI	Grade 9	0
MISSISSIPPI	Grade 10	0
MISSISSIPPI	Grade 11	0
MISSISSIPPI	Grade 12	0
MISSISSIPPI	Ungraded	0
MISSISSIPPI	Out of school	0
MISSISSIPPI	Total	0

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

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
MISSISSIPPI	Age Birth through 2	2
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	23
MISSISSIPPI	Kindergarten	24
MISSISSIPPI	Grade 1	20
MISSISSIPPI	Grade 2	20
MISSISSIPPI	Grade 3	19
MISSISSIPPI	Grade 4	11
MISSISSIPPI	Grade 5	10
MISSISSIPPI	Grade 6	13
MISSISSIPPI	Grade 7	8
MISSISSIPPI	Grade 8	14
MISSISSIPPI	Grade 9	16
MISSISSIPPI	Grade 10	3
MISSISSIPPI	Grade 11	10
MISSISSIPPI	Grade 12	3
MISSISSIPPI	Ungraded	164
MISSISSIPPI	Out of school	.
MISSISSIPPI	Total	360

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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	1	1	.
MISSISSIPPI	Age Birth through 2	.	.	.
MISSISSIPPI	Grade 1	9	8	.
MISSISSIPPI	Grade 10	.	.	3
MISSISSIPPI	Grade 11	.	.	10
MISSISSIPPI	Grade 12	.	.	3
MISSISSIPPI	Grade 2	9	9	.
MISSISSIPPI	Grade 3	6	6	.
MISSISSIPPI	Grade 4	4	4	.
MISSISSIPPI	Grade 5	5	5	.
MISSISSIPPI	Grade 6	7	7	.
MISSISSIPPI	Grade 7	.	.	.
MISSISSIPPI	Grade 8	5	5	3
MISSISSIPPI	Grade 9	.	.	16
MISSISSIPPI	Kindergarten	9	9	.
MISSISSIPPI	Out of school	.	.	.
MISSISSIPPI	Total	55	54	35
MISSISSIPPI	Ungraded	.	.	.

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 teacher 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 unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated 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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
MISSISSIPPI	Age 3 through 5 (Not Kindergarten)	41	.
MISSISSIPPI	Age Birth through 2	14	.
MISSISSIPPI	Grade 1	27	.
MISSISSIPPI	Grade 10	6	.
MISSISSIPPI	Grade 11	11	.
MISSISSIPPI	Grade 12	3	.
MISSISSIPPI	Grade 2	32	.
MISSISSIPPI	Grade 3	28	.
MISSISSIPPI	Grade 4	14	.
MISSISSIPPI	Grade 5	15	.
MISSISSIPPI	Grade 6	24	.
MISSISSIPPI	Grade 7	17	.
MISSISSIPPI	Grade 8	23	.
MISSISSIPPI	Grade 9	17	.
MISSISSIPPI	Kindergarten	32	.
MISSISSIPPI	Out of school	.	.
MISSISSIPPI	Total	328	.
MISSISSIPPI	Ungraded	24	.

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.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
MISSISSIPPI	104	277

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 regular school year. 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.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

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, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - o 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.
 - o 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.
 - o 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 or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	1	240
Juvenile corrections	1	365
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	2	.

FAQ on Programs and Facilities - Subpart 1:

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.

Data Quality Comments

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
Adult corrections	1
Juvenile corrections	1
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	2

Data Quality Comments

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 unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by 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.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MISSISSIPPI	Total Long-Term Students Served	.	.	73	109	.
MISSISSIPPI	Total Unduplicated Students Served	.	.	84	152	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MISSISSIPPI	Children with one or more disabilities (IDEA)	.	.	32	3	.
MISSISSIPPI	English learner	.	.	0	0	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MISSISSIPPI	American Indian or Alaska Native	.	.	0	0	.
MISSISSIPPI	Asian	.	.	0	0	.
MISSISSIPPI	Black or African American	.	.	61	136	.
MISSISSIPPI	Hispanic or Latino	.	.	0	0	.
MISSISSIPPI	Native Hawaiian or Other Pacific	.	.	0	0	.
MISSISSIPPI	Total	.	.	84	152	.
MISSISSIPPI	Two or more races	.	.	6	0	.
MISSISSIPPI	White	.	.	17	16	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MISSISSIPPI	Female	.	.	6	2	.
MISSISSIPPI	Male	.	.	78	150	.
MISSISSIPPI	Total	.	.	84	152	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MISSISSIPPI	10 years old	.	.	0	0	.
MISSISSIPPI	11 years old	.	.	0	0	.
MISSISSIPPI	12 years old	.	.	1	0	.
MISSISSIPPI	13 years old	.	.	5	0	.
MISSISSIPPI	14 years old	.	.	15	1	.
MISSISSIPPI	15 years old	.	.	16	1	.
MISSISSIPPI	16 years old	.	.	25	18	.
MISSISSIPPI	17 years old	.	.	20	31	.
MISSISSIPPI	18 years old	.	.	2	15	.
MISSISSIPPI	19 years old	.	.	0	29	.
MISSISSIPPI	20 years old	.	.	0	40	.
MISSISSIPPI	21 years old	.	.	0	17	.
MISSISSIPPI	3 through 5	.	.	0	0	.
MISSISSIPPI	6 years old	.	.	0	0	.
MISSISSIPPI	7 years old	.	.	0	0	.
MISSISSIPPI	8 years old	.	.	0	0	.
MISSISSIPPI	9 years old	.	.	0	0	.
MISSISSIPPI	Total	.	.	84	152	.

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, 2019 through June 30, 2020.

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 unduplicated 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 unduplicated 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 unduplicated 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 unduplicated 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.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MISSISSIPPI	Enrolled in local district school			30	S	

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
MISSISSIPPI	Were accepted and/or enrolled into post-secondary education					S
MISSISSIPPI	Obtained high school diploma					S
MISSISSIPPI	Obtained employment					S
MISSISSIPPI	Enrolled in job training courses/programs					31
MISSISSIPPI	Enrolled in a GED program					42
MISSISSIPPI	Earned high school course credits					24
MISSISSIPPI	Earned a GED					6

State	Outcomes	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
MISSISSIPPI	Were accepted and/or enrolled into post-secondary education	S	S	S		
MISSISSIPPI	Obtained high school diploma	S	S	S		
MISSISSIPPI	Obtained employment	10	S	S		
MISSISSIPPI	Enrolled in job training courses/programs	6	S	S		
MISSISSIPPI	Enrolled in a GED program	23	124	S		
MISSISSIPPI	Earned high school course credits	25	S	S		
MISSISSIPPI	Earned a GED	S	10	S		

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 long-term 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, 2019, 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.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MISSISSIPPI	Negative change			6	S	
MISSISSIPPI	More than one full grade			18	S	
MISSISSIPPI	Up to one full grade			19	18	
MISSISSIPPI	No Change			30	16	
MISSISSIPPI	Total			73	43	

2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics 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, 2019, 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.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MISSISSIPPI	Negative change			6	S	
MISSISSIPPI	More than one full grade			18	S	
MISSISSIPPI	Up to one full grade			19	18	
MISSISSIPPI	No Change			30	16	
MISSISSIPPI	Total			73	43	

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 or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	0	0
Juvenile corrections	0	0
Juvenile detention	15	13
Neglected programs	0	0
Other programs	0	0
Total	15	.

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.

Data Quality Comments

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 or Facility Type	# Reporting Data
At-risk programs	0
Juvenile corrections	0
Juvenile detention	15
Neglected programs	0
Other programs	0
Total	15

Data Quality Comments

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 unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by 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.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MISSISSIPPI	Total Long-Term Students Served	.	.	35	.	.
MISSISSIPPI	Total Unduplicated Students Served	.	.	3029	.	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MISSISSIPPI	Children with one or more disabilities (IDEA)	.	.	481	.	.
MISSISSIPPI	English learner	.	.	10	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MISSISSIPPI	American Indian or Alaska Native	.	.	2	.	.
MISSISSIPPI	Asian	.	.	4	.	.
MISSISSIPPI	Black or African American	.	.	2187	.	.
MISSISSIPPI	Hispanic or Latino	.	.	62	.	.
MISSISSIPPI	Native Hawaiian or Other Pacific	.	.	0	.	.
MISSISSIPPI	Total	.	.	3029	.	.
MISSISSIPPI	Two or more races	.	.	32	.	.
MISSISSIPPI	White	.	.	742	.	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MISSISSIPPI	Female	.	.	880	.	.
MISSISSIPPI	Male	.	.	2149	.	.
MISSISSIPPI	Total	.	.	3029	.	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MISSISSIPPI	10 years old	.	.	9	.	.
MISSISSIPPI	11 years old	.	.	36	.	.
MISSISSIPPI	12 years old	.	.	115	.	.
MISSISSIPPI	13 years old	.	.	282	.	.
MISSISSIPPI	14 years old	.	.	447	.	.
MISSISSIPPI	15 years old	.	.	673	.	.
MISSISSIPPI	16 years old	.	.	743	.	.
MISSISSIPPI	17 years old	.	.	685	.	.
MISSISSIPPI	18 years old	.	.	38	.	.
MISSISSIPPI	19 years old	.	.	0	.	.
MISSISSIPPI	20 years old	.	.	0	.	.
MISSISSIPPI	21 years old	.	.	0	.	.
MISSISSIPPI	3 through 5	.	.	0	.	.
MISSISSIPPI	6 years old	.	.	0	.	.
MISSISSIPPI	7 years old	.	.	0	.	.
MISSISSIPPI	8 years old	.	.	0	.	.
MISSISSIPPI	9 years old	.	.	1	.	.
MISSISSIPPI	Total	.	.	3029	.	.

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, 2019 through June 30, 2020.

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 unduplicated 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 unduplicated 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 unduplicated 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 unduplicated 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.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MISSISSIPPI	Enrolled in local district school			961		

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
MISSISSIPPI	Were accepted and/or enrolled into post-secondary education					6
MISSISSIPPI	Obtained high school diploma					3
MISSISSIPPI	Obtained employment					5
MISSISSIPPI	Enrolled in job training courses/programs					47
MISSISSIPPI	Enrolled in a GED program					18
MISSISSIPPI	Earned high school course credits					348
MISSISSIPPI	Earned a GED					5

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
MISSISSIPPI	Were accepted and/or enrolled into post-secondary education	4				
MISSISSIPPI	Obtained high school diploma	23				
MISSISSIPPI	Obtained employment	13				
MISSISSIPPI	Enrolled in job training courses/programs	3				
MISSISSIPPI	Enrolled in a GED program	6				
MISSISSIPPI	Earned high school course credits	422				
MISSISSIPPI	Earned a GED	4				

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 long-term 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, 2019, 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.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MISSISSIPPI	No change			5		
MISSISSIPPI	More than one full grade			7		
MISSISSIPPI	Up to one full grade			9		
MISSISSIPPI	Negative change			14		
MISSISSIPPI	Total			35		

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, 2019, through June 30, 2020.

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

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics 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, 2019, 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.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MISSISSIPPI	Up to one full grade			5		
MISSISSIPPI	No change			6		
MISSISSIPPI	Negative change			11		
MISSISSIPPI	More than one full grade			13		
MISSISSIPPI	Total			35		

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$3,389,298
Safe and Healthy Students	\$1,630,329
Effective Use of Technology	\$707,818

Data Quality Comments

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	118
Safe and Healthy Students	80
Effective Use of Technology	59
Any Content Area	129

Data Quality Comments

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 SY2019-20?
No

Data Quality Comments

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.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
85

Data Quality Comments

2.7.3 LEA Funds Transfers

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
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	85
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	66	0
Supporting Effective Instruction (Title II, Part A)	66	0

Data Quality Comments

In the table below provide the total amount of FY 2019 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
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$9,728,230
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$3,180,372	\$0
Supporting Effective Instruction (Title II, Part A)	\$6,547,858	\$0

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

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

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

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	92
Activities authorized under Part A of Title II	23
Activities authorized under Title III	6
Activities authorized under Part A of Title IV	19
Parental involvement activities	11

Data Quality Comments

2.8.2 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.

Comments

For FY19, Mississippi has made significant progress addressing the RLIS program's objectives and outcomes outlined in the most current Consolidated Application. Mississippi LEAs used its RLIS funding to improve student achievement through the following allowable activities: Activities allowable under Title I-A, Title II-A, Title III, Title IV-A, and Parental Involvement activities. Specifically, Mississippi LEAs have used RLIS funds for activities such as staffing and retention of qualified teachers, computer equipment and software, and programs to assist EL students attain proficiency in reading, language arts and mathematics.

2.8.3 RLIS Technical Assistance

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.

Comments
For FY19, Mississippi has made it a priority to provide technical assistance to all RLIS LEA sub-grantees in order to assist school districts to successfully administer their respective programs and complete their various objectives and outcomes outlined in the most current Consolidated Application. Workshops are made available throughout the year that cover various topics regarding the RLIS program. Additionally, each LEA is assigned a district contact from the Office of Federal Programs. As concerns regarding the RLIS program arise, district contacts are available to provide technical assistance as needed.

2.8.4 RLIS Subgrant Award Determination

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.

Comments
The Mississippi Department of Education utilizes a formula based on ADA.

2.8.5 RLIS State Administrative Funds

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?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
MISSISSIPPI	3	75