

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

TENNESSEE



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

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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
TENNESSEE	All students	S	71273	90.4
TENNESSEE	American Indian or Alaska Native	S	243	91
TENNESSEE	Asian	S	1663	95
TENNESSEE	Native Hawaiian or Other Pacific Islander	S	137	93
TENNESSEE	Black or African American	S	17275	84.2
TENNESSEE	Hispanic or Latino	S	7284	82.6
TENNESSEE	White	S	44671	93.9
TENNESSEE	Children with Disabilities (IDEA)	S	9279	74.5
TENNESSEE	English Learners	S	3315	68.8
TENNESSEE	Economically disadvantaged students	S	27889	84.3
TENNESSEE	Children in foster care	S	971	60
TENNESSEE	Children who are homeless	S	2639	78

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
TENNESSEE	All students	41881	S	23065	S
TENNESSEE	American Indian or Alaska Native	55	S	50	S
TENNESSEE	Asian	1139	S	245	S
TENNESSEE	Native Hawaiian or Other Pacific Islander	41	S	23	S
TENNESSEE	Black or African American	7941	S	5794	S
TENNESSEE	Hispanic (not Puerto Rican)	2819	S	2810	S
TENNESSEE	White	29077	S	13691	S
TENNESSEE	Two or more races	809	S	452	S
TENNESSEE	Female	22901	S	9333	S
TENNESSEE	Male	18980	S	13732	S
TENNESSEE	Children with Disabilities (IDEA)	2739	S	4299	S
TENNESSEE	English Learners	696	S	1232	S
TENNESSEE	Economically disadvantaged students	11528	S	12407	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
TENNESSEE	Children with disabilities (IDEA)	89025
TENNESSEE	English learners	44329
TENNESSEE	Homeless students	14009
TENNESSEE	Migrant students	446

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
TENNESSEE	American Indian or Alaska Native	874
TENNESSEE	Asian	9519
TENNESSEE	Black or African American	181894
TENNESSEE	Hispanic or Latino	88652
TENNESSEE	Native Hawaiian or Other Pacific Islander	648
TENNESSEE	Total	624448
TENNESSEE	Two or more races	24223
TENNESSEE	White	318638

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
TENNESSEE	Age 3 through 5 (Not Kindergarten)	1929	289	3	0	2221
TENNESSEE	Age Birth through 2	0	0	0	0	0
TENNESSEE	Grade 1	60510	45	25	206	60786
TENNESSEE	Grade 10	30849	48	932	98	31927
TENNESSEE	Grade 11	28248	23	875	79	29225
TENNESSEE	Grade 12	27927	43	455	42	28467
TENNESSEE	Grade 2	59229	26	45	185	59485
TENNESSEE	Grade 3	58754	48	61	181	59044
TENNESSEE	Grade 4	57704	53	125	193	58075
TENNESSEE	Grade 5	57259	77	219	179	57734
TENNESSEE	Grade 6	49915	85	279	156	50435
TENNESSEE	Grade 7	48814	79	443	131	49467
TENNESSEE	Grade 8	47530	64	710	95	48399
TENNESSEE	Grade 9	33571	59	852	107	34589
TENNESSEE	Kindergarten	61222	48	11	196	61477
TENNESSEE	Total	623461	987	5172	1848	631468
TENNESSEE	Ungraded	0	0	137	0	137

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
No concerns. All staff were trained on Identification and Recruitment practices, received ongoing training, and completed Migrant Recruiter Certification and Guidance tests. In addition, the data was closely monitored and verified.

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
TENNESSEE	Age 3 through 5 (Not Kindergarten)	131
TENNESSEE	Kindergarten	71
TENNESSEE	Grade 1	62
TENNESSEE	Grade 2	85
TENNESSEE	Grade 3	67
TENNESSEE	Grade 4	79
TENNESSEE	Grade 5	71
TENNESSEE	Grade 6	72
TENNESSEE	Grade 7	70
TENNESSEE	Grade 8	62
TENNESSEE	Grade 9	67
TENNESSEE	Grade 10	61
TENNESSEE	Grade 11	47
TENNESSEE	Grade 12	29
TENNESSEE	Ungraded	0
TENNESSEE	Out of school	295
TENNESSEE	Total	1269

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

Tennessee's Category 1 child count decreased from 1,466 students in 2018-19 to 1,269 students in 2019-20 or by 13%. The reduction in the Category 1 count reflected the impact of the COVID-19 pandemic on mobility patterns and TN-MEP activities. Migration into the state was lower due to concerns about the safety of travel and the availability of agricultural work. In addition, TN-MEP identification, recruitment, service and other activities took place remotely via telephone and virtual tools from mid-March through the end of the performance period to ensure the safety of both the migratory community and TN-MEP staff. The pandemic's impact on the Category 1 count fell primarily on children under three and particularly out of school youth as telephone/remote identification and recruitment were especially challenging for out-of-school youth, a population which consists largely of H2A workers who typically arrive in Tennessee for a short time in the summer months.

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
TENNESSEE	Age Birth through 2	67

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
TENNESSEE	Age 3 through 5 (Not Kindergarten)	66
TENNESSEE	Kindergarten	43
TENNESSEE	Grade 1	43
TENNESSEE	Grade 2	48
TENNESSEE	Grade 3	43
TENNESSEE	Grade 4	45
TENNESSEE	Grade 5	45
TENNESSEE	Grade 6	44
TENNESSEE	Grade 7	41
TENNESSEE	Grade 8	37
TENNESSEE	Grade 9	33
TENNESSEE	Grade 10	37
TENNESSEE	Grade 11	20
TENNESSEE	Grade 12	7
TENNESSEE	Out of school	1
TENNESSEE	Ungraded	0
TENNESSEE	Total	553

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
In 2019-20, 553 students were reported for Category 2, as compared to 757 Category 2 students in the 2018-19 performance period, a decrease of 27%. This decrease can be attributed to the impacts of the COVID-19 pandemic, which affected both the migration patterns to Tennessee and the Tennessee Migrant Education Program's capacity to reach and serve students. TN-MEP identification, recruitment, service and other activities took place remotely via telephone and virtual tools from mid-March through the end of the performance period to ensure the safety of both the migratory community and TN-MEP staff. The TN-MEP service team provided summer camp virtually and provided contactless delivery of a limited amount of other summer services. These modifications were more effective for school-age children than for out of school youth, whose participation in summer programs plummeted. Out of school youth typically arrive as H2A workers for short spells of employment on isolated farms in the summer months, and consequently, they were especially difficult to identify, recruit and serve after the onset of the pandemic.

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
TENNESSEE	Age Birth through 2	16

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

The Tennessee Department of Education (TDOE) contracted with Conexión Américas to qualify migratory children through a Certificate of Eligibility (COE) and to provide services to migratory children. Completed COEs were entered into the MIS2000 database after checking for existing enrollments in MIS2000, MSIX and TDOE databases using birth date, qualifying arrival date, school history, and a variety of name versions to address spelling variations. Electronic COEs were introduced in MIS2000 in June 2020 and enhanced the data collection and review process. Conexión Américas also used MIS2000 to generate monthly reports of certified migratory children as well as those who received services within three years of the qualifying arrival date. The list of eligible students was downloaded from MIS2000 each month and match-merged against the state's databases. LEAs reviewed this information monthly and uploaded revisions to the eligible migrant student identifier in SIS/state databases. This process ensured consistency between MIS2000 and state databases. Reporting for EDFacts was anchored in MIS2000, which included reports that auto-populate to EDFacts specifications. TN-MEP worked with Ms/EdD to update the MIS2000 reports to meet changes in EDFacts file specifications. To ensure the completeness and accuracy of its submissions, TN-MEP checked the EDFacts files generated by MIS2000 against enrollment, service, and other data in MIS2000 and state databases, investigated discrepancies, and resolved them by modifying the business rules in the reports or correcting errors in the databases. TN-MEP implemented a set of quality control procedures to ensure accurate MEP eligibility determinations. The process began with training for recruiters that emphasized MEP eligibility requirements, COE completion procedures, and interview skills. This training prepared recruiters for eligibility interviews. After the interviews, recruiters completed COEs for each family that qualified. Next, completed COEs were reviewed by a regional coordinator for completeness and accuracy prior to submission to the SEA reviewer. Finally, to ensure that enrolled students met eligibility requirements, the TN-MEP conducted re-interviews each year. Independent re-interviews occur every three years and were conducted in SY 2018-19. This process ensured that every child entered into the MIS2000 database was in fact an eligible migratory child. The use of an id, unique to each child, ensured that each child was counted once per SEA, district or school for unduplicated counts by state, district or school, respectively. Likewise, eliminating duplicates by id, age/grade (or any other characteristic) ensured that each child was counted once per age/grade (and for other characteristics). Eligibility for services was limited to students within three years of their qualifying arrival date. However, typically services were provided through the semester/term when children exhausted eligibility within a semester/term. School/program enrollment and withdrawal dates combined with birth dates and qualifying arrival dates ensured that only migratory students at least 3 years old and less than 22 years old who resided in the state for one or more days during the program year were included in counts including students who only resided in the state during the summer or intersession. Regular school year (R) and summer/intersession (S/I) program services were coded and tracked separately to identify children served in each program. Only children identified as having received a service provided during the summer were included in the Category 2 count. Children who turned three during the performance period were included in the 3TO5NOTK category only when their residency was verified after turning three. Year-end procedures excluded children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period from the list of eligible students for the next performance period, ensuring that they are not counted in the subsequent performance period's child count. In addition, during the program year, out of school youths' school histories were searched in MIS2000, MSIX and TDOE databases to ensure that they had not obtained a high school diploma/equivalent and thus, remained eligible for a free appropriate public education.

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 TN-MEP used MSIX to verify the quality of migrant data by using move to and from notifications to exchange information between states. The MSIX student record function was used to confirm student data from other states to assess the needs of a student upon arrival to Tennessee. The MSIX missed enrollment report was used for recruiting purposes. Data requests were used to support states in verifying migrant data. MSIX was also used to identify students whose duplicate records required merging.

Data Quality Comments

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.	82
The number of eligibility determinations sampled for which a re-interview was completed.	50
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	50

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.

2018-19

Comments

Independent re-interviews were conducted in SY 2018-19 through a multi-state team organized in partnership with the Interstate Rapid Response Consortium (IRRC).

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	Both
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
Independent re-interviews were conducted in SY 2018-19.

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>For the 2019-20 re-interview process, TN-MEP attempted to re-interview 82 migratory children identified through a random sample of COEs. Fifty re-interviews were completed. All 50 children/families had been properly identified and were eligible for MEP services. The re-interviews were conducted at two different times during the program year in accordance with OME's recommendation to conduct rolling interviews. Recruitment staff received training on how to conduct re-interviews before each round of reinterviews. Re-interviews were conducted by staff who did not participate in the original interview and were verified by the statewide ID&R Manager. The first re-interview round was conducted through face-to-face re-interviews. Due to COVID-19, the second re-interview round was conducted by phone, as all travel was suspended as of March 2020. After the third unsuccessful attempt to reach a family, a replacement COE was selected randomly for a re-interview. Recommendations resulting from the re-interview process included providing training to recruiters on techniques for conducting eligibility interviews by phone in the COVID-19 context.</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
TENNESSEE	Age 3 through 5 (Not Kindergarten)	15
TENNESSEE	Kindergarten	46
TENNESSEE	Grade 1	45
TENNESSEE	Grade 2	64
TENNESSEE	Grade 3	49
TENNESSEE	Grade 4	48
TENNESSEE	Grade 5	43
TENNESSEE	Grade 6	43
TENNESSEE	Grade 7	39
TENNESSEE	Grade 8	31
TENNESSEE	Grade 9	32
TENNESSEE	Grade 10	38
TENNESSEE	Grade 11	24
TENNESSEE	Grade 12	9
TENNESSEE	Out of school	4
TENNESSEE	Ungraded	.
TENNESSEE	Total	530

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
TENNESSEE	Age Birth through 2	.
TENNESSEE	Age 3 through 5 (Not Kindergarten)	2
TENNESSEE	Kindergarten	5
TENNESSEE	Grade 1	2
TENNESSEE	Grade 2	4
TENNESSEE	Grade 3	4
TENNESSEE	Grade 4	5
TENNESSEE	Grade 5	7
TENNESSEE	Grade 6	3
TENNESSEE	Grade 7	7
TENNESSEE	Grade 8	1
TENNESSEE	Grade 9	4
TENNESSEE	Grade 10	1
TENNESSEE	Grade 11	3
TENNESSEE	Grade 12	.
TENNESSEE	Out of school	.
TENNESSEE	Ungraded	.
TENNESSEE	Total	48

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
TENNESSEE	Age Birth through 2	27
TENNESSEE	Age 3 through 5 (Not Kindergarten)	28
TENNESSEE	Kindergarten	27
TENNESSEE	Grade 1	11
TENNESSEE	Grade 2	15
TENNESSEE	Grade 3	20
TENNESSEE	Grade 4	22
TENNESSEE	Grade 5	17
TENNESSEE	Grade 6	28
TENNESSEE	Grade 7	18
TENNESSEE	Grade 8	16
TENNESSEE	Grade 9	18
TENNESSEE	Grade 10	16
TENNESSEE	Grade 11	10
TENNESSEE	Grade 12	3
TENNESSEE	Out of school	25
TENNESSEE	Ungraded	.
TENNESSEE	Total	301

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
TENNESSEE	Grade 7	0
TENNESSEE	Grade 8	0
TENNESSEE	Grade 9	1
TENNESSEE	Grade 10	1
TENNESSEE	Grade 11	2
TENNESSEE	Grade 12	0
TENNESSEE	Ungraded	.
TENNESSEE	Total	4

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

No migratory students were identified as having earned a high school equivalency diploma in 2019-20.
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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
TENNESSEE	Age Birth through 2	34
TENNESSEE	Age 3 through 5 (Not Kindergarten)	101
TENNESSEE	Kindergarten	59
TENNESSEE	Grade 1	53
TENNESSEE	Grade 2	72
TENNESSEE	Grade 3	58
TENNESSEE	Grade 4	66
TENNESSEE	Grade 5	59
TENNESSEE	Grade 6	61
TENNESSEE	Grade 7	55
TENNESSEE	Grade 8	50
TENNESSEE	Grade 9	52
TENNESSEE	Grade 10	49
TENNESSEE	Grade 11	34
TENNESSEE	Grade 12	19
TENNESSEE	Ungraded	0
TENNESSEE	Out of school	84
TENNESSEE	Total	906

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
TENNESSEE	Age 3 through 5 (Not Kindergarten)	3
TENNESSEE	Kindergarten	27
TENNESSEE	Grade 1	24
TENNESSEE	Grade 2	32
TENNESSEE	Grade 3	25
TENNESSEE	Grade 4	23
TENNESSEE	Grade 5	22
TENNESSEE	Grade 6	32
TENNESSEE	Grade 7	27
TENNESSEE	Grade 8	17
TENNESSEE	Grade 9	21
TENNESSEE	Grade 10	24
TENNESSEE	Grade 11	12
TENNESSEE	Grade 12	5
TENNESSEE	Ungraded	0
TENNESSEE	Out of school	0
TENNESSEE	Total	294

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
TENNESSEE	Age 3 through 5 (Not Kindergarten)	0
TENNESSEE	Kindergarten	0
TENNESSEE	Grade 1	0
TENNESSEE	Grade 2	0
TENNESSEE	Grade 3	0
TENNESSEE	Grade 4	0
TENNESSEE	Grade 5	0
TENNESSEE	Grade 6	0
TENNESSEE	Grade 7	0
TENNESSEE	Grade 8	0
TENNESSEE	Grade 9	0
TENNESSEE	Grade 10	0
TENNESSEE	Grade 11	0
TENNESSEE	Grade 12	0
TENNESSEE	Ungraded	0
TENNESSEE	Out of school	0
TENNESSEE	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
TENNESSEE	Age Birth through 2	3
TENNESSEE	Age 3 through 5 (Not Kindergarten)	52
TENNESSEE	Kindergarten	43
TENNESSEE	Grade 1	39
TENNESSEE	Grade 2	58
TENNESSEE	Grade 3	39
TENNESSEE	Grade 4	46
TENNESSEE	Grade 5	39
TENNESSEE	Grade 6	41
TENNESSEE	Grade 7	37
TENNESSEE	Grade 8	34
TENNESSEE	Grade 9	34
TENNESSEE	Grade 10	22
TENNESSEE	Grade 11	15
TENNESSEE	Grade 12	7
TENNESSEE	Ungraded	0
TENNESSEE	Out of school	32
TENNESSEE	Total	541

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
TENNESSEE	Age 3 through 5 (Not Kindergarten)	17	12	.
TENNESSEE	Age Birth through 2	1	0	.
TENNESSEE	Grade 1	20	14	.
TENNESSEE	Grade 10	6	1	.
TENNESSEE	Grade 11	3	0	.
TENNESSEE	Grade 12	1	1	.
TENNESSEE	Grade 2	25	15	.
TENNESSEE	Grade 3	16	11	.
TENNESSEE	Grade 4	22	14	.
TENNESSEE	Grade 5	20	12	.
TENNESSEE	Grade 6	12	10	.
TENNESSEE	Grade 7	19	12	.
TENNESSEE	Grade 8	15	9	.
TENNESSEE	Grade 9	7	6	.
TENNESSEE	Kindergarten	18	9	.
TENNESSEE	Out of school	0	0	.
TENNESSEE	Total	202	126	.
TENNESSEE	Ungraded	0	0	.

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
TENNESSEE	Age 3 through 5 (Not Kindergarten)	98	6
TENNESSEE	Age Birth through 2	32	1
TENNESSEE	Grade 1	51	9
TENNESSEE	Grade 10	48	11
TENNESSEE	Grade 11	33	7
TENNESSEE	Grade 12	17	11
TENNESSEE	Grade 2	69	16
TENNESSEE	Grade 3	55	13
TENNESSEE	Grade 4	62	13
TENNESSEE	Grade 5	57	14
TENNESSEE	Grade 6	58	17
TENNESSEE	Grade 7	49	20
TENNESSEE	Grade 8	47	15
TENNESSEE	Grade 9	49	21
TENNESSEE	Kindergarten	55	19
TENNESSEE	Out of school	64	2
TENNESSEE	Total	844	195
TENNESSEE	Ungraded	0	0

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 counsees, 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
TENNESSEE	214	756

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	2	236
Juvenile corrections	1	180
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

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

In 2019-20, state agencies in Tennessee used Title ID, Neglected & Delinquent, Subpart I funds to support three programs/facilities. The Department of Children's services operated one juvenile corrections program and the Department of Corrections operated two adult corrections programs. State agencies in Tennessee did not use Title ID, Neglected & Delinquent, Subpart I funds to support neglected, juvenile detention, and other programs.

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	2
Juvenile corrections	1
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

The three facilities that used Title ID, Subpart 1 funds to support juvenile corrections and adult corrections programs reported on the students served in those programs.

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
TENNESSEE	Total Long-Term Students Served	.	.	127	37	.
TENNESSEE	Total Unduplicated Students Served	.	.	169	46	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
TENNESSEE	Children with one or more disabilities (IDEA)	.	.	27	0	.
TENNESSEE	English learner	.	.	0	1	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
TENNESSEE	American Indian or Alaska Native	.	.	0	0	.
TENNESSEE	Asian	.	.	0	0	.
TENNESSEE	Black or African American	.	.	132	30	.
TENNESSEE	Hispanic or Latino	.	.	3	2	.
TENNESSEE	Native Hawaiian or Other Pacific	.	.	0	0	.
TENNESSEE	Total	.	.	169	46	.
TENNESSEE	Two or more races	.	.	0	0	.
TENNESSEE	White	.	.	34	14	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
TENNESSEE	Female	.	.	0	5	.
TENNESSEE	Male	.	.	169	41	.
TENNESSEE	Total	.	.	169	46	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
TENNESSEE	10 years old	.	.	0	0	.
TENNESSEE	11 years old	.	.	0	0	.
TENNESSEE	12 years old	.	.	0	0	.
TENNESSEE	13 years old	.	.	0	0	.
TENNESSEE	14 years old	.	.	0	0	.
TENNESSEE	15 years old	.	.	5	0	.
TENNESSEE	16 years old	.	.	22	0	.
TENNESSEE	17 years old	.	.	50	7	.
TENNESSEE	18 years old	.	.	92	10	.
TENNESSEE	19 years old	.	.	0	7	.
TENNESSEE	20 years old	.	.	0	14	.
TENNESSEE	21 years old	.	.	0	8	.
TENNESSEE	3 through 5	.	.	0	0	.
TENNESSEE	6 years old	.	.	0	0	.
TENNESSEE	7 years old	.	.	0	0	.
TENNESSEE	8 years old	.	.	0	0	.
TENNESSEE	9 years old	.	.	0	0	.
TENNESSEE	Total	.	.	169	46	.

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
TENNESSEE	Enrolled in local district school			6	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
TENNESSEE	Were accepted and/or enrolled into post-secondary education					S
TENNESSEE	Obtained high school diploma					28
TENNESSEE	Obtained employment					S
TENNESSEE	Enrolled in job training courses/programs					10
TENNESSEE	Enrolled in a GED program					11
TENNESSEE	Earned high school course credits					101
TENNESSEE	Earned a GED					9

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
TENNESSEE	Were accepted and/or enrolled into post-secondary education	5	S	S		
TENNESSEE	Obtained high school diploma	S	S	S		
TENNESSEE	Obtained employment	S	S	S		
TENNESSEE	Enrolled in job training courses/programs	3	5	S		
TENNESSEE	Enrolled in a GED program	S	46	S		
TENNESSEE	Earned high school course credits	S	S	S		
TENNESSEE	Earned a GED	S	8	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
TENNESSEE	More than one full grade			S	S	
TENNESSEE	Up to one full grade			S	4	
TENNESSEE	Negative change			3	6	
TENNESSEE	No Change			123	S	
TENNESSEE	Total			127	15	

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
TENNESSEE	More than one full grade			S	S	
TENNESSEE	Up to one full grade			S	4	
TENNESSEE	Negative change			3	6	
TENNESSEE	No Change			123	S	
TENNESSEE	Total			127	15	

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	.	.
Juvenile corrections	.	.
Juvenile detention	27	56
Neglected programs	.	.
Other programs	.	.
Total	.	.

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

In 2019-20, Title ID, Neglected & Delinquent, Subpart 2 funds supported juvenile detention programs in 27 facilities in 20 LEAs. Title ID, Subpart 2 funds did not support at-risk, neglected, juvenile corrections, or other programs in 2019-20.

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	.
Juvenile corrections	.
Juvenile detention	27
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

The 27 facilities/programs that used Title ID, Subpart 2 funds to support juvenile detention programs reported on the students served in those programs.

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
TENNESSEE	Total Long-Term Students Served	.	.	1205	.	.
TENNESSEE	Total Unduplicated Students Served	.	.	4954	.	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
TENNESSEE	Children with one or more disabilities (IDEA)	.	.	913	.	.
TENNESSEE	English learner	.	.	19	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
TENNESSEE	American Indian or Alaska Native	.	.	6	.	.
TENNESSEE	Asian	.	.	8	.	.
TENNESSEE	Black or African American	.	.	2209	.	.
TENNESSEE	Hispanic or Latino	.	.	252	.	.
TENNESSEE	Native Hawaiian or Other Pacific	.	.	.	.	.
TENNESSEE	Total	.	.	4739	.	.
TENNESSEE	Two or more races	.	.	195	.	.
TENNESSEE	White	.	.	2069	.	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
TENNESSEE	Female	.	.	799	.	.
TENNESSEE	Male	.	.	4155	.	.
TENNESSEE	Total	.	.	4954	.	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
TENNESSEE	10 years old	.	.	7	.	.
TENNESSEE	11 years old	.	.	25	.	.
TENNESSEE	12 years old	.	.	101	.	.
TENNESSEE	13 years old	.	.	269	.	.
TENNESSEE	14 years old	.	.	523	.	.
TENNESSEE	15 years old	.	.	938	.	.
TENNESSEE	16 years old	.	.	1300	.	.
TENNESSEE	17 years old	.	.	1500	.	.
TENNESSEE	18 years old	.	.	289	.	.
TENNESSEE	19 years old	.	.	1	.	.
TENNESSEE	20 years old	.	.	.	.	.
TENNESSEE	21 years old	.	.	.	.	.
TENNESSEE	3 through 5	.	.	.	.	.
TENNESSEE	6 years old	.	.	.	.	.
TENNESSEE	7 years old	.	.	.	.	.
TENNESSEE	8 years old	.	.	1	.	.
TENNESSEE	9 years old	.	.	.	.	.
TENNESSEE	Total	.	.	4954	.	.

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
TENNESSEE	Enrolled in local district school			1493		

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
TENNESSEE	Were accepted and/or enrolled into post-secondary education					12
TENNESSEE	Obtained high school diploma					69
TENNESSEE	Obtained employment					3
TENNESSEE	Enrolled in job training courses/programs					11
TENNESSEE	Enrolled in a GED program					96
TENNESSEE	Earned high school course credits					1118
TENNESSEE	Earned a GED					35

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
TENNESSEE	Were accepted and/or enrolled into post-secondary education	42				
TENNESSEE	Obtained high school diploma	33				
TENNESSEE	Obtained employment	106				
TENNESSEE	Enrolled in job training courses/programs	22				
TENNESSEE	Enrolled in a GED program	46				
TENNESSEE	Earned high school course credits	774				
TENNESSEE	Earned a GED	13				

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
TENNESSEE	More than one full grade			94		
TENNESSEE	Negative change			206		
TENNESSEE	No change			251		
TENNESSEE	Up to one full grade			388		
TENNESSEE	Total			939		

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
TENNESSEE	More than one full grade			93		
TENNESSEE	No change			237		
TENNESSEE	Negative change			240		
TENNESSEE	Up to one full grade			367		
TENNESSEE	Total			937		

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	\$9,136,856
Safe and Healthy Students	\$5,720,149
Effective Use of Technology	\$4,111,013

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	98
Safe and Healthy Students	88
Effective Use of Technology	74
Any Content Area	106

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).
104

Data Quality Comments
104 LEAs notified the state they were making 167 transfers under the LEA Transferability authority of Section 5103(b).

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)	.	7
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	79
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)	100	0
Supporting Effective Instruction (Title II, Part A)	29	57

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)	.	\$170,152
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$8,056,916
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)	\$9,876,294	\$0
Supporting Effective Instruction (Title II, Part A)	\$1,366,939	\$3,016,165

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	68
Activities authorized under Part A of Title II	37
Activities authorized under Title III	9
Activities authorized under Part A of Title IV	19
Parental involvement activities	17

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

Tennessee's consolidated application identifies specific measurable goals and objectives for Title V, Part B, Subpart 2 related to increasing student academic achievement as measured by an increase in the percentage of students proficient or above on state assessments or a decrease in the student dropout rate. In their consolidated applications, applicants address how the use of funds will assist them in meeting the state's goals. The state approves only applications that show that the use of Title V funds helps to increase student performance or reduce the dropout rate. With Title V funds, districts improved student performance through the following. -Parent Involvement activities -Title I-A (Improving Basic Programs Operated by local education agencies) -Title II-A (Supporting Effective Instruction) -Title III (Language Instruction for English Learners and Immigrant Students) -Title IV-A (Student Support and Academic Enrichment)

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
The state provides focused and individualized technical assistance to districts for both the planning process and the strategic use of RLIS funds through its Federal Programs and Oversight (FPO) monitoring team. A team of four divisional coordinators works directly with districts to develop RLIS budgets, identify evidence-based solutions, coordinate the use of federal, state and local funds, and align the use of funds to identified needs. Regional consultants provide districts with written RLIS statutes, non-regulatory guidance, budget and planning guidance, templates, rubrics, training, and other supports as necessary to assist in understanding the allowable use of funds, RLIS eligibility, program requirements, and effective use of funds.

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 grant is non-competitive, and eligibility is determined by statute. Awards are issued annually to the state by the U.S. Department of Education, which makes sub-grants to LEAs that meet the applicable requirements: -Twenty percent or more of the children ages 5 through 17 years served by the district are from families with incomes below poverty; and -All of the schools served by the LEA are designated with a school locale code of 32, 33, 41, 42, or 43. NOTE: Dual eligibility can occur when districts meet the eligibility requirements for both the SRSA. These LEAs must choose one grant from which to receive funds.

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?	100

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.
TENNESSEE	0	0