

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART II

SCHOOL YEAR 2021-2022

ARKANSAS



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
	30	.	.
	125	.	.
Lowest performing five percent of Title I schools	13	.	.
High schools failing to graduate one third or more of their students	3	.	.
Reason not reported	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.

### 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	35864	88.2
American Indian or Alaska Native	S	230	84
Asian or Pacific Islander	S	961	88
Asian	S	649	95
Native Hawaiian or Other Pacific Islander	S	312	74
Black or African American	S	7016	84.7
Hispanic or Latino	S	5028	86.7
White	S	21606	89.8
Two or more races	S	1023	86
Children with Disabilities (IDEA)	S	4573	82.9
English learners	S	3154	82.0
Economically disadvantaged students	S	24215	85.4
Children in foster care	S	255	64
Children who are homeless	S	2343	78

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

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

## 2.2.2 Postsecondary Enrollment

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

Populated with SEA-LEVEL FS160/DG739.

<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	13564	S	18641	S
American Indian or Alaska Native	72	S	124	S
Asian or Pacific Islander	335	S	520	S
Asian	309	S	311	S
Native Hawaiian or Other Pacific Islander	26	S	209	S
Black or African American	2100	S	3990	S
Hispanic or Latino	1557	S	2905	S
White	9116	S	10578	S
Two or more races	384	S	524	S
Female	7807	S	8334	S
Male	5757	S	10307	S
Children with Disabilities (IDEA)	996	S	3784	S
English Learners	424	S	1764	S
Economically disadvantaged students	6441	S	11839	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)	44824
English learners	28374
Homeless students	7088
Migrant students	2129

### 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	1862
Asian	4017
Black or African American	69731
Hispanic or Latino	44556
Native Hawaiian or Other Pacific Islander	3683
White	179808
Two or more races	11763
Total	315420

### 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	0	0	0	0	0
Age 3 through 5 (not Kindergarten)	12243	352	0	110	12705
Kindergarten	29972	2436	3	153	32564
Grade 1	29258	2310	3	252	31823
Grade 2	28989	2411	8	245	31653
Grade 3	29187	2126	15	280	31608
Grade 4	29051	2032	39	276	31398
Grade 5	27544	3035	86	221	30886
Grade 6	25092	3602	166	184	29044
Grade 7	22612	2568	276	148	25604
Grade 8	21906	2295	358	113	24672
Grade 9	20486	1169	419	70	22144
Grade 10	16909	1290	372	54	18625
Grade 11	16392	1423	251	105	18171
Grade 12	15302	1388	101	51	16842
Ungraded	103	4	.	0	107
Total	325046	28441	2097	2262	357846

## 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	4	168
Juvenile corrections	5	237
Juvenile detention	0	.
Neglected programs	0	.
Other programs	0	.
Total	9	.

### 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

All facilities/programs under the Arkansas Department of Correction (DOC) are adult correctional institutions, and all facilities/programs under the Arkansas Division of Youth Services (DYS) are juvenile correctional institutions. Arkansas did not collect the average length of stay as indicated on the CSPR guide for the SY 2021-2022, but a plan is already in place to collect the data following the provided guidance for the next reporting year.

### 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	4
Juvenile corrections	5
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	9

#### Data Quality Comments

2 State Agencies are served under Title I part D subpart I. The Arkansas Department of Correction (DOC) has four facilities/programs, and the Arkansas Division of Youth Services (DYS) has five facilities/programs.

### 2.5.1.3 Students Served - Subpart 1

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

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	.	.	479	25	.
Total Unduplicated Students Served	.	.	561	1121	.

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)	.	.	128	8	.
English learners	.	.	3	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	.	.	0	0	.
Asian	.	.	7	14	.
Black or African American	.	.	238	456	.
Hispanic or Latino	.	.	37	59	.
Native Hawaiian or Other Pacific	.	.	0	0	.
White	.	.	257	516	.
Two or more races	.	.	22	76	.
Total	.	.	561	1121	.

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	.	.	91	423	.
Male	.	.	470	698	.
Total	.	.	561	1121	.

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	98	.
Age 11	.	.	4	143	.
Age 12	.	.	7	177	.
Age 13	.	.	40	312	.
Age 14	.	.	66	178	.
Age 15	.	.	90	83	.
Age 16	.	.	154	16	.
Age 17	.	.	128	8	.
Age 18	.	.	57	18	.
Age 19	.	.	12	39	.
Age 20	.	.	3	36	.
Age 21	.	.	0	13	.
Total	.	.	561	1121	.

**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	Neglected Programs - In Fac	Neglected Programs - 90 Days after Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days after Exit	Juvenile Corrections - In Fac
Enrolled in job training courses/programs					227
Were accepted and/or enrolled into post-secondary education					8
Enrolled in a GED program					154
Earned high school course credits					410
Earned a GED					87
Obtained high school diploma					18
Obtained employment					47

<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>
Enrolled in job training courses/programs	S	S	S		
Were accepted and/or enrolled into post-secondary education	S	S	S		
Enrolled in a GED program	S	36	S		
Earned high school course credits	S	S	S		
Earned a GED	S	6	S		
Obtained high school diploma	S	S	S		
Obtained employment	S	S	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			S	S	
Long-term students with no change in grade level from the pre- to post-test exams			38	S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			S	S	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			S	S	
Total students pre/post-tested			38	S	

## 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			68	8	
Long-term students with no change in grade level from the pre- to post-test exams			47	5	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			41	10	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			22	5	
Total students pre/post-tested			178	24	

## 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	16	166
Juvenile corrections	0	.
Juvenile detention	0	.
Neglected programs	0	.
Other programs	0	.
Total	16	.

#### 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

Arkansas did not collect the average length of stay as indicated on the CSPR guide for the SY 2021-2022, but a plan is already in place to collect the data following the provided guidance for the next reporting year.



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

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

LEA Program or Facility Type	# Reporting Data
At-risk programs	16
Juvenile corrections	0
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	16

#### Data Quality Comments

Arkansas did not collect the average length of stay as indicated on the CSPR guide for the SY 2021-2022, but a plan is already in place to collect the data following the provided guidance for the next reporting year.

### 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	750	.	.	.	.
Total Unduplicated Students Served	1550	.	.	.	.

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)	570	.	.	.	.
English learners	0	.	.	.	.

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	25	.	.	.	.
Asian	4	.	.	.	.
Black or African American	414	.	.	.	.
Hispanic or Latino	74	.	.	.	.
Native Hawaiian or Other Pacific	1	.	.	.	.
White	969	.	.	.	.
Two or more races	63	.	.	.	.
Total	1550	.	.	.	.

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	655	.	.	.	.
Male	895	.	.	.	.
Total	1550	.	.	.	.

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Age 3 through 5	6	.	.	.	.
Age 6	6	.	.	.	.
Age 7	9	.	.	.	.
Age 8	12	.	.	.	.
Age 9	44	.	.	.	.
Age 10	69	.	.	.	.
Age 11	107	.	.	.	.
Age 12	192	.	.	.	.
Age 13	298	.	.	.	.
Age 14	385	.	.	.	.
Age 15	407	.	.	.	.
Age 16	380	.	.	.	.
Age 17	175	.	.	.	.
Age 18	21	.	.	.	.
Age 19	0	.	.	.	.
Age 20	0	.	.	.	.
Age 21	0	.	.	.	.
Total	2111	.	.	.	.

**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.

<b>Outcomes</b>	<b>At-Risk Programs - In Fac</b>	<b>At-Risk Programs - 90 Days After Exit</b>	<b>Neglected Programs - In Fac</b>	<b>Neglected Programs - 90 Days After Exit</b>	<b>Juvenile Detention - In Fac</b>
Earned high school course credits	472	S			
Obtained high school diploma	32	S			
Were accepted and/or enrolled into post-secondary education	4	S			
Enrolled in job training courses/programs	38	S			
Enrolled in a GED program	27	S			
Obtained employment	43	S			
Earned a GED	19	S			

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

### 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	S				
Long-term students with no change in grade level from the pre- to post-test exams	155				
Long-term students with improvement up to one full grade level from the pre- to post-test exams	S				
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	S				
Total students pre/post-tested	155				

**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	158				
Long-term students with no change in grade level from the pre- to post-test exams	157				
Long-term students with improvement up to one full grade level from the pre- to post-test exams	164				
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	68				
Total students pre/post-tested	547				

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

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

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

Content Area	Amount of Funds Spent
Well-Rounded	\$2,155,978
Safe and Healthy Students	\$1,883,947
Effective Use of Technology	\$343,925

#### Data Quality Comments

The content area totals are accurate as reported. The sum is below the low threshold established by the program office due to the high number of LEAs that transfer their Title IV funds to another Title program. Most of the LEAs that receive the minimum amount of \$10,000 transfer this amount to their Title I budget.

### 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	78
Safe and Healthy Students	65
Effective Use of Technology	37
Any Content Area	184

#### Data Quality Comments

Any Content Area-Administration (184)



## 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.

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

<b>Data Quality Comments</b>

### 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.

<b>LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).</b>
188

<b>Data Quality Comments</b>

### 2.7.3 LEA Funds Transfers

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

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	3
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	175
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)	.	10
Student Support and Enrichment Grants (Title IV, Part A)	160	2
Supporting Effective Instruction (Title II, Part A)	139	10

<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.

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$29,714
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$11,828,009
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)	.	\$903,502
Student Support and Enrichment Grants (Title IV, Part A)	\$6,380,302	\$112,955
Supporting Effective Instruction (Title II, Part A)	\$6,774,277	\$384,563

#### **Data Quality Comments**

The amount of \$13,258,743 reflects two LEAs that transferred funds into Title IV, this transfer was not reflected in their application or budget but was transferred in their final expenditures.

## 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	56
Activities authorized under Part A of Title II	1
Activities authorized under Title III	1
Activities authorized under Part A of Title IV	29
Parental involvement activities	6

Data Quality Comments

### 2.8.2 RLIS Objectives and Outcomes

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

**Comments**

The State reviews and approves LEA use of RLIS funds annually. Plans are reviewed to ensure that funds are being used to address allowable activities under the RLIS program. Assistance is given to districts to use a comprehensive needs assessment to determine the objectives and outcomes of their unique needs as an LEA. This in turns allows the State to meet their objective of increasing student achievement through supplemental activities for students as well as directing RLIS funding to change adult behaviors through improving instructional practices directly correlated to student achievement. There is also an expectation that LEAs should use funds for the purpose of recruiting and retaining quality staff. The State's objective is for LEAs to use the funds to improve the teaching and learning that is occurring within the district.

### 2.8.3 RLIS Technical Assistance

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

Comments
The State has staff dedicated to the RLIS Program. The program advisor is responsible for guiding districts on performing a needs assessment, using RLIS funds to address needs, prioritizing needs, allowable use of funds with program, and evaluation of program. Advisor is responsible of notifying districts, with assistance from Finance office, of funds that may be at risk of expiring. Technical support is given through phone calls, webinars, emails, and onsite when requested.

### 2.8.4 RLIS Subgrant Award Determination

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

Comments
The SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

## 2.8.5 RLIS State Administrative Funds

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

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments
RLIS funds retained for state level administration are placed in a consolidated pool of admin funds with other eligible federal programs' admin set asides as allowed by federal statute.

## 2.8.6 RLIS LEAs Awarded Funds

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

Data published outside report.

Data Quality Comments

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

Populated with LEA-LEVEL FS131/DG614.

Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.
65	100

## STATE CERTIFICATION

**Did the State certify  
this report?**

YES

**Date the State  
certified**

5/25/2023 9:15:04 AM