SEA-level data current as of 05/25/2022
LEA- and school-level data current as of 05/25/2022

CONSOLIDATED STATE PERFORMANCE REPORT
PART II

SCHOOL YEAR 2020-2021

KANSAS

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 36.50 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

2.1.2 Schools Identified for Comprehensive Support and Improvement

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

Populated with SY2021-2022 SCH-LEVEL FS206/DG842 and FS212/DG866.

Reason Type	Number of Schools	Number of Title I Schools	Number of Non-Title I Schools
Lowest performing five percent of Title I schools	28	27	1
High schools failing to graduate one third or more of their students	32	3	29

2.1.3 Schools Implementing Targeted Support and Improvement Plans

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

Populated with SY2021-2022 SCH-LEVEL FS206/DG842 and FS212/DG867.

Reason Type	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	101	80	21

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 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 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.

Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
All students	S	36586	87.9
American Indian or Alaska Native	S	317	84
Asian or Pacific Islander	S	1142	95
Asian	S	1072	95
Native Hawaiian or Other Pacific Islander	S	70	86
Black or African American	S	2532	82
Hispanic or Latino	S	7181	83.3
White	S	23538	90.1
Two or more races	S	1876	84
Children with Disabilities (IDEA)	S	4904	81.7
English learners	S	4391	82.4
Economically disadvantaged students	S	18088	81.1
Children in foster care	S	433	63
Children who are homeless	S	1164	69

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.

Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# For Which Data Are Unavailable	Total
All students	6316	27806	S	S
American Indian or Alaska Native	S	214	S	S
Asian or Pacific Islander	S	S	S	S
Asian	S	S	S	S
Black or African American	452	1754	S	S
Hispanic or Latino	1248	4900	S	S
White	4102	18537	S	S
Two or more races	327	1370	S	S
Female	3233	13765	S	S
Male	3083	14041	S	S
Children with Disabilities (IDEA)	512	3129	S	S
English Learners	421	1668	S	S
Economically disadvantaged students	1985	7562	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.

Special Services or Programs	# Students Served
Children with disabilities (IDEA)	28220
English learners	29790
Homeless students	2330
Migrant students	1157

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.

Race Ethnicity	# Students Served
American Indian or Alaska Native	1264
Asian	3057
Black or African American	15232
Hispanic or Latino	46715
Native Hawaiian or Other Pacific Islander	432
White	76908
Two or more races	9480
Total	153088

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.

Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
Age Birth through 2	191	0	0	0	191
Age 3 through 5 (not Kindergarten)	6492	24	0	0	6516
Kindergarten	15619	655	4	0	16278
Grade 1	16402	917	0	9	17328
Grade 2	16619	875	1	6	17501
Grade 3	16723	729	4	9	17465
Grade 4	16783	610	2	3	17398
Grade 5	16710	697	7	9	17423
Grade 6	12349	482	18	2	12851
Grade 7	9190	283	40	1	9514
Grade 8	8610	251	40	1	8902
Grade 9	3452	52	73	1	3578
Grade 10	3151	28	105	0	3284
Grade 11	2849	39	108	1	2997
Grade 12	2236	42	85	0	2363
Ungraded	28	0	0	0	28
Total	147404	5684	487	42	153617

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	6	365
Juvenile corrections	1	166
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	7	.

FAQ on programs and facilities - subpart 1:
How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	6
Juvenile corrections	1
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	7

Data Quality Comments

2.5.1.3 Students Served - Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	.	.	202	104	.
Total Unduplicated Students Served	.	.	202	104	.

Provide the number of students served by special populations.

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	.	70	57	.
English learners	.	.	0	32	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	.	.	4	1	.
Asian	.	.	1	0	.
Black or African American	.	.	58	39	.
Hispanic or Latino	.	.	52	0	.
Native Hawaiian or Other Pacific	.	.	3	0	.
White	.	.	82	64	.
Two or more races	.	.	2	0	.
Total	.	.	202	104	.

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	.	.	4	6	.
Male	.	.	198	98	.
Total	.	.	202	104	.

Provide the number of students served by age.

STATE_NAME	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
KANSAS	3 through 5	.	.	0	0	.
KANSAS	Age 6	.	.	0	0	.
KANSAS	Age 7	.	.	0	0	.
KANSAS	Age 8	.	.	0	0	.
KANSAS	Age 9	.	.	0	0	.
KANSAS	Age 10	.	.	0	0	.
KANSAS	Age 11	.	.	0	0	.
KANSAS	Age 12	.	.	1	0	.
KANSAS	Age 13	.	.	0	0	.
KANSAS	Age 14	.	.	7	0	.
KANSAS	Age 15	.	.	21	0	.
KANSAS	Age 16	.	.	39	0	.
KANSAS	Age 17	.	.	69	0	.
KANSAS	Age 18	.	.	45	2	.
KANSAS	Age 19	.	.	18	11	.
KANSAS	Age 20	.	.	2	42	.
KANSAS	Age 21	.	.	0	49	.
KANSAS	Total	.	.	202	104	.

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.

Outcomes (Once per Student, Only after Exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Enrolled in local district school			S	S	

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
Were accepted and/or enrolled into post-secondary education					68
Obtained high school diploma					26
Obtained employment					S
Enrolled in job training courses/programs					68
Enrolled in a GED program					54
Earned high school course credits					137
Earned a GED					26

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
Were accepted and/or enrolled into post-secondary education	S	S	S		
Obtained high school diploma	S	28	S		
Obtained employment	S	S	S		
Enrolled in job training courses/programs	S	S	S		
Enrolled in a GED program	S	66	S		
Earned high school course credits	S	38	S		
Earned a GED	S	21	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.

Performance Data (Based on Most Recent Pre Post-Test Data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			11	S	
Long-term students with no change in grade level from the pre- to post-test exams			S	S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			S	104	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			18	S	
Total students pre/post-tested			30	104	

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.

Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			S	S	
Long-term students with no change in grade level from the pre- to post-test exams			S	S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			S	104	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			S	S	
Total students pre/post-tested			S	104	

2.5.3 LEA Title I, Part D Programs and Facilities - Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	0	0
Juvenile corrections	0	0
Juvenile detention	11	52
Neglected programs	0	0
Other programs	0	0
Total	11	.

FAQ on average length of stay:
How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	0
Juvenile corrections	0
Juvenile detention	11
Neglected programs	0
Other programs	0
Total	11

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.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Long-Term Students Served	.	.	303	.	.
Total Unduplicated Students Served	.	.	1188	.	.

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	.	386	.	.
English learners	.	.	41	.	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	.	.	8	.	.
Asian	.	.	3	.	.
Black or African American	.	.	363	.	.
Hispanic or Latino	.	.	230	.	.
Native Hawaiian or Other Pacific	.	.	4	.	.
White	.	.	509	.	.
Two or more races	.	.	71	.	.
Total	.	.	1188	.	.

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	.	.	306	.	.
Male	.	.	882	.	.
Total	.	.	1188	.	.

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3 through 5	.	.	0	.	.
Age 6	.	.	3	.	.
Age 7	.	.	2	.	.
Age 8	.	.	3	.	.
Age 9	.	.	2	.	.
Age 10	.	.	8	.	.
Age 11	.	.	13	.	.
Age 12	.	.	33	.	.
Age 13	.	.	56	.	.
Age 14	.	.	138	.	.
Age 15	.	.	247	.	.
Age 16	.	.	283	.	.
Age 17	.	.	353	.	.
Age 18	.	.	43	.	.
Age 19	.	.	4	.	.
Age 20	.	.	0	.	.
Age 21	.	.	0	.	.
Total	.	.	1188	.	.

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.

Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in local district school			7		

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
Were accepted and/or enrolled into post-secondary education					7
Obtained high school diploma					7
Obtained employment					5
Enrolled in job training courses/programs					9
Enrolled in a GED program					12
Earned high school course credits					441
Earned a GED					S

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
Were accepted and/or enrolled into post-secondary education	11				
Obtained high school diploma	12				
Obtained employment	5				
Enrolled in job training courses/programs	S				
Enrolled in a GED program	6				
Earned high school course credits	72				
Earned a GED	S				

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.

Performance Data(Based on Most Recent Pre Post-Test Data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			S		
Long-term students with no change in grade level from the pre- to post-test exams			21		
Long-term students with improvement up to one full grade level from the pre- to post-test exams			24		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			S		
Total students pre/post-tested			68		

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 matheatics 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.

Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			19		
Long-term students with no change in grade level from the pre- to post-test exams			23		
Long-term students with improvement up to one full grade level from the pre- to post-test exams			21		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			6		
Total students pre/post-tested			69		

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	$2,070,848
Safe and Healthy Students	$1,286,943
Effective Use of Technology	$768,744

Data Quality Comments
Data is accurate as reported by the LEA's. Many of the KS LEA's will use the 12 month tydings period to spend the remainder of their funds. KS also had $1,970,517 transferred from Title IVA into other eligible programs.

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	145
Safe and Healthy Students	115
Effective Use of Technology	103
Any Content Area	188

Data Quality Comments
Data is accurate as reported. KS had 58 LEA's that transferred 100% of their Title IVA allocations into other eligible programs, and 6 LEA's that joined 2 consortiums.

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).
63

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)	.	1
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	39
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)	59	2
Supporting Effective Instruction (Title II, Part A)	13	23

Data Quality Comments

In the table below provide the total amount of FY 2020 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)	.	$25,989
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	$803,108
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)	$1,970,517	$12,606
Supporting Effective Instruction (Title II, Part A)	$220,643	$1,349,457

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 SY2020-21 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	4
Activities authorized under Part A of Title II	7
Activities authorized under Title III	2
Activities authorized under Part A of Title IV	4
Parental involvement activities	2

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
During the 2020-2021 school year RLIS districts maintained the levels of achievement in the areas of English Language Assessments, Math Assessments and English Learner Programs, and graduation rate. LEA's receiving RLIS funding continue to look at ways to utilize the amount of funding they receive to enhance student performance and help students toward meeting graduation requirements.

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 Kansas State Department of Education has an Assistant Director and a Program Consultant that work together to provide districts Technical Assistance for the RLIS program. The Program Consultant primarily works with districts to complete their Applications, funding questions, and navigating the federal website. The Assistant Director works with districts to maximize the use of their funding based on program size. This focuses on allocability, looking at the needs of the district and using the funds in combination with other federal ESEA funds to maximize the benefit.

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
KSDE allocates funds to eligible districts by first awarding a base amount of $15,000 to each eligible district. Any funds remaining after the base amount is awarded are allocated to districts based on a per pupil amount, using the district's average daily attendance (ADA).

2.8.5 RLIS State Administrative Funds

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

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	10

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 report.

Data Quality Comments

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

Populated with LEA-LEVEL FS131/DG614.

Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.
40	24.7

STATE CERTIFICATION

Did the State certify this report?
YES

Date the State certified
5/24/2022 7:41:48 AM