CONSOLIDATED STATE PERFORMANCE REPORT
PART II

SCHOOL YEAR 2021-2022

VIRGINIA

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	.	.
Lowest performing five percent of Title I schools	21	.	.

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	6	.	.

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	98737	89.1
American Indian or Alaska Native	S	202	86
Asian or Pacific Islander	S	7741	96.4
Asian	S	7590	96.5
Native Hawaiian or Other Pacific Islander	S	151	91
Black or African American	S	21084	86.1
Hispanic or Latino	S	16508	77.9
White	S	47891	92.8
Two or more races	S	5311	91.0
Children with Disabilities (IDEA)	S	12287	70.2
English learners	S	10872	69.2
Economically disadvantaged students	S	37505	82.4
Children in foster care	S	295	60
Children who are homeless	S	1105	67

Frequently asked questions (FAQs) on graduation rates:
What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

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

Populated with SEA-LEVEL FS160/DG739.

Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# For Which Data Are Unavailable	Total
All students	54014	S	30130	S
Asian or Pacific Islander	5917	S	1001	S
Asian	5917	S	1001	S
Black or African American	10565	S	8317	S
Hispanic or Latino	6712	S	6183	S
White	30820	S	14629	S
Female	29647	S	12310	S
Male	24367	S	17820	S
Children with Disabilities (IDEA)	3652	S	4947	S
English Learners	910	S	5007	S
Economically disadvantaged students	15032	S	16228	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)	54697
English learners	57658
Homeless students	6511
Migrant students	132

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

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

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

Populated with SEA-LEVEL FS037/DG548.

Race Ethnicity	# Students Served
American Indian or Alaska Native	889
Asian	10536
Black or African American	109670
Hispanic or Latino	82325
Native Hawaiian or Other Pacific Islander	441
White	126971
Two or more races	20529
Total	351361

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	241	0	0	0	241
Age 3 through 5 (not Kindergarten)	9380	115	0	0	9495
Kindergarten	60630	1288	0	0	61918
Grade 1	45178	1347	0	0	46525
Grade 2	45405	1439	0	0	46844
Grade 3	45158	1259	0	0	46417
Grade 4	44932	1038	0	0	45970
Grade 5	42098	1196	0	0	43294
Grade 6	15259	151	0	0	15410
Grade 7	11514	213	0	0	11727
Grade 8	10608	93	0	0	10701
Grade 9	4191	0	0	0	4191
Grade 10	3014	0	0	0	3014
Grade 11	2864	0	0	0	2864
Grade 12	2750	0	0	0	2750
Ungraded	.	.	.	.	0
Total	343222	8139	0	0	351361

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	.	.
Juvenile corrections	1	365
Juvenile detention	24	51
Neglected programs	.	.
Other programs	.	.
Total	.	.

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

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

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

State Program Facility Type	# Reporting Data
Adult corrections	.
Juvenile corrections	1
Juvenile detention	24
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

2.5.1.3 Students Served - Subpart 1

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

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	0	319	115	0	0
Total Unduplicated Students Served	0	2105	142	0	0

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)	0	667	59	0	0
English learners	0	139	4	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	0	0	0	0	0
Asian	0	12	0	0	0
Black or African American	0	1165	101	0	0
Hispanic or Latino	0	225	10	0	0
Native Hawaiian or Other Pacific	0	6	0	0	0
White	0	602	28	0	0
Two or more races	0	95	3	0	0
Total	0	2105	142	0	0

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	0	412	7	0	0
Male	0	1693	135	0	0
Total	0	2105	142	0	0

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	0	0	0
Age 6	0	0	0	0	0
Age 7	0	0	0	0	0
Age 8	0	0	0	0	0
Age 9	0	0	0	0	0
Age 10	0	0	0	0	0
Age 11	0	11	0	0	0
Age 12	0	36	0	0	0
Age 13	0	101	1	0	0
Age 14	0	218	4	0	0
Age 15	0	359	15	0	0
Age 16	0	544	25	0	0
Age 17	0	658	34	0	0
Age 18	0	158	43	0	0
Age 19	0	19	15	0	0
Age 20	0	1	3	0	0
Age 21	0	0	2	0	0
Total	0	2105	142	0	0

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		1876	12		

Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days after Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days after Exit	Juvenile Corrections - In Fac
Were accepted and/or enrolled into post-secondary education			25	S	21
Obtained high school diploma			29	S	10
Obtained employment			S	S	S
Enrolled in job training courses/programs			124	S	13
Enrolled in a GED program			S	S	33
Earned high school course credits			S	S	85
Earned a GED			69	S	13

Outcomes	Juvenile Corrections - 90 Days after Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days after Exit	Other Programs - In Fac	Other Programs - 90 Days after Exit
Were accepted and/or enrolled into post-secondary education	5				
Obtained high school diploma	S				
Obtained employment	40				
Enrolled in job training courses/programs	5				
Enrolled in a GED program	7				
Earned high school course credits	12				
Earned a GED	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.

Performance Data (Based on Most Recent Pre Post-Test Data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		75	6		
Long-term students with no change in grade level from the pre- to post-test exams		35	5		
Long-term students with improvement up to one full grade level from the pre- to post-test exams		58	4		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		115	3		
Total students pre/post-tested		283	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.

Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		53	5		
Long-term students with no change in grade level from the pre- to post-test exams		39	6		
Long-term students with improvement up to one full grade level from the pre- to post-test exams		59	4		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		126	5		
Total students pre/post-tested		277	20		

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	9	45
Juvenile corrections	13	83
Juvenile detention	.	.
Neglected programs	0	0
Other programs	0	0
Total	22	.

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

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

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

LEA Program or Facility Type	# Reporting Data
At-risk programs	9
Juvenile corrections	13
Juvenile detention	.
Neglected programs	0
Other programs	0
Total	22

Data Quality Comments

2.5.3.3 Students Served - Subpart 2

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

Populated with LEA-LEVEL FS127/DG657.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Long-Term Students Served	433	0	0	202	0
Total Unduplicated Students Served	944	0	0	694	0

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)	247	0	0	366	.
English learners	12	0	0	18	.

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	2	0	0	3	0
Asian	9	0	0	6	0
Black or African American	362	0	0	268	0
Hispanic or Latino	81	0	0	35	0
Native Hawaiian or Other Pacific	1	0	0	0	0
White	385	0	0	288	0
Two or more races	104	0	0	74	0
Total	944	0	0	674	0

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	388	0	0	277	0
Male	556	0	0	417	0
Total	944	0	0	694	0

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	1	0
Age 6	4	0	0	1	0
Age 7	3	0	0	2	0
Age 8	2	0	0	0	0
Age 9	3	0	0	4	0
Age 10	4	0	0	7	0
Age 11	42	0	0	14	0
Age 12	75	0	0	37	0
Age 13	116	0	0	59	0
Age 14	130	0	0	103	0
Age 15	128	0	0	111	0
Age 16	174	0	0	159	0
Age 17	194	0	0	144	0
Age 18	61	0	0	52	0
Age 19	6	0	0	0	0
Age 20	2	0	0	0	0
Age 21	0	0	0	0	0
Total	944	0	0	694	0

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	585			430	

Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
Were accepted and/or enrolled into post-secondary education	7	S			
Obtained high school diploma	29	S			
Obtained employment	13	44			
Enrolled in job training courses/programs	85	3			
Enrolled in a GED program	98	4			
Earned high school course credits	333	14			
Earned a GED	66	S			

Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
Were accepted and/or enrolled into post-secondary education		S	3		
Obtained high school diploma		11	3		
Obtained employment		S	S		
Enrolled in job training courses/programs		8	S		
Enrolled in a GED program		10	S		
Earned high school course credits		320	3		
Earned a GED		4	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	20			13	
Long-term students with no change in grade level from the pre- to post-test exams	60			78	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	32			57	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	14			56	
Total students pre/post-tested	126			204	

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.

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	48			24	
Long-term students with no change in grade level from the pre- to post-test exams	12			53	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	32			52	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	32			52	
Total students pre/post-tested	124			181	

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	$6,909,025
Safe and Healthy Students	$4,871,009
Effective Use of Technology	$525,815

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	82
Effective Use of Technology	57
Any Content Area	108

Data Quality Comments
The data provided by the Virginia Department of Education are correct. The Department allows LEAs the full 27 months of the grant cycle to encumber funds and 29 months to request reimbursement. This results in many LEAS waiting to the end of the grant cycle to draw down the Title IV, Part A, funds. Also contributing to the low amount of funds spent by LEAs in the Title IV, Part A, program are 1) the number of LEAs (33) and amount of funds ($3,409,470.30) that LEAs transferred from Title IV, Part A, to other eligible federal programs, 2) Virginia was granted a waiver to extend the period of availability of FFY 2020 (2020-2021 school year) ESSA funds until September 30, 2023, and 3) LEAs have received an influx of federal funds during the pandemic which they are expending first.

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

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).
33

Data Quality Comments

2.7.3 LEA Funds Transfers

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

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	3
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	18
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)	.	4
Student Support and Enrichment Grants (Title IV, Part A)	33	0
Supporting Effective Instruction (Title II, Part A)	2	14

Data Quality Comments

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)	.	$305,533
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	$1,330,144
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)	.	$204,104
Student Support and Enrichment Grants (Title IV, Part A)	$3,273,396	$0
Supporting Effective Instruction (Title II, Part A)	$136,075	$1,569,689

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

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

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

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

Purpose	# LEAs
Activities authorized under Part A of Title I	29
Activities authorized under Part A of Title II	26
Activities authorized under Title III	4
Activities authorized under Part A of Title IV	18
Parental involvement activities	3

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
As stated in Virginia's current consolidated application, the overall objectives for this program are consistent with the state's long-term goals and interim measures of progress as detailed in the accountability framework. Annual accreditation was waived for all Virginia public schools in 2021-2022 due to the pandemic.   The current accreditation of RLIS grantees that received FY21 RLIS funds is as follows: Under the Board of Education's 2017 accreditation standards, schools earn one of the following three accreditation ratings based on performance on school quality indicators, as follows: • Accredited – Schools with all school quality indicators at either Level 1 or Level 2. In addition, high-performing schools with waivers from annual accreditation authorized by the General Assembly are rated as Accredited.   • Accredited with Conditions – Schools with one or more school quality indicators at Level 3. • Accreditation Denied – Schools that fail to adopt or fully implement required corrective actions to address Level 3 school quality indicators.   SOA Rating – 21 out of 36 LEAs have all schools accredited; 15 of the 36 LEAs currently have schools that are Accredited with Conditions; 9 of 36 LEAs have all but one school accredited; 5 LEAs have 2 or more schools rated "Accredited with Conditions."   Schools identified for Comprehensive Support and Improvement – 34 out of 36 LEAs have no schools identified for Comprehensive Support and Improvement; 2 out of 36 LEAs have one or more schools identified for Comprehensive Support and Improvement.   Schools identified for Targeted support and Improvement – 35 out of 36 LEAs have no schools identified for Targeted Support and Improvement; 1 LEA has one school identified for Targeted support and improvement.   Schools identified for Additional Targeted Support and Improvement – 28 out of 36 LEAs have no schools identified for Additional Targeted Support and Improvement; 3 out of 36 LEAs have one or more schools identified for Additional Targeted Support and Improvement; 4 out of 36 LEAs have only one school identified for Additional Targeted Support and Improvement.

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
State level RLIS funds were used to provide support for an SEA Title V, Part B, coordinator. The coordinator provided individualized technical assistance to all LEAs, including through review and approval of Title V, Part B, program applications, budget transfer requests, and reimbursement requests. Federal program monitoring was conducted for seven (7) LEAs. Training for LEA Title V, Part B, coordinators was provided during VDOE's annual Federal Program Coordinators' Academy which included one-on-one training specifically on use of funds, program monitoring, determining professional development needs of RLIS schools, and developing the grant application. Additional technical assistance was also offered to LEA coordinators on application development.

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
Virginia does not use a competitive process to allocate RLIS funds. RLIS funds are allocated 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?	52

Data Quality Comments

2.8.6 RLIS LEAs Awarded Funds

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

Data published outside report.

Data Quality Comments
sent 2/3/2023 at 2:40pm

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.
0	0

STATE CERTIFICATION

Did the State certify this report?
YES

Date the State certified
5/24/2023 4:51:58 PM