

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

WASHINGTON



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
WASHINGTON	All students	S	83513	83.0
WASHINGTON	American Indian or Alaska Native	S	1052	70
WASHINGTON	Asian	S	6828	91.1
WASHINGTON	Native Hawaiian or Other Pacific Islander	S	962	77
WASHINGTON	Black or African American	S	3863	76.4
WASHINGTON	Hispanic or Latino	S	18704	77.8
WASHINGTON	White	S	46078	84.8
WASHINGTON	Two or more races	S	6026	84.0
WASHINGTON	Children with Disabilities (IDEA)	S	10384	64.5
WASHINGTON	English Learners	S	7337	68.5
WASHINGTON	Economically disadvantaged students	S	42451	75.2
WASHINGTON	Children in foster care	S	632	50
WASHINGTON	Children who are homeless	S	3046	69.4

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
WASHINGTON	All students	42452	25469	S	S
WASHINGTON	American Indian or Alaska Native	329	360	S	S
WASHINGTON	Asian	4869	995	S	S
WASHINGTON	Native Hawaiian or Other Pacific Islander	275	401	S	S
WASHINGTON	Black or African American	1919	1017	S	S
WASHINGTON	Hispanic or Latino	7034	5924	S	S
WASHINGTON	White	25124	15099	S	S
WASHINGTON	Two or more races	2901	1672	S	S
WASHINGTON	Female	23368	11112	S	S
WASHINGTON	Male	19084	14357	S	S
WASHINGTON	Children with Disabilities (IDEA)	2142	4190	S	S
WASHINGTON	English Learners	1956	2012	S	S
WASHINGTON	Economically disadvantaged students	15491	15341	S	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
WASHINGTON	Children with disabilities (IDEA)	70120
WASHINGTON	English learners	90023
WASHINGTON	Homeless students	19414
WASHINGTON	Migrant students	19428

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
WASHINGTON	American Indian or Alaska Native	7585
WASHINGTON	Asian	21370
WASHINGTON	Black or African American	25238
WASHINGTON	Hispanic or Latino	160873
WASHINGTON	Native Hawaiian or Other Pacific Islander	7683
WASHINGTON	Total	432919
WASHINGTON	Two or more races	33971
WASHINGTON	White	176199

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
WASHINGTON	Age 3 through 5 (Not Kindergarten)	13519	843	.	.	14362
WASHINGTON	Age Birth through 2	2154	6	.	.	2160
WASHINGTON	Grade 1	46675	1405	.	270	48350
WASHINGTON	Grade 10	13626	491	5	15	14137
WASHINGTON	Grade 11	13407	422	5	7	13841
WASHINGTON	Grade 12	14087	471	7	14	14579
WASHINGTON	Grade 2	45735	1192	.	266	47193
WASHINGTON	Grade 3	45858	1224	2	237	47321
WASHINGTON	Grade 4	45544	941	2	200	46687
WASHINGTON	Grade 5	46387	1040	3	201	47631
WASHINGTON	Grade 6	33867	906	1	171	34945
WASHINGTON	Grade 7	28056	694	10	103	28863
WASHINGTON	Grade 8	26477	563	9	61	27110
WASHINGTON	Grade 9	13638	433	8	15	14094
WASHINGTON	Kindergarten	46524	997	.	143	47664
WASHINGTON	Total	435554	11628	52	1703	448937
WASHINGTON	Ungraded	0

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
Washington state has no concerns regarding the accuracy of the reported child counts.

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
WASHINGTON	Age 3 through 5 (Not Kindergarten)	3174
WASHINGTON	Kindergarten	1449
WASHINGTON	Grade 1	1515
WASHINGTON	Grade 2	1659
WASHINGTON	Grade 3	1753
WASHINGTON	Grade 4	1849
WASHINGTON	Grade 5	1911
WASHINGTON	Grade 6	2000
WASHINGTON	Grade 7	2052
WASHINGTON	Grade 8	1965
WASHINGTON	Grade 9	1992
WASHINGTON	Grade 10	2002
WASHINGTON	Grade 11	1720
WASHINGTON	Grade 12	2008
WASHINGTON	Ungraded	0
WASHINGTON	Out of school	2220
WASHINGTON	Total	29269

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
N/A

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
WASHINGTON	Age Birth through 2	1273

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
WASHINGTON	Age 3 through 5 (Not Kindergarten)	106
WASHINGTON	Kindergarten	140
WASHINGTON	Grade 1	159
WASHINGTON	Grade 2	183
WASHINGTON	Grade 3	176
WASHINGTON	Grade 4	217
WASHINGTON	Grade 5	194
WASHINGTON	Grade 6	120
WASHINGTON	Grade 7	109
WASHINGTON	Grade 8	142
WASHINGTON	Grade 9	166
WASHINGTON	Grade 10	181
WASHINGTON	Grade 11	184
WASHINGTON	Grade 12	41
WASHINGTON	Out of school	0
WASHINGTON	Ungraded	0
WASHINGTON	Total	2118

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
There were less students enrolled and served during the summer intersession due to local educational agencies need to respond to concerns regarding the COVID-19 pandemic. Several programs that had intended to conduct summer programs in 2020 were unable to do so.

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
WASHINGTON	Age Birth through 2	28

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

Washington's MEP guidelines include trainings on processes to ensure all eligible children, ages 3-21 are reported. The state reports unduplicated counts of eligible migrant children, ages 3-21, for Category 1 and Category 2 children by conducting student database checks using identified data entry fields that may indicate the child is already enrolled in the database system. Data checks use state developed procedures and run the MSIX worklists and data quality reports, i.e., Potential Duplicate, Merges and Splits by User, Data Logic, etc., to compare data or possibly merge potential duplicates. The MSIX Child Count Reconciliation Report is reviewed for potential duplicates. Student records entered into the database are assigned a unique identifier called the State Migrant ID. Data specialists conduct student searches and checks to ensure the child is not already in the database before creating a State Migrant ID in the database. Data specialists search for matches within MSIX in order to ensure a duplicate record of the child was not entered into MSIX by the State. If the child is found in MSIX, the data management specialist will then search the state database system with the State Migrant ID listed in MSIX. Staff will run the MSIX Worklist report on a regular basis to check for possible merges and splits. In order to verify residency in the state during the 2019-2020 Performance Period of September 1 to August 31, MEP staff conducted home visits, or a telephone call when the face-to-face visit was not feasible, for every child in the Category 1 count not enrolled in school. For every child enrolled in school, MEP staff verified the child's residence through school enrollment/attendance records. A residency date was recorded in the state's student database system (MSIS). Residency for children 2 years old turning 3 years was verified by a recruiter after the child turned 3 either by a home visit or a telephone call, when the face-to-face visit was not feasible. The date of verification is entered into the system to confirm residency after the child turned 3 years of age. Before a record is created, the State database checks for duplication based on the student's last name or similar last name using a system-generated wild card prompt. Potential duplicates are checked against additional fields such as first name, birth date, birth city and parents' names. Matches generate further manual review by MEP data staff. Duplicate records are consolidated. MEP staff run the MSIX Potential Duplicate Report to search for possible duplicates. If a child appears on the report as a potential duplicate, MEP staff review all the information available to ensure records were in fact different. For a child entered twice, the data is merged via the merge process on the MSIX database merging the two records into one and assigns one State Migrant ID to the child's record, deleting the second ID. Implemented processes ensure only children who meet program eligibility are enrolled in the program and reported and include strict quality control activities that adhere to the Quality Control section in the state's MEP Identification and Recruitment Manual. Annually trained state and local recruitment staff conduct face-to-face eligibility interviews, or a telephone call when the face-to-face visit is not feasible due to COVID-19 safety protocols, and complete either a paper or electronic COE submitted to the state's ID&R office for further review. COE reviews are conducted by trained MEP staff with levels of quality controls including multiple edit checks either enabled on the electronic COE or incorporated into the paper form review. MEP quality control staff review each COE before the child can be approved as eligible. Only state approved COEs can be entered into the state's migrant student database. Data on child eligibility is managed through a centralized database system. When generating data for Consolidated State Performance Report (CSPR) and respective EdFacts File Specifications, programming logic for eligibility aligns to file specification logic and includes the following five data checks: 1) The child resided in the state during the 2019-2020 Performance Period (September 1, 2019 - August 31, 2020) by checking one or more of the following dates: enrollment date, residency date, recertification/residency verification date, or withdrawal date between 9/1/2019 and 8/31/2020. 2) The child is only included if he/she is between the ages of 3 through 21 years of age based on the child's birthdate. 3) The child's qualifying arrival date (QAD) is within 36 months (QAD must be on or after 9/2/2016) of his/her residency date which occurs between 9/1/2019 and 8/31/2020. 4) The child graduated or received a High School Equivalency Diploma during the performance period and was not reported in a previous reporting period as receiving a high school diploma or equivalency. 5) The child was reported as served under the Continuation of Services provision during the 2019-2020 Performance Period and was noted as previously eligible and residing in the state for at least one day during the Performance Period. The State's child count algorithm uses a graduation date to flag students who have obtained a high school diploma or equivalent and students who obtained a high school diploma or equivalent prior to the performance period are excluded from all counts. Migratory children served during summer or intersession periods met program eligibility criteria as described in the program eligibility logic 1-5 and enrolled in the state database system with a Summer enrollment indicator for one or more days for enrollment verification in a MEP-funded summer/intersession project and should be included in the Category 2 count. The state's database system has an edit check to ensure children are between the ages of 3 through 21 at the time of enrollment into the MEP-funded summer project. A child enrolled in multiple grades during the year is only counted in the grade level in which the child spent the majority of his/her time while residing in the state during the performance period. The state's child count calculation (algorithm) uses a unique student ID number to ensure each child is counted only once per age/grade level and category. Grade levels are totaled and compared to overall counts to ensure they match as part of a report quality check. Eligible migratory children can only be enrolled into the state's student database if they have a SEA approved COE entered into the database. A completed COE for an eligible child is reviewed and approved by SEA reviewers. The approved COE is processed for enrollment by educational staff. Edit checks contained within the MSIS prevent a student enrollment from being processed without the qualifying move information being entered first. Child count reports are compared to the COE to verify eligible children on the COE are enrolled in the system. Monthly reviews are conducted by the State ID&R Coordinator using a random sampling method. Re-interviews, as part of the prospective re-interview process, are done on a rolling basis as an additional check for ensuring student program eligibility. The SEA has multiple levels of data preparation and review in place to ensure the system that transmits migrant data to the Department accurately accounts for all the migrant children in every ED Facts data file. Under the cycle of continuous improvement, the state has annual meetings to review the ED File Specifications for any changes or updates to the data collection process for the upcoming performance period. Programming staff run the report inquiries multiple times for data consistency and files are reviewed for any anomalies. Data is compared to previous year reporting for any significant discrepancies and are entered into Department provided Data Checklists.

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

MSIS staff review MSIX reports and student records to compare data within the systems to ensure that data elements are uploaded from MSIS to MSIX successfully and displaying correctly on MSIX and MSIS screens.

Data Quality Comments

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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.	106
The number of eligibility determinations sampled for which a re-interview was completed.	98
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	98

<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	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
The Washington State Migrant Education Program coordinated with the Oregon State Migrant Education Program to have Oregon MEP staff re-interview Washington State families.

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
School district staff were notified in writing of the children who were found to have been inaccurately qualified. Local recruiters accompanied the reviewer during the re-interview and observed proper interviewing techniques. In addition, re-interview results will be used in the 2020-21 school year recruiter trainings, weekly eligibility emails and in surveys presented to recruitment staff. Recruiters who were found to have inaccurately qualified children for the migrant program during the 2019-20 school year, will have additional COEs reviewed during the 2020-21 school year.

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
WASHINGTON	Age 3 through 5 (Not Kindergarten)	14
WASHINGTON	Kindergarten	1219
WASHINGTON	Grade 1	1251
WASHINGTON	Grade 2	1328
WASHINGTON	Grade 3	1218
WASHINGTON	Grade 4	1086
WASHINGTON	Grade 5	956
WASHINGTON	Grade 6	902
WASHINGTON	Grade 7	872
WASHINGTON	Grade 8	920
WASHINGTON	Grade 9	920
WASHINGTON	Grade 10	902
WASHINGTON	Grade 11	685
WASHINGTON	Grade 12	742
WASHINGTON	Out of school	1
WASHINGTON	Ungraded	0
WASHINGTON	Total	13016

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
WASHINGTON	Age Birth through 2	2
WASHINGTON	Age 3 through 5 (Not Kindergarten)	79
WASHINGTON	Kindergarten	157
WASHINGTON	Grade 1	159
WASHINGTON	Grade 2	210
WASHINGTON	Grade 3	248
WASHINGTON	Grade 4	232
WASHINGTON	Grade 5	292
WASHINGTON	Grade 6	259
WASHINGTON	Grade 7	272
WASHINGTON	Grade 8	290
WASHINGTON	Grade 9	271
WASHINGTON	Grade 10	235
WASHINGTON	Grade 11	225
WASHINGTON	Grade 12	245
WASHINGTON	Out of school	0
WASHINGTON	Ungraded	0
WASHINGTON	Total	3176

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
WASHINGTON	Age Birth through 2	615
WASHINGTON	Age 3 through 5 (Not Kindergarten)	1120
WASHINGTON	Kindergarten	418
WASHINGTON	Grade 1	382
WASHINGTON	Grade 2	436
WASHINGTON	Grade 3	509
WASHINGTON	Grade 4	493
WASHINGTON	Grade 5	540
WASHINGTON	Grade 6	526
WASHINGTON	Grade 7	540
WASHINGTON	Grade 8	525
WASHINGTON	Grade 9	528
WASHINGTON	Grade 10	521
WASHINGTON	Grade 11	401
WASHINGTON	Grade 12	216
WASHINGTON	Out of school	1197
WASHINGTON	Ungraded	0
WASHINGTON	Total	8967

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
WASHINGTON	Grade 7	38
WASHINGTON	Grade 8	25
WASHINGTON	Grade 9	58
WASHINGTON	Grade 10	60
WASHINGTON	Grade 11	80
WASHINGTON	Grade 12	180
WASHINGTON	Ungraded	.
WASHINGTON	Total	441

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
21

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
WASHINGTON	Age Birth through 2	48
WASHINGTON	Age 3 through 5 (Not Kindergarten)	432
WASHINGTON	Kindergarten	743
WASHINGTON	Grade 1	766
WASHINGTON	Grade 2	834
WASHINGTON	Grade 3	878
WASHINGTON	Grade 4	918
WASHINGTON	Grade 5	890
WASHINGTON	Grade 6	959
WASHINGTON	Grade 7	1122
WASHINGTON	Grade 8	1178
WASHINGTON	Grade 9	1257
WASHINGTON	Grade 10	1251
WASHINGTON	Grade 11	1104
WASHINGTON	Grade 12	1262
WASHINGTON	Ungraded	0
WASHINGTON	Out of school	189
WASHINGTON	Total	13831

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
WASHINGTON	Age 3 through 5 (Not Kindergarten)	0
WASHINGTON	Kindergarten	351
WASHINGTON	Grade 1	345
WASHINGTON	Grade 2	420
WASHINGTON	Grade 3	392
WASHINGTON	Grade 4	415
WASHINGTON	Grade 5	402
WASHINGTON	Grade 6	459
WASHINGTON	Grade 7	520
WASHINGTON	Grade 8	570
WASHINGTON	Grade 9	618
WASHINGTON	Grade 10	468
WASHINGTON	Grade 11	528
WASHINGTON	Grade 12	499
WASHINGTON	Ungraded	0
WASHINGTON	Out of school	12
WASHINGTON	Total	5999

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
WASHINGTON	Age 3 through 5 (Not Kindergarten)	.
WASHINGTON	Kindergarten	.
WASHINGTON	Grade 1	.
WASHINGTON	Grade 2	.
WASHINGTON	Grade 3	.
WASHINGTON	Grade 4	.
WASHINGTON	Grade 5	.
WASHINGTON	Grade 6	.
WASHINGTON	Grade 7	.
WASHINGTON	Grade 8	3
WASHINGTON	Grade 9	4
WASHINGTON	Grade 10	5
WASHINGTON	Grade 11	4
WASHINGTON	Grade 12	2
WASHINGTON	Ungraded	.
WASHINGTON	Out of school	.
WASHINGTON	Total	18

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
WASHINGTON	Age Birth through 2	5
WASHINGTON	Age 3 through 5 (Not Kindergarten)	173
WASHINGTON	Kindergarten	397
WASHINGTON	Grade 1	404
WASHINGTON	Grade 2	452
WASHINGTON	Grade 3	486
WASHINGTON	Grade 4	540
WASHINGTON	Grade 5	418
WASHINGTON	Grade 6	280
WASHINGTON	Grade 7	274
WASHINGTON	Grade 8	328
WASHINGTON	Grade 9	250
WASHINGTON	Grade 10	260
WASHINGTON	Grade 11	269
WASHINGTON	Grade 12	259
WASHINGTON	Ungraded	.
WASHINGTON	Out of school	4
WASHINGTON	Total	4799

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
WASHINGTON	Age 3 through 5 (Not Kindergarten)	0	0	.
WASHINGTON	Age Birth through 2	.	.	.
WASHINGTON	Grade 1	7	2	.
WASHINGTON	Grade 10	5	4	208
WASHINGTON	Grade 11	5	7	238
WASHINGTON	Grade 12	9	7	210
WASHINGTON	Grade 2	11	0	.
WASHINGTON	Grade 3	19	12	.
WASHINGTON	Grade 4	23	34	.
WASHINGTON	Grade 5	17	20	.
WASHINGTON	Grade 6	18	25	.
WASHINGTON	Grade 7	46	14	.
WASHINGTON	Grade 8	34	41	71
WASHINGTON	Grade 9	42	13	178
WASHINGTON	Kindergarten	0	0	.
WASHINGTON	Out of school	1	1	1
WASHINGTON	Total	237	180	906
WASHINGTON	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
WASHINGTON	Age 3 through 5 (Not Kindergarten)	314	34
WASHINGTON	Age Birth through 2	44	0
WASHINGTON	Grade 1	541	204
WASHINGTON	Grade 10	1203	567
WASHINGTON	Grade 11	1053	595
WASHINGTON	Grade 12	1210	795
WASHINGTON	Grade 2	628	243
WASHINGTON	Grade 3	644	223
WASHINGTON	Grade 4	693	225
WASHINGTON	Grade 5	703	241
WASHINGTON	Grade 6	818	253
WASHINGTON	Grade 7	985	363
WASHINGTON	Grade 8	1028	531
WASHINGTON	Grade 9	1217	584
WASHINGTON	Kindergarten	478	185
WASHINGTON	Out of school	188	16
WASHINGTON	Total	11747	5059
WASHINGTON	Ungraded	.	.

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
WASHINGTON	992	25963

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	0	0
Juvenile corrections	10	138
Juvenile detention	0	0
Neglected programs	0	0
Other programs	6	138
Total	16	.

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

The 6 sites identified as "Other" are State Title I, D community day programs for children and youth who are enrolled in a regular program of instruction for at least 20 hours per week.

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	0
Juvenile corrections	10
Juvenile detention	0
Neglected programs	0
Other programs	6
Total	16

Data Quality Comments

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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
WASHINGTON	Total Long-Term Students Served	.	.	473	.	603
WASHINGTON	Total Unduplicated Students Served	.	.	838	.	791

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
WASHINGTON	Children with one or more disabilities (IDEA)	.	.	278	.	181
WASHINGTON	English learner	.	.	92	.	60

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
WASHINGTON	American Indian or Alaska Native	.	.	42	.	30
WASHINGTON	Asian	.	.	15	.	25
WASHINGTON	Black or African American	.	.	206	.	289
WASHINGTON	Hispanic or Latino	.	.	204	.	190
WASHINGTON	Native Hawaiian or Other Pacific	.	.	15	.	21
WASHINGTON	Total	.	.	838	.	791
WASHINGTON	Two or more races	.	.	45	.	54
WASHINGTON	White	.	.	311	.	182

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
WASHINGTON	Female	.	.	57	.	323
WASHINGTON	Male	.	.	781	.	468
WASHINGTON	Total	.	.	838	.	791

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
WASHINGTON	10 years old	.	.	0	.	0
WASHINGTON	11 years old	.	.	0	.	0
WASHINGTON	12 years old	.	.	3	.	1
WASHINGTON	13 years old	.	.	19	.	8
WASHINGTON	14 years old	.	.	46	.	29
WASHINGTON	15 years old	.	.	78	.	75
WASHINGTON	16 years old	.	.	155	.	147
WASHINGTON	17 years old	.	.	213	.	198
WASHINGTON	18 years old	.	.	235	.	193
WASHINGTON	19 years old	.	.	66	.	86
WASHINGTON	20 years old	.	.	22	.	41
WASHINGTON	21 years old	.	.	1	.	13
WASHINGTON	3 through 5	.	.	0	.	0
WASHINGTON	6 years old	.	.	0	.	0
WASHINGTON	7 years old	.	.	0	.	0
WASHINGTON	8 years old	.	.	0	.	0
WASHINGTON	9 years old	.	.	0	.	0
WASHINGTON	Total	.	.	838	.	791

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
WASHINGTON	Enrolled in local district school			43		75

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
WASHINGTON	Were accepted and/or enrolled into post-secondary education					28
WASHINGTON	Obtained high school diploma					66
WASHINGTON	Obtained employment					96
WASHINGTON	Enrolled in job training courses/programs					98
WASHINGTON	Enrolled in a GED program					171
WASHINGTON	Earned high school course credits					647
WASHINGTON	Earned a GED					70

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
WASHINGTON	Were accepted and/or enrolled into post-secondary education	4			84	S
WASHINGTON	Obtained high school diploma	6			158	S
WASHINGTON	Obtained employment	45			198	S
WASHINGTON	Enrolled in job training courses/programs	38			214	S
WASHINGTON	Enrolled in a GED program	8			127	S
WASHINGTON	Earned high school course credits	51			715	86
WASHINGTON	Earned a GED	11			23	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
WASHINGTON	Negative change			43		8
WASHINGTON	Up to one full grade			34		23
WASHINGTON	No Change			19		24
WASHINGTON	More than one full grade			50		25
WASHINGTON	Total			146		80

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
WASHINGTON	Negative change			43		8
WASHINGTON	Up to one full grade			34		23
WASHINGTON	No Change			19		24
WASHINGTON	More than one full grade			50		25
WASHINGTON	Total			146		80

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	15	177
Juvenile corrections	3	62
Juvenile detention	21	19
Neglected programs	0	0
Other programs	0	0
Total	39	.

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	15
Juvenile corrections	3
Juvenile detention	21
Neglected programs	0
Other programs	0
Total	39

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
WASHINGTON	Total Long-Term Students Served	672	.	256	.	.
WASHINGTON	Total Unduplicated Students Served	1202	.	2295	.	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
WASHINGTON	Children with one or more disabilities (IDEA)	313	.	431	.	.
WASHINGTON	English learner	74	.	97	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
WASHINGTON	American Indian or Alaska Native	128	.	154	.	.
WASHINGTON	Asian	15	.	68	.	.
WASHINGTON	Black or African American	103	.	440	.	.
WASHINGTON	Hispanic or Latino	211	.	410	.	.
WASHINGTON	Native Hawaiian or Other Pacific	19	.	81	.	.
WASHINGTON	Total	1202	.	2295	.	.
WASHINGTON	Two or more races	125	.	138	.	.
WASHINGTON	White	601	.	1004	.	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
WASHINGTON	Female	493	.	596	.	.
WASHINGTON	Male	709	.	1699	.	.
WASHINGTON	Total	1202	.	2295	.	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
WASHINGTON	10 years old	2	.	0	.	.
WASHINGTON	11 years old	17	.	6	.	.
WASHINGTON	12 years old	39	.	44	.	.
WASHINGTON	13 years old	75	.	131	.	.
WASHINGTON	14 years old	121	.	279	.	.
WASHINGTON	15 years old	126	.	401	.	.
WASHINGTON	16 years old	263	.	587	.	.
WASHINGTON	17 years old	295	.	647	.	.
WASHINGTON	18 years old	178	.	197	.	.
WASHINGTON	19 years old	52	.	1	.	.
WASHINGTON	20 years old	31	.	2	.	.
WASHINGTON	21 years old	2	.	0	.	.
WASHINGTON	3 through 5	0	.	0	.	.
WASHINGTON	6 years old	0	.	0	.	.
WASHINGTON	7 years old	0	.	0	.	.
WASHINGTON	8 years old	0	.	0	.	.
WASHINGTON	9 years old	1	.	0	.	.
WASHINGTON	Total	1202	.	2295	.	.

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
WASHINGTON	Enrolled in local district school	221		706		

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
WASHINGTON	Were accepted and/or enrolled into post-secondary education	21	3			8
WASHINGTON	Obtained high school diploma	52	S			S
WASHINGTON	Obtained employment	38	16			18
WASHINGTON	Enrolled in job training courses/programs	318	3			556
WASHINGTON	Enrolled in a GED program	205	8			114
WASHINGTON	Earned high school course credits	625	9			979
WASHINGTON	Earned a GED	65	4			45

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
WASHINGTON	Were accepted and/or enrolled into post-secondary education	S				
WASHINGTON	Obtained high school diploma	S				
WASHINGTON	Obtained employment	4				
WASHINGTON	Enrolled in job training courses/programs	25				
WASHINGTON	Enrolled in a GED program	66				
WASHINGTON	Earned high school course credits	144				
WASHINGTON	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
WASHINGTON	Negative change	37		12		
WASHINGTON	More than one full grade	27		17		
WASHINGTON	Up to one full grade	37		26		
WASHINGTON	No change	82		63		
WASHINGTON	Total	183		118		

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
WASHINGTON	Negative change	34		10		
WASHINGTON	More than one full grade	29		18		
WASHINGTON	Up to one full grade	29		31		
WASHINGTON	No change	89		61		
WASHINGTON	Total	181		120		

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	.
Safe and Healthy Students	.
Effective Use of Technology	.

Data Quality Comments
<p>OSPI did not collect this data for the 2019-20 reporting period. OSPI has a very old grants management system that does not allow for subcoding expenditures against a program specific budget category, e.g., Safe and Healthy vs. Well-Rounded. The narrative portion of each LEA's application includes detailed information on goals and activities tied to each of these categories, and includes an anticipated breakdown of planned spending by category, but the system does not provide any type of functionality that ties expenditures to program specific categories. It only captures standard allowable Object and Activity codes across all programs. This performance metric was not officially presented to Title IVA State Coordinators until December 2019 – six months into the performance period we are currently reporting on and not at the beginning. This means that each LEA would need to go back and create documentation after the fact. LEAs that received more than \$30,000 were instructed to maintain documentation that demonstrated it met the statutory requirements related to minimum spending by category per annual allocation. And that this documentation would be requested and reviewed during compliance monitoring. However, they were not instructed that this tracking is inclusive of the private school share, or the indirect funds. Additionally, LEAs that received less than \$30,000 were not required to track expenditures by category at all. Though these applications also include detailed descriptions of goals and activities tied to one or more category and projected budget. Many of the LEAs in Washington are small and rural and do not have district staff capacity to undertake a task such as recreating expenditure records. Of the 289 LEAs that were eligible to receive a Title IVA 2019-20 allocation, 198 LEAs (66%) received an allocation of less than \$30,000. OSPI intends to address the need to collect this expenditure data in two ways. 1. The agency is working with a vendor to develop a new grants management system. The new system will have the ability to subcode budgets and expenditures against program specific categories. The new system is scheduled to open for the 2021-22 school year. 2. At the beginning of the 2020-21 school year, the agency provided all LEAs with written notice of the expectation that they will report expenditures by program category at the end of the reporting period.</p>

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).

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).
80

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)	.	5
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	44
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)	.	2
Student Support and Enrichment Grants (Title IV, Part A)	73	4
Supporting Effective Instruction (Title II, Part A)	18	36

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)	.	.
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$187,134
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$2,281,185
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	.
Rural Education Initiative (Title V, Part B)	.	\$30,400
Student Support and Enrichment Grants (Title IV, Part A)	\$3,326,433	\$100,160
Supporting Effective Instruction (Title II, Part A)	\$1,343,768	\$2,071,322

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	15
Activities authorized under Part A of Title II	16
Activities authorized under Title III	5
Activities authorized under Part A of Title IV	19
Parental involvement activities	6

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

OSPI awards Title V, Part B, Subpart 2 funds (Rural and Low-Income Schools) as a block grant to eligible LEAs in Washington. These grants allow for LEAs to use these federal funds in a way that addresses their unique gaps in serving students. These funds are then used to positively affect the educational outcome of their underserved students and to further provide for the unique needs of the educators that serve these students. In the 2019-20 school year, Washington had 29 LEAs eligible to receive a Rural and Low-Income Schools (RLIS) Grant. Of these, all eligible LEAs chose to participate in RLIS. Of these participating districts: " 48% utilized a portion of their RLIS grant on activities allowable under the Title I, Part A program. " 48% utilized a portion of their RLIS grant on activities allowable under the Title II, Part A program. " 14% utilized a portion of their RLIS grant on activities allowable under the Title III program. " 55% utilized a portion of their RLIS grant on activities allowable under the Title IV, Part A program. " 21% utilized a portion of their RLIS grant on Parental Involvement activities. Additionally, LEAs who have been designated for comprehensive or targeted support work closely with OSPI's Office of System and School Improvement, which provides them with meaningful support to further the effectiveness of educational outcomes for their students.

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
OSPI offers regular and ongoing technical assistance to LEAs in Washington on an as-needed basis. The rural education program supervisor provides notices to LEAs regarding important Rural and Low-Income Schools (RLIS) grant deadlines and follows up via email and telephone when necessary. Additionally, that program supervisor regularly attends the semi-annual Rural Alliance Conference and, along with the director of consolidated program review and rural education, actively participates in the semi-annual Northwest Rural Innovation and Student Engagement (NW RISE) convenings. These activities allow for opportunities to provide technical assistance to attendees as needed. Due to the Coronavirus pandemic, OSPI moved all staff into remote working from home and eliminated travel opportunities on March 16, 2020. The above conferences continued to happen virtually where the aforementioned program supervisor(s) still attend and make themselves available to attendees in need of technical assistance.

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
OSPI used a formula based on the number of students in average daily attendance served by eligible LEAs in the state.

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

No funds were specifically designated for technical assistance. However, through our consolidated administration fund, state-level administration is supported for a program supervisor and director, both of whom provide technical assistance to LEAs.

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.
WASHINGTON	96	82.1