

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART II

SCHOOL YEAR 2021-2022

ALABAMA



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 36.50 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

## 2.1 ACCOUNTABILITY

### 2.1.2 Schools Identified for Comprehensive Support and Improvement

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

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG866.

Reason Type	Number of Schools	Number of Title I Schools	Number of Non-Title I Schools
Lowest performing five percent of Title I schools	21	21	.
Reason not reported	38	37	1

### 2.1.3 Schools Implementing Targeted Support and Improvement Plans

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

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG867.

Reason Type	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	5	4	1

### 2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

#### 2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

#### 2.1.4.2 Section 1003 of the ESEA Allocations to Schools

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

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

## 2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

### 2.2.1 Four Year Adjusted Cohort Graduation Rates

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

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

Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
All students	S	53869	88.2
American Indian or Alaska Native	S	540	88
Asian or Pacific Islander	S	972	94
Asian	S	909	95
Native Hawaiian or Other Pacific Islander	S	63	87
Black or African American	S	17322	85.2
Hispanic or Latino	S	4585	83.8
White	S	29360	90.4
Two or more races	S	1090	90
Children with Disabilities (IDEA)	S	4934	73.5
English learners	S	1349	68
Economically disadvantaged students	S	26188	82.6
Children in foster care	S	206	64
Children who are homeless	S	703	76

#### Frequently asked questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

## 2.2.2 Postsecondary Enrollment

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

Populated with SEA-LEVEL FS160/DG739.

<b>Student Group</b>	<b># Enrolled in an IHE</b>	<b># Not Enrolled in an IHE</b>	<b># For Which Data Are Unavailable</b>	<b>Total</b>
All students	25094	S	24516	S
American Indian or Alaska Native	S	S	S	S
Asian or Pacific Islander	S	S	S	S
Asian	S	S	S	S
Native Hawaiian or Other Pacific Islander	S	S	S	S
Black or African American	7217	S	8387	S
Hispanic or Latino	1348	S	2379	S
White	15200	S	12766	S
Two or more races	748	S	703	S
Female	14431	S	10557	S
Male	10663	S	13959	S
Children with Disabilities (IDEA)	963	S	3672	S
English Learners	163	S	694	S
Economically disadvantaged students	7408	S	12644	S

## 2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

### 2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

Special Services or Programs	# Students Served
Children with disabilities (IDEA)	61850
English learners	26981
Homeless students	6257
Migrant students	1230

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

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

<b>Race Ethnicity</b>	<b># Students Served</b>
American Indian or Alaska Native	4944
Asian	3248
Black or African American	172528
Hispanic or Latino	49480
Native Hawaiian or Other Pacific Islander	522
White	206115
Two or more races	12969
Total	449806

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

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

Populated with SEA-LEVEL FS134/DG670.

Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
Age Birth through 2	977	0	0	0	977
Age 3 through 5 (not Kindergarten)	17989	0	0	2	17991
Kindergarten	44455	100	13	127	44695
Grade 1	43024	151	9	120	43304
Grade 2	40714	151	19	131	41015
Grade 3	39924	184	10	129	40247
Grade 4	40205	128	16	127	40476
Grade 5	39293	44	19	115	39471
Grade 6	36014	26	16	134	36190
Grade 7	32917	22	34	169	33142
Grade 8	33061	22	26	173	33282
Grade 9	23636	0	37	178	23851
Grade 10	19771	0	35	148	19954
Grade 11	18381	0	33	151	18565
Grade 12	18504	0	20	121	18645
Ungraded	0	0	0	0	0
Total	448865	828	287	1825	451805

## 2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2021 through June 30, 2022.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:

**o Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.

**o At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.

**o Juvenile Corrections:** An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.

**o Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

**o Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

**o Other:** Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

### 2.5.1 State Agency Title I, Part D Programs and Facilities - Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

#### 2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.



State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	9	45
Juvenile corrections	2	225
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	11	.

**FAQ on programs and facilities - subpart 1:**

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

Data Quality Comments
N/A

**2.5.1.2 Programs and Facilities That Reported - Subpart 1**

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

State Program Facility Type	# Reporting Data
Adult corrections	9
Juvenile corrections	2
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	11

Data Quality Comments
N/A

### 2.5.1.3 Students Served - Subpart 1

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

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	.	.	207	52	.
Total Unduplicated Students Served	.	.	209	58	.

Provide the number of students served by special populations.

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	.	53	25	.
English learners	.	.	0	0	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	.	.	2	0	.
Asian	.	.	0	0	.
Black or African American	.	.	117	52	.
Hispanic or Latino	.	.	2	0	.
Native Hawaiian or Other Pacific	.	.	1	0	.
White	.	.	87	6	.
Two or more races	.	.	0	0	.
Total	.	.	209	58	.

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	.	.	0	3	.
Male	.	.	209	55	.
Total	.	.	209	58	.

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Age 3 through 5	.	.	0	0	.
Age 6	.	.	0	0	.
Age 7	.	.	0	0	.
Age 8	.	.	0	0	.
Age 9	.	.	0	0	.
Age 10	.	.	0	0	.
Age 11	.	.	0	0	.
Age 12	.	.	1	0	.
Age 13	.	.	5	0	.
Age 14	.	.	26	0	.
Age 15	.	.	51	0	.
Age 16	.	.	43	0	.
Age 17	.	.	40	0	.
Age 18	.	.	35	2	.
Age 19	.	.	7	12	.
Age 20	.	.	1	18	.
Age 21	.	.	0	26	.
Total	.	.	209	58	.

**FAQ on unduplicated count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

### 2.5.1.4 Academic, Career, and Technical Outcomes While in the State Agency Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

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

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

Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days after Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days after Exit	Juvenile Corrections - In Fac
Earned high school course credits					142
Earned a GED					11
Enrolled in a GED program					24
Enrolled in job training courses/programs					S
Were accepted and/or enrolled into post-secondary education					3
Obtained employment					S
Obtained high school diploma					S

<b>Outcomes</b>	<b>Juvenile Corrections - 90 Days after Exit</b>	<b>Adult Corrections - In Fac</b>	<b>Adult Corrections - 90 Days after Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days after Exit</b>
Earned high school course credits	49	25	S		
Earned a GED	S	S	S		
Enrolled in a GED program	S	10	S		
Enrolled in job training courses/programs	S	S	S		
Were accepted and/or enrolled into post-secondary education	S	20	S		
Obtained employment	S	S	S		
Obtained high school diploma	S	7	S		

## 2.5.2 Academic Performance - Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

### 2.5.2.1 Academic Performance in Reading - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628.

<b>Performance Data (Based on Most Recent Pre Post-Test Data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams			39	S	
Long-term students with no change in grade level from the pre- to post-test exams			21	13	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			15	S	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			4	S	
Total students pre/post-tested			79	18	

### 2.5.2.2 Academic Performance in Mathematics - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628.

<b>Performance Data (Based on most recent pre post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams			45	S	
Long-term students with no change in grade level from the pre- to post-test exams			20	13	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			14	S	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			10	S	
Total students pre/post-tested			89	18	

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

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

### 2.5.3.1 Programs and Facilities - Subpart 2

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

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	8	114
Juvenile corrections	3	97
Juvenile detention	14	82
Neglected programs	8	267
Other programs	0	0
Total	33	.

#### FAQ on average length of stay:

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

Data Quality Comments
N/A



### 2.5.3.2 Programs and Facilities That Reported - Subpart 2

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

<b>LEA Program or Facility Type</b>	<b># Reporting Data</b>
At-risk programs	8
Juvenile corrections	2
Juvenile detention	14
Neglected programs	8
Other programs	0
Total	32

<b>Data Quality Comments</b>
N/A

### 2.5.3.3 Students Served - Subpart 2

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

Populated with LEA-LEVEL FS127/DG657.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Long-Term Students Served	409	291	251	66	.
Total Unduplicated Students Served	943	535	1866	234	.

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with one or more disabilities (IDEA)	128	109	229	37	.
English learners	7	1	56	1	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	8	0	2	0	.
Asian	4	1	20	0	.
Black or African American	361	304	933	91	.
Hispanic or Latino	13	5	44	32	.
Native Hawaiian or Other Pacific	0	3	8	0	.
White	521	186	757	111	.
Two or more races	36	36	102	0	.
Total	943	535	1866	234	.

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	314	241	466	38	.
Male	629	294	1400	196	.
Total	943	535	1866	234	.

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Age 3 through 5	0	0	0	0	.
Age 6	0	0	0	0	.
Age 7	3	0	0	0	.
Age 8	4	0	0	0	.
Age 9	8	0	0	0	.
Age 10	17	1	0	0	.
Age 11	41	13	1	0	.
Age 12	95	23	21	0	.
Age 13	120	41	113	5	.
Age 14	130	86	241	37	.
Age 15	167	127	362	38	.
Age 16	156	93	524	59	.
Age 17	129	101	476	60	.
Age 18	66	34	125	32	.
Age 19	7	13	3	2	.
Age 20	0	3	0	1	.
Age 21	0	0	0	0	.
Total	943	535	1866	234	.

**FAQ on unduplicated count:**

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

### 2.5.3.4 Academic, Career, and Technical Outcomes While in the LEA Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

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

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

Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
Obtained employment	71	4	8	37	12
Enrolled in a GED program	54	S	70	8	104
Enrolled in job training courses/programs	S	S	S	S	8
Earned high school course credits	398	97	287	33	1207
Were accepted and/or enrolled into post-secondary education	13	10	9	3	21
Obtained high school diploma	58	23	18	11	13
Earned a GED	23	S	S	S	15

<b>Outcomes</b>	<b>Juvenile Detention - 90 Days After Exit</b>	<b>Juvenile Corrections - In Fac</b>	<b>Juvenile Corrections - 90 Days After Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days After Exit</b>
Obtained employment	23	S	S		
Enrolled in a GED program	48	S	S		
Enrolled in job training courses/programs	13	S	S		
Earned high school course credits	671	93	S		
Were accepted and/or enrolled into post-secondary education	12	S	S		
Obtained high school diploma	22	S	5		
Earned a GED	9	S	S		

### 2.5.3.5 Academic Performance - Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

#### 2.5.3.5.1 Academic Performance in Reading - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on Most Recent Pre Post-Test Data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	47	38	16	8	
Long-term students with no change in grade level from the pre- to post-test exams	45	117	290	13	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	49	137	132	21	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	72	45	82	20	
Total students pre/post-tested	213	337	520	62	

#### FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021, through June 30, 2022.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

### 2.5.3.5.2 Academic Performance in Mathematics - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629.

<b>Performance Data(Based on most recent pre post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams	54	26	19	10	
Long-term students with no change in grade level from the pre- to post-test exams	39	100	285	12	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	69	170	116	17	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	51	41	70	23	
Total students pre/post-tested	213	337	490	62	

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

### 2.6.1 Funds Spent Under Title IV, Part A

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

Content Area	Amount of Funds Spent
Well-Rounded	\$5,931,370
Safe and Healthy Students	\$7,490,738
Effective Use of Technology	\$1,669,646

Data Quality Comments

### 2.6.2 LEAs Who Spent Funds Under Title IV, Part A

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

Content Area	Number of LEAs Spending Funds
Well-Rounded	102
Safe and Healthy Students	115
Effective Use of Technology	85
Any Content Area	117

Data Quality Comments



## 2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

### 2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2021-2022?
No

Data Quality Comments
N/A

### 2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
29

Data Quality Comments
N/A

### 2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	1
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	21
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	7
Student Support and Enrichment Grants (Title IV, Part A)	25	0
Supporting Effective Instruction (Title II, Part A)	11	7

<b>Data Quality Comments</b>

In the table below provide the total amount of FY 2021 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$25,678
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$1,820,933
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$341,988
Student Support and Enrichment Grants (Title IV, Part A)	\$2,109,449	\$0
Supporting Effective Instruction (Title II, Part A)	\$739,061	\$659,911

Data Quality Comments
N/A

## 2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

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

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

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2020-21 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	53
Activities authorized under Part A of Title II	25
Activities authorized under Title III	4
Activities authorized under Part A of Title IV	21
Parental involvement activities	11

Data Quality Comments
N/A

### 2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments**

The Alabama State Department of Education (ALSDE) expects LEAs to meet RLIS standards by utilizing the flexible funds provided by the program to increase student achievement for example: increasing academic achievement, improving graduation rates, supporting English language acquisition and proficiency, and providing professional learning opportunities for teachers and staff. These funds provide a supplemental grant program addressing the literacy, math, and technology needs of rural school districts, and specific advancements are reflected in the total programs strengthened by this essential support.

### 2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
Eligible LEAs complete an annual Comprehensive Needs Assessment to determine program objectives. RLIS funds are used to target specific objectives from each district's needs assessment. The use of funds coincides with the LEAs Consolidated Plan and is closely aligned with the purposes and allowable activities in Title V. LEAs receiving funding complete the eGAP Application process and include elements of how funds will be budgeted within the district. The eGAP application is submitted and reviewed by ALSDE staff. ALSDE staff provides a variety of technical assistance to districts receiving federal funds. Technical Assistance is available via site visits, phone calls, emails, face-to-face training, annual conferences, and Webinars. LEAs may receive TA through direct requests from the central office.

### 2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
Alabama is awarded Title V, Part B funds through a formula grant based on the number of students in average daily attendance served by the LEA. The ALSDE allocates funding to eligible LEAs via a similar formula grant. The funding is intended to provide flexibility in using funds under authorized Titles and Parental Involvement activities to meet the specific needs of the rural LEAs. Eligible LEAs must complete an annual comprehensive Needs Assessment to determine program objectives. RLIS funds will be used to target the specific objectives from the needs assessments.

## 2.8.5 RLIS State Administrative Funds

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

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	100

Data Quality Comments
N/A

## 2.8.6 RLIS LEAs Awarded Funds

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

Data published outside report.

Data Quality Comments
A completed excel file was emailed to the following address: OESE.CSPR@ed.gov

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

Populated with LEA-LEVEL FS131/DG614.

Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.
1	25

## STATE CERTIFICATION

**Did the State certify  
this report?**

YES

**Date the State  
certified**

5/19/2023 1:22:10 PM