

# CONSOLIDATED STATE PERFORMANCE REPORT PART I

SCHOOL YEAR 2020-2021

PENNSYLVANIA



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, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

## 1.1 GENERAL INFORMATION

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

### 1.1.1 State Report Cards

State Report Card URL
<a href="https://www.education.pa.gov/K-12/ESSA/ESSAReportCard/Pages/default.aspx">https://www.education.pa.gov/K-12/ESSA/ESSAReportCard/Pages/default.aspx</a>

Data Quality Comment
However, the 2020-21 report card won't be posted until Spring 2022. PA extended it's 2020-21 State assessment windows through September 30, 2021. This pushed back all of our processing of assessment data accordingly. PDE will not receive 2020-21 final assessment results until January 2022. Once received, PDE must aggregate those results and then factor them into public reports and the Report Card.

## **1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS**

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

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

### **1.2.1 Academic Achievement and Participation in Mathematics Assessment**

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the ESEA by reporting on the number of students enrolled during the State's testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (IDEA)" includes children with disabilities, as defined under the Individuals with Disabilities Education Act (IDEA), who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group "English learners" should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

Populated with SEA-LEVEL FS175/DG583 and FS185/DG588.

## Grade 03

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	95084	75.8	95084	S	46.6
American Indian or Alaska Native	S	119	59	119	S	54
Asian or Pacific Islander	S	4322	73.7	4322	S	68.9
Asian	S	4228	73.7	4228	S	69.6
Native Hawaiian or other Pacific Islander	S	94	78	94	S	40
Black or African American	S	10202	53.6	10202	S	14.1
Hispanic or Latino	S	10696	61.6	10696	S	21.6
White	S	64877	84.7	64877	S	54.9
Two or more races	S	4868	75.3	4868	S	38.7
Children with disabilities (IDEA)	S	17955	73.2	17955	S	22.2
English learners	S	4405	63.6	4405	S	17.9
Economically disadvantaged students	S	41637	68.6	41637	S	27.3
Children in foster care	S	434	65	434	S	26
Children who are homeless	S	1144	66	1144	S	16
Migratory students	S	171	70	171	S	16
Military connected students	S	558	86	558	S	51
Male	S	48659	75.4	48659	S	48.2
Female	S	46425	76.1	46425	S	44.9

## Grade 04

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	95715	74.8	95715	S	35.7
American Indian or Alaska Native	S	124	64	124	S	24
Asian or Pacific Islander	S	4229	73.9	4229	S	59.8
Asian	S	4153	73.9	4153	S	60.3
Native Hawaiian or other Pacific Islander	S	76	72	76	S	32
Black or African American	S	10324	52.2	10324	S	9.3
Hispanic or Latino	S	10665	61.4	10665	S	14.0
White	S	65587	83.8	65587	S	42.3
Two or more races	S	4786	73.0	4786	S	28.4
Children with disabilities (IDEA)	S	18851	71.7	18851	S	17.2
English learners	S	4152	60.9	4152	S	9.7
Economically disadvantaged students	S	41319	67.4	41319	S	18.4
Children in foster care	S	449	66	449	S	14
Children who are homeless	S	1086	66	1086	S	10
Migratory students	S	146	68	146	S	10
Military connected students	S	520	83	520	S	42
Male	S	49164	74.9	49164	S	38.0
Female	S	46551	74.7	46551	S	33.2

## Grade 05

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	94012	73.0	94012	S	35.9
American Indian or Alaska Native	S	132	69	132	S	32
Asian or Pacific Islander	S	4075	71.9	4075	S	61.8
Asian	S	3985	72.0	3985	S	62.3
Native Hawaiian or other Pacific Islander	S	90	66	90	S	41
Black or African American	S	10095	51.7	10095	S	8.1
Hispanic or Latino	S	9835	55.9	9835	S	15.7
White	S	65256	82.5	65256	S	42.1
Two or more races	S	4619	70.0	4619	S	29.0
Children with disabilities (IDEA)	S	18802	69.6	18802	S	14.1
English learners	S	3347	55.7	3347	S	6.9
Economically disadvantaged students	S	39824	65.1	39824	S	18.7
Children in foster care	S	390	63	390	S	11
Children who are homeless	S	1029	63	1029	S	12
Migratory students	S	132	68	132	S	10
Military connected students	S	492	85	492	S	43
Male	S	48352	72.8	48352	S	37.0
Female	S	45660	73.3	45660	S	34.6

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	93735	70.7	93735	S	27.9
American Indian or Alaska Native	S	139	67	139	S	20
Asian or Pacific Islander	S	4058	70.3	4058	S	57.4
Asian	S	3996	70.5	3996	S	57.9
Native Hawaiian or other Pacific Islander	S	62	59	62	S	24
Black or African American	S	10054	50.0	10054	S	6.0
Hispanic or Latino	S	10387	57.8	10387	S	9.7
White	S	64778	78.9	64778	S	32.7
Two or more races	S	4319	67.1	4319	S	21.9
Children with disabilities (IDEA)	S	18237	67.0	18237	S	8.2
English learners	S	3059	57.5	3059	S	3.7
Economically disadvantaged students	S	39866	63.9	39866	S	12.8
Children in foster care	S	390	62	390	S	9
Children who are homeless	S	1014	60	1014	S	6
Migratory students	S	129	69	129	S	6
Military connected students	S	484	80	484	S	25
Male	S	48456	71.1	48456	S	27.6
Female	S	45279	70.3	45279	S	28.1

## Grade 07

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	93801	68.2	93801	S	26.5
American Indian or Alaska Native	S	129	58	129	S	25
Asian or Pacific Islander	S	3851	68.2	3851	S	57.6
Asian	S	3772	68.3	3772	S	58.3
Native Hawaiian or other Pacific Islander	S	79	64	79	S	22
Black or African American	S	10075	48.8	10075	S	6.2
Hispanic or Latino	S	9947	54.8	9947	S	9.7
White	S	65675	76.1	65675	S	30.7
Two or more races	S	4124	63.2	4124	S	20.6
Children with disabilities (IDEA)	S	18032	64.3	18032	S	6.3
English learners	S	2897	53	2897	S	3
Economically disadvantaged students	S	39071	61.5	39071	S	11.9
Children in foster care	S	400	61	400	S	6
Children who are homeless	S	884	56	884	S	6
Migratory students	S	114	63	114	S	5
Military connected students	S	545	79	545	S	29
Male	S	48857	68.9	48857	S	26.9
Female	S	44944	67.5	44944	S	26.1



## Grade 08

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	88147	63.9	88147	S	21.7
American Indian or Alaska Native	S	134	56	134	S	15
Asian or Pacific Islander	S	3599	62.2	3599	S	52.4
Asian	S	3517	62.4	3517	S	53.1
Native Hawaiian or other Pacific Islander	S	82	57	82	S	23
Black or African American	S	9159	45.0	9159	S	4.7
Hispanic or Latino	S	8774	48.6	8774	S	7.8
White	S	62897	72.0	62897	S	24.7
Two or more races	S	3584	57.3	3584	S	16.0
Children with disabilities (IDEA)	S	16833	60.4	16833	S	4.4
English learners	S	2351	47	2351	S	3
Economically disadvantaged students	S	35283	57.1	35283	S	9.5
Children in foster care	S	422	57	422	S	3
Children who are homeless	S	834	54	834	S	7
Migratory students	S	105	55	105	S	<=5
Military connected students	S	445	71	445	S	24
Male	S	46366	65.2	46366	S	21.3
Female	S	41781	62.5	41781	S	22.2

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	104148	90.8	104148	S	61.8
American Indian or Alaska Native	S	145	85	145	S	50
Asian or Pacific Islander	S	5141	94.3	5141	S	82.5
Asian	S	5052	94.5	5052	S	82.8
Native Hawaiian or other Pacific Islander	S	89	88	89	S	64
Black or African American	S	12182	83.0	12182	S	28.0
Hispanic or Latino	S	10233	82.8	10233	S	37.0
White	S	73243	93.4	73243	S	69.8
Two or more races	S	3204	87.6	3204	S	53.6
Children with disabilities (IDEA)	S	13575	74.0	13575	S	21.8
English learners	S	2126	70	2126	S	9
Economically disadvantaged students	S	36185	86.3	36185	S	43.2
Children in foster care	S	410	65	410	S	17
Children who are homeless	S	828	74	828	S	34
Migratory students	S	61	60	61	S	23
Military connected students	S	443	87	443	S	63
Male	S	51749	89.6	51749	S	61.0
Female	S	52399	92.0	52399	S	62.7

## **1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment**

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the ESEA by reporting on the number of students enrolled during the State’s testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group “children with disabilities (IDEA)” includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group “English learners” does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State’s reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

Populated with SEA-LEVEL FS178/DG584 and FS188/DG589.

## Grade 03

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	94244	75.1	94244	S	57.6
American Indian or Alaska Native	S	115	58	115	S	58
Asian or Pacific Islander	S	4284	73.1	4284	S	75.4
Asian	S	4192	73.0	4192	S	75.8
Native Hawaiian or other Pacific Islander	S	92	77	92	S	55
Black or African American	S	10068	52.9	10068	S	27.8
Hispanic or Latino	S	10094	58.2	10094	S	35.8
White	S	64826	84.7	64826	S	65.0
Two or more races	S	4857	75.0	4857	S	51.1
Children with disabilities (IDEA)	S	17843	72.8	17843	S	27.3
English learners	S	4136	59.7	4136	S	25.0
Economically disadvantaged students	S	40988	67.5	40988	S	39.8
Children in foster care	S	420	63	420	S	37
Children who are homeless	S	1155	67	1155	S	27
Migratory students	S	168	69	168	S	21
Military connected students	S	557	87	557	S	64
Male	S	48159	74.7	48159	S	54.8
Female	S	46085	75.6	46085	S	60.6

## Grade 04

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	95046	74.3	95046	S	55.9
American Indian or Alaska Native	S	127	65	127	S	46
Asian or Pacific Islander	S	4197	73.4	4197	S	74.8
Asian	S	4123	73.4	4123	S	75.3
Native Hawaiian or other Pacific Islander	S	74	70	74	S	49
Black or African American	S	10334	52.3	10334	S	26.2
Hispanic or Latino	S	10000	57.5	10000	S	33.9
White	S	65623	83.8	65623	S	63.1
Two or more races	S	4765	72.6	4765	S	50.8
Children with disabilities (IDEA)	S	18775	71.4	18775	S	23.4
English learners	S	3880	57.0	3880	S	20.6
Economically disadvantaged students	S	40841	66.7	40841	S	37.8
Children in foster care	S	447	66	447	S	30
Children who are homeless	S	1090	66	1090	S	27
Migratory students	S	141	65	141	S	16
Military connected students	S	522	84	522	S	62
Male	S	48769	74.3	48769	S	53.5
Female	S	46277	74.3	46277	S	58.4

## Grade 05

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	94053	73.1	94053	S	54.6
American Indian or Alaska Native	S	133	69	133	S	47
Asian or Pacific Islander	S	4066	71.7	4066	S	73.4
Asian	S	3979	71.9	3979	S	73.5
Native Hawaiian or other Pacific Islander	S	87	64	87	S	70
Black or African American	S	10128	51.8	10128	S	24.2
Hispanic or Latino	S	9784	55.7	9784	S	33.5
White	S	65300	82.5	65300	S	61.6
Two or more races	S	4642	70.4	4642	S	50.2
Children with disabilities (IDEA)	S	18808	69.6	18808	S	22.6
English learners	S	3236	54.0	3236	S	12.1
Economically disadvantaged students	S	39823	65.2	39823	S	36.8
Children in foster care	S	389	62	389	S	27
Children who are homeless	S	1025	63	1025	S	26
Migratory students	S	131	67	131	S	19
Military connected students	S	492	85	492	S	61
Male	S	48340	72.8	48340	S	50.5
Female	S	45713	73.4	45713	S	58.9

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	93309	70.4	93309	S	56.7
American Indian or Alaska Native	S	136	66	136	S	46
Asian or Pacific Islander	S	4053	70.2	4053	S	77.8
Asian	S	3990	70.4	3990	S	78.1
Native Hawaiian or other Pacific Islander	S	63	59	63	S	60
Black or African American	S	9978	49.6	9978	S	29.0
Hispanic or Latino	S	9835	54.8	9835	S	34.9
White	S	65004	79.2	65004	S	63.4
Two or more races	S	4303	66.8	4303	S	51.5
Children with disabilities (IDEA)	S	18185	66.8	18185	S	21.1
English learners	S	2847	54	2847	S	10
Economically disadvantaged students	S	39496	63.3	39496	S	38.8
Children in foster care	S	393	62	393	S	26
Children who are homeless	S	1026	61	1026	S	28
Migratory students	S	116	62	116	S	12
Military connected students	S	486	81	486	S	64
Male	S	48151	70.7	48151	S	51.7
Female	S	45158	70.1	45158	S	62.1

## Grade 07

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	93425	67.9	93425	S	52.7
American Indian or Alaska Native	S	123	55	123	S	46
Asian or Pacific Islander	S	3828	67.8	3828	S	77.4
Asian	S	3749	67.9	3749	S	78.0
Native Hawaiian or other Pacific Islander	S	79	64	79	S	48
Black or African American	S	9973	48.3	9973	S	27.5
Hispanic or Latino	S	9449	52.1	9449	S	33.3
White	S	65951	76.4	65951	S	58.2
Two or more races	S	4101	63.0	4101	S	47.5
Children with disabilities (IDEA)	S	17974	64.1	17974	S	16.8
English learners	S	2693	50	2693	S	11
Economically disadvantaged students	S	38667	60.9	38667	S	35.4
Children in foster care	S	391	60	391	S	25
Children who are homeless	S	878	56	878	S	24
Migratory students	S	98	54	98	S	19
Military connected students	S	542	78	542	S	62
Male	S	48561	68.5	48561	S	45.4
Female	S	44864	67.4	44864	S	60.7



## Grade 08

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	88508	64.1	88508	S	52.1
American Indian or Alaska Native	S	131	55	131	S	51
Asian or Pacific Islander	S	3599	62.2	3599	S	75.3
Asian	S	3516	62.3	3516	S	75.9
Native Hawaiian or other Pacific Islander	S	83	58	83	S	49
Black or African American	S	9118	44.8	9118	S	25.9
Hispanic or Latino	S	8754	48.5	8754	S	32.4
White	S	63310	72.4	63310	S	57.6
Two or more races	S	3596	57.5	3596	S	45.5
Children with disabilities (IDEA)	S	16913	60.6	16913	S	17.2
English learners	S	2279	45	2279	S	8
Economically disadvantaged students	S	35400	57.3	35400	S	34.9
Children in foster care	S	420	57	420	S	20
Children who are homeless	S	838	54	838	S	26
Migratory students	S	97	50	97	S	16
Military connected students	S	445	71	445	S	59
Male	S	46447	65.3	46447	S	46.5
Female	S	42061	62.9	42061	S	58.2

## High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	12851	54.0	12851	S	47.9
American Indian or Alaska Native	S	16	39	16	S	38
Asian or Pacific Islander	S	470	55	470	S	60
Asian	S	457	55	457	S	60
Native Hawaiian or other Pacific Islander	S	13	>=50	13	S	>=50
Black or African American	S	2205	49	2205	S	27
Hispanic or Latino	S	1703	41	1703	S	25
White	S	8001	60.3	8001	S	58.0
Two or more races	S	456	50	456	S	43
Children with disabilities (IDEA)	S	4256	51.3	4256	S	22.5
English learners	S	659	30	659	S	5
Economically disadvantaged students	S	6025	50.3	6025	S	34.6
Children in foster care	S	147	40	147	S	18
Children who are homeless	S	199	40	199	S	26
Migratory students	S	18	23	18	S	<=20
Military connected students	S	45	48	45	S	38
Male	S	7071	53.1	7071	S	41.5
Female	S	5780	55.1	5780	S	55.7

### **1.2.3 Academic Achievement and Participation in Science Assessment**

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the ESEA by reporting on the number of students enrolled during the State's testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

Populated with SEA-LEVEL FS179/DG585 and FS189/DG590.

Grade 03

## Grade 04

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	94365	73.8	94365	S	74.3
American Indian or Alaska Native	S	126	65	126	S	68
Asian or Pacific Islander	S	4199	73.4	4199	S	85.4
Asian	S	4123	73.4	4123	S	85.7
Native Hawaiian or other Pacific Islander	S	76	72	76	S	68
Black or African American	S	10042	50.8	10042	S	43.5
Hispanic or Latino	S	9930	57.1	9930	S	54.5
White	S	65362	83.5	65362	S	81.7
Two or more races	S	4706	71.8	4706	S	69.8
Children with disabilities (IDEA)	S	18618	70.8	18618	S	46.1
English learners	S	3948	57.9	3948	S	42.6
Economically disadvantaged students	S	40252	65.7	40252	S	59.6
Children in foster care	S	443	65	443	S	50
Children who are homeless	S	1057	64	1057	S	48
Migratory students	S	141	65	141	S	38
Military connected students	S	520	83	520	S	83
Male	S	48478	73.9	48478	S	74.2
Female	S	45887	73.7	45887	S	74.5

Grade 05

Grade 06

Grade 07



## Grade 08

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	87096	63.1	87096	S	50.0
American Indian or Alaska Native	S	135	56	135	S	45
Asian or Pacific Islander	S	3566	61.6	3566	S	73.4
Asian	S	3487	61.8	3487	S	73.8
Native Hawaiian or other Pacific Islander	S	79	55	79	S	54
Black or African American	S	8914	43.8	8914	S	19.4
Hispanic or Latino	S	8630	47.8	8630	S	27.7
White	S	62336	71.4	62336	S	56.6
Two or more races	S	3515	56.3	3515	S	41.8
Children with disabilities (IDEA)	S	16596	59.5	16596	S	17.2
English learners	S	2308	46	2308	S	8
Economically disadvantaged students	S	34706	56.1	34706	S	31.9
Children in foster care	S	408	55	408	S	17
Children who are homeless	S	824	53	824	S	23
Migratory students	S	98	51	98	S	13
Military connected students	S	441	71	441	S	57
Male	S	45801	64.4	45801	S	49.7
Female	S	41295	61.7	41295	S	50.2

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	58722	84.8	58722	S	66.0
American Indian or Alaska Native	S	77	76	77	S	61
Asian or Pacific Islander	S	3413	92.3	3413	S	84.7
Asian	S	3365	92.6	3365	S	84.9
Native Hawaiian or other Pacific Islander	S	48	79	48	S	73
Black or African American	S	6296	72.2	6296	S	33.5
Hispanic or Latino	S	5036	70.6	5036	S	40.2
White	S	42051	89.0	42051	S	72.9
Two or more races	S	1849	80	1849	S	57
Children with disabilities (IDEA)	S	8494	68.6	8494	S	22.1
English learners	S	962	51	962	S	6
Economically disadvantaged students	S	19376	77.6	19376	S	46.5
Children in foster care	S	242	50	242	S	19
Children who are homeless	S	461	61	461	S	28
Migratory students	S	23	31	23	S	<=20
Military connected students	S	264	80	264	S	67
Male	S	29152	83.1	29152	S	63.5
Female	S	29570	86.6	29570	S	68.5

## 1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

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

### 1.2.4.1 Participation of Children with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (IDEA) participating during the State's testing window in mathematics assessments required under Section 1111(b)(2) of the ESEA by the type of assessment. The percentage of children with disabilities (IDEA) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (IDEA) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all children with disabilities (IDEA) as defined under the IDEA. Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Populated with SEA-LEVEL FS185/DG588.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	13064	10.7
Regular Assessment With Accommodations	68626	56.1
Regular Assessment Without Accommodations	40595	33.2
Total	122285	.

### 1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics

Populated with SEA-LEVEL FS185/DG588.

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
13064	664642	2

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

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

### 1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment

The data provided should include reading/language arts participation data from all children with disabilities (IDEA) as defined under the IDEA. Do not include former children with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Note: For this question only, report on children with disabilities (IDEA) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	13005	11.5
Recently arrived ELs, Took ELP	.	.
Regular Assessment With Accommodations	63952	56.7
Regular Assessment Without Accommodations	35797	31.7
Total	112754	.

### 1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts

Populated with SEA-LEVEL FS188/DG589.

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
13005	571436	2.3

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

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

### 1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment

The data provided should include science participation results from all children with disabilities (IDEA) as defined under the IDEA. Do not include former children with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	5358	12.3
Regular Assessment With Accommodations	23107	52.9
Regular Assessment Without Accommodations	15243	34.9
Total	43708	.

## 1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science

Populated with SEA-LEVEL FS189/DG590.

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
5358	240183	2.2

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

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

Data Quality Comment
Pennsylvania was not able to apply for a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the AA-AAAS for ELA, Math, or Science in 2020-21 due to not meeting the 95% participation requirement for students with disabilities participating in statewide assessment. PDE continues to work with USDE on a compliance plan of action to address the 1% cap requirement.

## 1.2.5 Assessments for ELs

This section collects information on EL assessment results.

### 1.2.5.1 EL Provisions for Content Assessments

This sub-section collects information on provisions provided to ELs.

#### 1.2.5.1.1 Recently arrived ELs taking ELP assessments in lieu of reading/language arts assessments

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the ESEA.

Populated with SEA-LEVEL FS188/DG589.

### 1.2.5.1.2 Native language assessments offered

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

Native Language Testing	Yes No	If yes, are the tests considered trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	Yes	All of the Spanish exams are translated. They are also trans-adapted	Spanish
State offers the State reading/language arts content tests in the students' native language(s).	No		
State offers the State science content tests in the students' native language(s).	Yes	All of the Spanish exams are translated. They are also trans-adapted	Spanish

### 1.2.5.2 Performance of ELs on State ELP Assessment

In the table below, please provide, for all ELs, the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

Populated with SEA-LEVEL FS137/DG674 and FS139/DG676.

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	60847	10682	S	17.8	S	2.3

### 1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds, the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

Populated with SEA-LEVEL FS050/DG151 and FS138/DG675.

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	57918	10601	S	17.7	S	2.2
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	9410	1658	S	9.7	S	0.7

### 1.2.5.3.1 ELs in LEAs receiving Title III funds who have exited Language Instruction Educational Program (LIEP) based on attaining ELP

In the table below, please provide, for ELs in LEAs receiving Title III, Part A funds, the number and percentage who have exited an LIEP based on attaining ELP.

Populated with SEA-LEVEL FS211/DG865.

# ELs Exited	Percent ELs Exited
4170	6

### 1.2.5.3.2 ELs in LEAs receiving Title III funds who have not attained proficiency in 5 years

In the table below, please provide, for ELs in LEAs receiving Title III, Part A funds, the number and percentage who have not attained proficiency within five years.

Populated with SEA-LEVEL FS210/DG864.

# ELs Not Proficient	Percent ELs Not Proficient
15777	92.1

### 1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the ESEA.

#### 1.2.5.4.1 Students in LEAs receiving Title III funds who have exited EL status by year

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

Populated with SEA-LEVEL FS126/DG668.

First year	Second year	Third year	Fourth year	Total
2989	2852	2152	581	8574



### 1.2.5.4.2 Results for students in LEAs receiving Title III funds who have exited EL status in mathematics

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who identified as children with disabilities who have exited EL status on the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs (LIEPs) and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	1791	35	329	10
Second year	1624	38	283	8
Third year	1196	41	287	7
Fourth year	285	47	138	10

### 1.2.5.4.3 Results for students in LEAs receiving Title III funds who have exited EL status in reading/language arts

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual reading/language arts assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	1700	58	299	20
Second year	1452	66	263	17
Third year	1084	69	233	17
Fourth year	254	72	101	18

### 1.2.5.4.4 Results for students in LEAs receiving Title III funds who have exited EL status in science

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual science assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	390	73	92	12
Second year	308	74	95	8
Third year	391	61	137	6
Fourth year	134	60	96	5

### 1.2.6 Grants for State Assessments and Related Activities

#### 1.2.6.1 Grants for State Assessments and Related Activities

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

##### 1.2.6.1.1 Percentages of funds used for standards and assessment development and other purposes

For funds your State had available under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) during SY2020-21, estimate what percentage of the funds your State used for the following (round to the nearest 10 percent).

Purpose	Percentage (Rounded to the Nearest 10 Percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA	10
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	90

### 1.2.6.1.2 Use of funds for purposes other than standards and assessment development

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

Purpose	Used for Purpose (Yes No)
Administering assessments required by Section 1111(b) of the ESEA	Yes
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	Yes
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the ESEA.	No
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the ESEA and academic assessments in languages other than English to meet the State’s obligations under Section 1111(b)(2)(F) of the ESEA.	Yes
Ensuring the continued validity and reliability of State assessments.	Yes
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	Yes
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	No
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA in order to integrate engineering design skills and practices into such assessments.	No
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the ESEA and other assessments not required under Section 1111(b)(2) of the ESEA.	Yes
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the ESEA, and using the principles of universal design for learning.	Yes
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the ESEA.	Yes
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	No
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	No
Designing report cards and reports under Section 1111(h) of the ESEA in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	Yes
Other	No

Data Quality Comment

## 1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are frequently asked questions (FAQs) about these data.

### 1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

FS103 is optional in SY2020-21.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
No poverty quartile reported	120479.5	13835.69	11.5
Total Schools	120479.5	13835.69	11.5

### 1.3.2 Teachers Teaching with Emergency or Provisional Credentials

In the table below, provide information on the credentials of teachers by poverty quartile and level.

FS103 is optional in SY2020-21.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Teachers Teaching with an Emergency or Provisional Credential	Percent Teachers Teaching with an Emergency or Provisional Credential
No poverty quartile reported	120479.5	2285.26	1.9
Total Schools	120479.5	2285.26	1.9

### 1.3.3 Teachers Who Are Not Teaching in the Subject or Field for Which They Are Certified or Licensed

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

FS103 is optional in SY2020-21.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
No poverty quartile reported	120479.5	.	.
Total Schools	120479.5	.	.

### 1.3.4 Poverty Quartile Breaks (Optional)

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

High-Poverty Schools (More than what %)	Low-Poverty Schools (Less than what %)	Poverty Metric Used
62	30	Poverty Indicator used

#### FAQ:How are the poverty quartiles determined?

Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

Data Quality Comment

## 1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

### 1.4.1 EL Enrollment Data

#### 1.4.1.1 Number of All ELs Enrolled in the State

In the table below, provide the October 1 count of all ELs in the State who meet the EL definition under Section 8101(21) of the ESEA.

-Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.

-Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the ESEA) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the ESEA) in the all EL student count in this table.

Populated with SEA-LEVEL FS141/DG678.

Total ELs	#
Total English Learners in State	71571
English Learners with Disabilities	11495

#### 1.4.1.2 Number of ELs in LEAs Receiving Title III Funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

Populated with SEA-LEVEL FS116/DG648.

ELs Receiving Services	#
English Learners Served by LIEP	67247

### 1.4.2 LIEPs

Note: Section 3201(7) The term 'LIEP' means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency while meeting challenging State academic standards and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, for each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA, please provide a comma-separated list of the language(s) of instruction used.

Populated with SEA-LEVEL FS116/DG849.

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	73005	English
Dual Language or Two-way Immersion	308	English, Spanish
ESL or ELD	0	
Newcomer programs	0	
Other	0	
Transitional Bilingual Education or Early-Exit Bilingual Education	1140	English, Spanish

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

Comments

Data Quality Comment

### 1.4.3 Most Common Languages Spoken in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed.

Populated with SEA-LEVEL FS141/DG678.

Language	# ELs
Spanish; Castilian	45480
Arabic	3159
Chinese	2949
Nepali	2008
Portuguese	1743



## 1.4.4 Teacher Information and Professional Development

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

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the ESEA and reported in CSPR Section 1.4.2( LIEPs) even if they are not paid with Title III funds.

Populated with SEA-LEVEL FS067/DG422.

Number of teachers serving in LIEPs in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years*
2942	2435	545

\*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

Data Quality Comment

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

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

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

Activities of LEAs	Number of LEAs
Supporting the development and implementation of LIEPs	303
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	303
Supporting implementation of school wide programs	302
Professional development to teachers and other personnel serving ELs	302
Parent and community engagement activities	0
Supporting the development and implementation of pre-school programs	0
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	303
Improving instruction of ELs with disabilities	0
Providing tutorials, career and technical education	303
Offering programs to help ELs achieve success in post-secondary education	0
Other	.

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

Data Quality Comment
The state does not currently collect a code specifically for "Parent and community engagement activities", so there is no data. The state has corrected this and will collect it in the future.

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

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

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

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

<b>Comments</b>
Implementation of ELD standards, Reclassification procedures for ELs, Data analysis, Identification and screening procedures, compliance with federal and state laws, understanding accountability measures, progress monitoring of ELs, culturally responsive education, sociolinguistics, Engaging Multilingual Newcomers, ELD curriculum development, equity and social justice for ELs

<b>Data Quality Comment</b>

## 1.4.7 Education Programs and Activities for Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the ESEA.

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519.

# Immigrant Students Enrolled	# Immigrant Students in LEAs Receiving Funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
21917	17289	38

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the ESEA or zero (0) subgrants, explain in comment box below.

Comments
N/A

Data Quality Comment

**Table 1.4.7 Definitions:**

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

**1.4.8 State Subgrant Activities**

This section collects data on State subgrant activities.

**1.4.8.1 State Subgrant Process**

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

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

Date State Received Allocation	Date Funds Available to Subgrantees	# Days \$\$ Distribution
7/1/2020	7/1/2020	0

Data Quality Comment

**Table 1.4.8.1 Definitions:**

- 1. Date State Received Allocation:** Date the State receives the Title III allocation from ED.
- 2. Date Funds Available to Subgrantees:** Date that Title III funds are available to approved subgrantees.
- 3. # of Days/\$\$ Distribution:** Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

### 1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

Comments
N/A

### 1.4.9 Title III Subgrantees

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

#### 1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the ESEA.

Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?
No

Data Quality Comment

## 1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B “Identifying Persistently Dangerous Schools” in the Unsafe School Choice Option Non-Regulatory Guidance, available at <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Populated with SCH-LEVEL FS130/DG36; Note a table will only appear if the State reported at least one school as persistently dangerous.

#
1

## 1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

Populated with LEA-LEVEL FS170/DG754.

LEAs	#	# LEAs Reporting Data
LEAs with subgrants	713	713
LEAs without subgrants	73	78

### Data Quality Comment

LEAs with subgrants include SDs, CSs, and COMCTCs, and IUs. LEAs without subgrants include OCCCTCs and SJCIs, as well as Bryn Athyn SD and closed CSs who all had no enrolled students. Additionally, Philadelphia SD includes Philadelphia AVTS and Philadelphia IU 26, Pittsburgh SD includes Pittsburgh AVTS and Pittsburgh-Mt Oliver IU 2, and Erie SD includes City of Erie Regional Career & Technical School.

### 1.6.1 All LEAs (with and without McKinney-Vento Subgrants)

The following questions collect data on homeless children and youth in the State.

#### 1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655.



<b>Grade Level</b>	<b>Number of Homeless Enrolled Students</b>
Age 3 through 5 (not Kindergarten)	608
Grade 1	2226
Grade 10	1921
Grade 11	1842
Grade 12	2457
Grade 2	2302
Grade 3	2127
Grade 4	2077
Grade 5	2043
Grade 6	2077
Grade 7	1959
Grade 8	1914
Grade 9	2054
Kindergarten	1628
Ungraded	0
No category code available or required	27235

### 1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when s/he was identified as homeless. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655.

<b>Primary Nighttime Residence Type</b>	<b>Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth</b>	<b>Number of Homeless Enrolled Students</b>
Doubled Up	4240	17920
Hotels/Motels	217	2671
Sheltered	756	6045
Unsheltered	93	599

### 1.6.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Populated with SEA-LEVEL FS118/DG655.

Subgroup	Number of Homeless Enrolled Students
Children with one or more disabilities (IDEA)	8142
English learners	2551
Unaccompanied youth	5306
Migratory students	928

### 1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Populated with SEA-LEVEL FS194/DG818.

Age Level	Number of Young Homeless Children Served
Age 3 through 5 (not Kindergarten)	3225
Age Birth through 2	2814

### 1.6.3 ARP-Homeless I Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless I funds including those participating in consortia?	10

#### Data Quality Comment

This count includes the 8 ECYEH regional offices, plus subawards to the contracted evaluator and the contracted technical assistance team.

## 1.6.4 ARP-Homeless II Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?	440

Data Quality Comment
ARP I includes 10 awards - 8 to the ECYEH regional offices plus two awards to support Pennsylvania Department of Education activities. APR II includes 432 LEAs that opted to apply for their own funding allocation plus the 8 ECYEH ARP II consortia managed by the 8 regions.

## 1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II

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

Data are published outside the report.

Data Quality Comment
The excel file was emailed to OESE.CSPR@ed.gov on 12/14/2021. 432 LEAs will receive their own subgrants through ARP-HCY II funds; an additional 15 LEAs opted to join one of 8 consortia to access their ARP-HCY II funds.

## 1.7 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2020 through August 31, 2021. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as 'Age 3 through 5 (not Kindergarten)' only if the child's residency in the state was verified after the child turned three.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

### 1.7.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2020 through August 31, 2021. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 1.7.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

**FAQs on Child Count:**

- a. How is 'out-of-school' defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are 'here-to-work' only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a 'migratory child' are eligible for the MEP.
- b. How is 'ungraded' defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting 'a child in the age/grade category in which s/he spent the majority of his/her time while residing in the State' defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2020-21. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
The PA MEP has no concerns about the accuracy of the reported child counts or the underlying eligibility determinations. The PA MEP has a mature data collection system and EdFacts/CSPR process as well as a high quality ID&R quality control process.

### 1.7.1.1 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, 2020 through August 31, 2021. 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.

Age Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarten)	576
Kindergarten	276
Grade 1	273
Grade 2	282
Grade 3	305
Grade 4	279
Grade 5	257
Grade 6	239
Grade 7	233
Grade 8	241
Grade 9	299
Grade 10	224
Grade 11	185
Grade 12	123
Ungraded	0
Out of School	549
Total	4341

### 1.7.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
The PA MEP did not have an increase or decrease in Category 1 greater than 10%

### 1.7.1.3 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, 2020 through August 31, 2021.

Populated with SEA-LEVEL FS121/DG634.

State	Age Grade	Eligible Migratory Children
PENNSYLVANIA	Age Birth through 2	184

## 1.7.2 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, 2020 through August 31, 2021. 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
PENNSYLVANIA	Age 3 through 5 (not Kindergarten)	416
PENNSYLVANIA	Kindergarten	184
PENNSYLVANIA	Grade 1	195
PENNSYLVANIA	Grade 2	200
PENNSYLVANIA	Grade 3	217
PENNSYLVANIA	Grade 4	199
PENNSYLVANIA	Grade 5	174
PENNSYLVANIA	Grade 6	160
PENNSYLVANIA	Grade 7	151
PENNSYLVANIA	Grade 8	146
PENNSYLVANIA	Grade 9	182
PENNSYLVANIA	Grade 10	132
PENNSYLVANIA	Grade 11	104
PENNSYLVANIA	Grade 12	13
PENNSYLVANIA	Out of School	245
PENNSYLVANIA	Ungraded	0
PENNSYLVANIA	Total	2718



### 1.7.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
The PA MEP did not have an increase or decrease in Category 1 greater than 10%

### 1.7.2.2 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, 2020 through August 31, 2021. 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.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age Birth through 2	0

## 1.7.3 Child Count Calculation and Validation Procedures

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

### 1.7.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who in the case of Category 2 were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

### Comments

The PA MEP has strong central management of the program including a regional structure where all aspects are overseen by managers who are focused on the MEP. This also includes a strong state-wide management of ID&R as well as the data system. Written guidelines are in place as well as regular statewide and regional trainings. Program eligibility is established using a strict quality control process that includes adherence to a PA MEP quality control manual. This process begins with face-to-face interviews (or remote interviews due to COVID-19) being performed by highly trained recruiters using an electronic COE that automatically provides various data quality checks. However these checks are only one part of the system. Extensive reviews are also conducted by trained MEP personnel. The COE then goes through various levels of quality control that includes review by a trained and qualified regional recruitment coordinator/COE Reviewer and then further review by a regional quality control team before the child/family can be approved as eligible. Students/Youth can ONLY be entered into Pennsylvania's migratory student database using the Pennsylvania approved version of the National COE. In addition, monthly reviews are done by the state ID&R Coordinator using a random sampling method. Re-interviews are also done on a regional as well as state-wide level as additional check for ensuring all students are indeed eligible for the program. This results in strong confidence that every child entered into the database is in fact an eligible migrant child/youth. Data is managed using a centralized database which eliminates duplicates and ensures that a student is only counted once. When producing data for CSPR, the programming logic is a mature logic that was developed many years ago and has been compared to MSIX childcount logic and includes data checks that ensure:

- 1) That the QAD of the child is at least within 36 months (QAD must be on or after 9/2/2017) of their residency during the period between 9/1/2020 and 8/31/2021 or before their service in summer 2021.
- 2) That they have a resident enrollment at least one day between 9/1/2020 and 8/31/2021. Enrollments for students not making a qualifying move during the year are re-verified every year by requiring staff to complete an annual needs-assessment, which requires meeting with the child and/or family thus ensuring residency and entering a residency verification date that must be confirmed during the eligibility window, which is typically the performance period, but with special restrictions on students who turn age 3 or age 22 during the period, ensuring each student was resident after their third birthday and before their twenty-second.
- 3) Initial eligibility/ID&R process will not allow for entering a child who has already received a diploma or HSED. When an already enrolled child/youth receives a HSED or Diploma, the date is entered into the system. This date is then compared to make sure they had at least one day of eligibility and residency between 9/1/2020 and 8/31/2021 that was prior to receiving the diploma or HSED. As required, services are no longer provided to students who have received a HSED or Diploma and they will not be counted in future years. In addition, data checks are in place to make sure a student who received a HSED or Diploma prior to the Summer Session are not included in the Category 2 count. Also, once a student graduates or receives a HSED, they are withdrawn from the system and thus will not be counted in subsequent years.
- 4) Numerous checks are also in place to make sure children are not duplicated. This includes initial searches and checks by the Data Specialist upon approving a child in the system, looking for matches within MSIX, and various reports used to search for students on the state database that have similar data elements to manually ensure they are in fact different students. If at any time it is deemed a student has been entered twice, the data is merged and they are then handled as a single student.
- 5) If a student is enrolled in multiple grades during the year, the system calculates a single grade using OME Guidelines and that is what is used to ensure that they are only counted once per grade. In addition, grade totals are totaled and compared to overall counts to ensure they match, as part of a report-quality check.
- 6) When performing the Category 2 count, the State Migrant Database uses our Service Delivery system that indicates what (if any) types of summer services have been provided to a student. Staff are trained according to OME guidelines as to what constitutes a service and the Commonwealth has developed standards. Only those students who are indicated as having received a service provided during the summer are counted on the Category 2 count.
- 7) Once a student turns 22, they are no longer served and reports will not count them in Category 1 and/or Category 2 counts as appropriate. Data on any child who turns age three during either the entire Category 1 period or specifically in the Category 2 period are painstakingly examined to determine whether they should be counted as "Age birth through 2" or "Age 3-5". This includes checking to see if they left the area prior to turning age 3. If so, they are counted in the Age birth to 2 count, even though they turned 3 during the year. The same philosophy is used with Category 2 and if the child did not turn Age 3 prior to receiving the summer service, they are not listed in the Age 3-5 subcategory.
- 8) Most EDFacts files are produced directly from the State Migrant Database. For files that require merging data with other state data, the MEP provides a file of all eligible MEP students using the unique state identifier for each student and then the MEP reviews the results to be sure files are accurate. As mentioned below, MSIX is also used to ensure the childcounts and child count logic are accurate. As of the date we took our State snapshot (10-12-21) for the 2020-2021 year, our Category 1 and Category 2 counts were an exact match to MSIX for the second year in a row.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every ED Facts 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 ED Facts 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

Data Quality Comments
PA uses MSIX to verify quality of data in various ways. First of all, the MSIX matching system helps us identify any potential duplicates, above and beyond our internal controls. MSIX can also be used as a way to verify prior history to determine eligibility and also to check on prior moves. We also utilize the MSIX child reconciliation reports to compare our counts to MSIX and had a perfect match for both our A1 and A2 counts at the time we took our snapshot of our database for the data we are reporting for 2020-2021 Performance Period for the second year in a row.

### 1.7.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

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

**What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the Comment row at the end of this table.**

2019-20

#### Comments

N/A since was performed and reported in a prior year.

**FAQ on independent prospective re-interviews:**

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

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

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2020-21.

Comments
N/A since was performed and reported in a prior year.

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
N/A since was Sperformed and reported in a prior 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



## 1.7.4 Eligible Migratory Children

### 1.7.4.1 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.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	221
Kindergarten	97
Grade 1	102
Grade 2	85
Grade 3	100
Grade 4	75
Grade 5	83
Grade 6	74
Grade 7	74
Grade 8	72
Grade 9	108
Grade 10	45
Grade 11	40
Grade 12	24
Out of School	277
Ungraded	0
Total	1477

#### 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.

### 1.7.4.2 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.

Age Grade	ELs During the Performance Period
Age 3 through 5 (not Kindergarte	497
Kindergarten	202
Grade 1	205
Grade 2	196
Grade 3	230
Grade 4	200
Grade 5	178
Grade 6	181
Grade 7	169
Grade 8	178
Grade 9	215
Grade 10	180
Grade 11	126
Grade 12	89
Out of School	471
Ungraded	0
Total	3317

### 1.7.4.3 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.

Age Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	29
Kindergarten	12
Grade 1	16
Grade 2	11
Grade 3	25
Grade 4	18
Grade 5	23
Grade 6	16
Grade 7	16
Grade 8	19
Grade 9	23
Grade 10	13
Grade 11	12
Grade 12	6
Out of School	7
Ungraded	0
Total	246

### 1.7.4.4 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, 2021 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	QAD During the Performance Period
Age Birth through 2	112
Age 3 through 5 (not Kindergarten)	185
Kindergarten	83
Grade 1	75
Grade 2	68
Grade 3	71
Grade 4	52
Grade 5	63
Grade 6	47
Grade 7	49
Grade 8	46
Grade 9	83
Grade 10	27
Grade 11	30
Grade 12	13
Out of School	270
Ungraded	0
Total	1274

## 1.7.5 Academic Status

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

### 1.7.5.1 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.

Grade	Dropouts During the Performance Period
Grade 7	3
Grade 8	1
Grade 9	7
Grade 10	14
Grade 11	10
Grade 12	9
Total	44

#### 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 2020-21 performance period, (2) were not enrolled at the beginning of the current (2021-22) 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 2020-21 performance period should not be reported in this item.

### 1.7.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
1

Data Quality Comments

## 1.7.6 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.

<b>Age Grade</b>	<b>Served During the Performance Period</b>
Age Birth through 2	64
Age 3 through 5 (not Kindergarte	527
Kindergarten	246
Grade 1	255
Grade 2	264
Grade 3	291
Grade 4	267
Grade 5	240
Grade 6	229
Grade 7	216
Grade 8	225
Grade 9	270
Grade 10	209
Grade 11	170
Grade 12	117
Ungraded	0
Out of School	403
Total	3993

### 1.7.6.1 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.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarte	214
Kindergarten	94
Grade 1	101
Grade 2	85
Grade 3	99
Grade 4	75
Grade 5	83
Grade 6	73
Grade 7	73
Grade 8	70
Grade 9	106
Grade 10	45
Grade 11	39
Grade 12	24
Ungraded	0
Out of School	251
Total	1432



### 1.7.6.2 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.

Age Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	24
Grade 10	72
Grade 11	122
Grade 12	154
Ungraded	0
Out of School	0
Total	372

#### 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.

### 1.7.6.3 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.

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	6
Age 3 through 5 (not Kindergarten)	493
Kindergarten	221
Grade 1	229
Grade 2	243
Grade 3	269
Grade 4	243
Grade 5	214
Grade 6	203
Grade 7	191
Grade 8	190
Grade 9	224
Grade 10	177
Grade 11	143
Grade 12	89
Ungraded	0
Out of School	350
Total	3485

### 1.7.6.4 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.

Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age 3 through 5 (not Kindergarte	153	133	.
Age Birth through 2	0	0	.
Grade 1	101	88	.
Grade 10	29	32	1
Grade 11	29	24	0
Grade 12	7	8	2
Grade 2	80	72	.
Grade 3	117	104	.
Grade 4	110	92	.
Grade 5	92	82	.
Grade 6	90	77	.
Grade 7	91	81	.
Grade 8	80	68	0
Grade 9	42	42	0
Kindergarten	75	61	.
Out of School	8	3	0
Total	1104	967	3
Ungraded	0	0	0

#### FAQ on Types of Instructional Services:

What is 'high school credit accrual'? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

### 1.7.6.5 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.

Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age 3 through 5 (not Kindergarte	516	21
Age Birth through 2	64	3
Grade 1	252	25
Grade 10	207	75
Grade 11	169	23
Grade 12	114	14
Grade 2	262	30
Grade 3	291	41
Grade 4	264	35
Grade 5	233	26
Grade 6	218	16
Grade 7	209	23
Grade 8	218	19
Grade 9	266	77
Kindergarten	245	18
Out of School	380	31
Total	3908	477
Ungraded	0	0

#### FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

### **1.7.7 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.

#### **1.7.7.1 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.

<b>Number of schools that enrolled eligible migratory children</b>	<b>Number of eligible migratory children enrolled in those schools</b>
443	2726

#### **1.7.7.2 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.

## STATE CERTIFICATION

**Did the State certify  
this report?**

YES

**Date the State  
certified**

3/30/2022 11:08:24  
AM