

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART I

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**

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## 1.1 GENERAL INFORMATION

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

### 1.1.1 State Report Cards

State Report Card URL
<a href="https://myschoolinfo.arkansas.gov/SRC">https://myschoolinfo.arkansas.gov/SRC</a>

Data Quality Comment
The above url will take you to Arkansas School Report cards. Alternative method <a href="https://adedata.arkansas.gov/">https://adedata.arkansas.gov/</a> select My School Info lower right side of webpage and then select Report Card top of the webpage window.

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

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

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

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

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

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

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

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

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

## Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	35573	99.6	35573	S	52.0
American Indian or Alaska Native	S	180	>=95	180	S	51
Asian or Pacific Islander	S	1075	>=99	1075	S	63
Asian	S	709	>=99	709	S	79
Native Hawaiian or other Pacific Islander	S	366	>=99	366	S	31
Black or African American	S	6943	99.2	6943	S	27.9
Hispanic or Latino	S	4810	99.8	4810	S	46.9
White	S	21110	99.7	21110	S	60.4
Two or more races	S	1455	>=99	1455	S	54
Children with disabilities (IDEA)	S	5821	99.4	5821	S	20.8
English learners	S	3481	>=99.9	3481	S	34.1
Economically disadvantaged students	S	24102	99.6	24102	S	43.1
Children in foster care	S	174	>=95	174	S	32
Children who are homeless	S	1138	>=99	1138	S	38
Migratory students	S	228	>=95	228	S	34
Military connected students	S	541	>=99	541	S	65
Male	S	18184	99.5	18184	S	53.1
Female	S	17389	99.7	17389	S	50.7

## Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	35673	99.6	35673	S	41.7
American Indian or Alaska Native	S	220	>=95	220	S	41
Asian or Pacific Islander	S	1102	>=99	1102	S	53
Asian	S	690	>=99	690	S	71
Native Hawaiian or other Pacific Islander	S	412	>=99	412	S	23
Black or African American	S	6881	99.4	6881	S	17.8
Hispanic or Latino	S	4996	99.8	4996	S	35.2
White	S	21057	99.7	21057	S	50.5
Two or more races	S	1417	>=99	1417	S	42
Children with disabilities (IDEA)	S	5673	99.3	5673	S	13.6
English learners	S	3029	99.8	3029	S	17.6
Economically disadvantaged students	S	23976	99.6	23976	S	32.3
Children in foster care	S	165	>=95	165	S	27
Children who are homeless	S	1137	>=99	1137	S	24
Migratory students	S	243	>=95	243	S	23
Military connected students	S	558	>=99	558	S	59
Male	S	18509	99.6	18509	S	43.2
Female	S	17164	99.7	17164	S	40.2

## Grade 05

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	35629	99.6	35629	S	40.5
American Indian or Alaska Native	S	202	>=95	202	S	39
Asian or Pacific Islander	S	1028	>=99	1028	S	49
Asian	S	610	>=99	610	S	68
Native Hawaiian or other Pacific Islander	S	418	>=99	418	S	21
Black or African American	S	6862	99.4	6862	S	16.6
Hispanic or Latino	S	5204	99.8	5204	S	34.7
White	S	20983	99.6	20983	S	49.6
Two or more races	S	1350	>=99	1350	S	36
Children with disabilities (IDEA)	S	5283	99.3	5283	S	7.8
English learners	S	2720	>=99	2720	S	11
Economically disadvantaged students	S	23689	99.5	23689	S	30.3
Children in foster care	S	151	>=95	151	S	24
Children who are homeless	S	1021	99	1021	S	25
Migratory students	S	246	>=95	246	S	15
Military connected students	S	549	>=99	549	S	53
Male	S	18228	99.5	18228	S	41.3
Female	S	17401	99.7	17401	S	39.7

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	36325	99.5	36325	S	45.3
American Indian or Alaska Native	S	236	>=95	236	S	43
Asian or Pacific Islander	S	985	>=99	985	S	53
Asian	S	590	>=99	590	S	71
Native Hawaiian or other Pacific Islander	S	395	>=99	395	S	27
Black or African American	S	7183	99.0	7183	S	19.2
Hispanic or Latino	S	5194	99.7	5194	S	38.4
White	S	21397	99.5	21397	S	55.2
Two or more races	S	1330	>=99	1330	S	47
Children with disabilities (IDEA)	S	5269	98.7	5269	S	11.7
English learners	S	2602	>=99	2602	S	17
Economically disadvantaged students	S	24131	99.4	24131	S	36.2
Children in foster care	S	165	>=95	165	S	26
Children who are homeless	S	1012	99	1012	S	32
Migratory students	S	259	>=95	259	S	27
Military connected students	S	550	>=99	550	S	61
Male	S	18689	99.4	18689	S	45.5
Female	S	17636	99.5	17636	S	45.0

## Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	37659	99.2	37659	S	36.0
American Indian or Alaska Native	S	231	>=95	231	S	33
Asian or Pacific Islander	S	1075	>=99	1075	S	50
Asian	S	689	>=99	689	S	68
Native Hawaiian or other Pacific Islander	S	386	>=99	386	S	17
Black or African American	S	7321	98.5	7321	S	14.3
Hispanic or Latino	S	5592	99.2	5592	S	30.0
White	S	22150	99.4	22150	S	44.0
Two or more races	S	1290	99	1290	S	37
Children with disabilities (IDEA)	S	5350	98.6	5350	S	5.0
English learners	S	2609	>=99	2609	S	7
Economically disadvantaged students	S	24636	99.0	24636	S	26.5
Children in foster care	S	179	>=95	179	S	25
Children who are homeless	S	1014	98	1014	S	20
Migratory students	S	239	>=95	239	S	17
Military connected students	S	530	>=99	530	S	46
Male	S	19448	99.2	19448	S	34.4
Female	S	18211	99.2	18211	S	37.7



## Grade 08

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	38309	99.0	38309	S	38.3
American Indian or Alaska Native	S	224	>=95	224	S	37
Asian or Pacific Islander	S	1028	>=99	1028	S	51
Asian	S	677	>=99	677	S	70
Native Hawaiian or other Pacific Islander	S	351	>=99	351	S	16
Black or African American	S	7584	98.3	7584	S	14.9
Hispanic or Latino	S	5567	99.2	5567	S	32.2
White	S	22564	99.2	22564	S	47.2
Two or more races	S	1342	98	1342	S	38
Children with disabilities (IDEA)	S	5087	98.5	5087	S	4.8
English learners	S	2470	>=99	2470	S	9
Economically disadvantaged students	S	24612	98.8	24612	S	28.3
Children in foster care	S	201	>=95	201	S	19
Children who are homeless	S	975	97	975	S	23
Migratory students	S	222	>=95	222	S	17
Military connected students	S	518	>=99	518	S	45
Male	S	19531	98.9	19531	S	38.1
Female	S	18778	99.1	18778	S	38.6

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	73952	97.9	73952	S	26.7
American Indian or Alaska Native	S	472	96	472	S	21
Asian or Pacific Islander	S	1869	98	1869	S	39
Asian	S	1174	99	1174	S	57
Native Hawaiian or other Pacific Islander	S	695	97	695	S	9
Black or African American	S	13904	95.9	13904	S	8.5
Hispanic or Latino	S	11081	98.3	11081	S	19.3
White	S	44159	98.6	44159	S	33.9
Two or more races	S	2467	97	2467	S	26
Children with disabilities (IDEA)	S	9389	97.2	9389	S	3.0
English learners	S	5260	97.5	5260	S	3.4
Economically disadvantaged students	S	45512	97.4	45512	S	17.7
Children in foster care	S	333	94	333	S	8
Children who are homeless	S	1786	96	1786	S	13
Migratory students	S	388	97	388	S	10
Military connected students	S	1020	99	1020	S	38
Male	S	37796	97.7	37796	S	26.6
Female	S	36156	98.1	36156	S	26.9

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

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

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

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

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

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

## Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	35540	99.5	35540	S	34.7
American Indian or Alaska Native	S	180	>=95	180	S	38
Asian or Pacific Islander	S	1077	>=99	1077	S	49
Asian	S	711	>=99	711	S	64
Native Hawaiian or other Pacific Islander	S	366	>=99	366	S	18
Black or African American	S	6925	98.9	6925	S	16.8
Hispanic or Latino	S	4807	99.8	4807	S	28.9
White	S	21097	99.7	21097	S	40.9
Two or more races	S	1454	>=99	1454	S	37
Children with disabilities (IDEA)	S	5808	99.2	5808	S	10.4
English learners	S	3479	>=99.9	3479	S	13.7
Economically disadvantaged students	S	24074	99.5	24074	S	26.1
Children in foster care	S	173	>=95	173	S	18
Children who are homeless	S	1137	99	1137	S	22
Migratory students	S	228	>=95	228	S	17
Military connected students	S	540	>=99	540	S	47
Male	S	18157	99.4	18157	S	31.3
Female	S	17383	99.7	17383	S	38.1

## Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	35651	99.6	35651	S	37.7
American Indian or Alaska Native	S	220	>=95	220	S	33
Asian or Pacific Islander	S	1101	>=99	1101	S	46
Asian	S	690	>=99	690	S	63
Native Hawaiian or other Pacific Islander	S	411	>=99	411	S	18
Black or African American	S	6869	99.2	6869	S	18.7
Hispanic or Latino	S	4995	99.8	4995	S	29.1
White	S	21049	99.7	21049	S	45.5
Two or more races	S	1417	>=99	1417	S	39
Children with disabilities (IDEA)	S	5668	99.2	5668	S	10.4
English learners	S	3025	99.7	3025	S	8.9
Economically disadvantaged students	S	23960	99.5	23960	S	28.7
Children in foster care	S	164	>=95	164	S	26
Children who are homeless	S	1134	99	1134	S	21
Migratory students	S	242	>=95	242	S	19
Military connected students	S	555	>=99	555	S	52
Male	S	18496	99.5	18496	S	33.8
Female	S	17155	99.6	17155	S	42.0

## Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	35607	99.6	35607	S	39.8
American Indian or Alaska Native	S	202	>=95	202	S	32
Asian or Pacific Islander	S	1026	>=99	1026	S	48
Asian	S	609	>=99	609	S	66
Native Hawaiian or other Pacific Islander	S	417	>=99	417	S	21
Black or African American	S	6850	99.2	6850	S	19.2
Hispanic or Latino	S	5204	99.8	5204	S	32.7
White	S	20976	99.6	20976	S	48.0
Two or more races	S	1349	>=99	1349	S	39
Children with disabilities (IDEA)	S	5279	99.3	5279	S	7.8
English learners	S	2718	>=99	2718	S	8
Economically disadvantaged students	S	23669	99.5	23669	S	30.0
Children in foster care	S	150	>=95	150	S	25
Children who are homeless	S	1018	99	1018	S	29
Migratory students	S	245	>=95	245	S	18
Military connected students	S	549	>=99	549	S	48
Male	S	18211	99.5	18211	S	34.3
Female	S	17396	99.6	17396	S	45.6

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	36292	99.4	36292	S	40.9
American Indian or Alaska Native	S	238	>=95	238	S	37
Asian or Pacific Islander	S	984	>=99	984	S	50
Asian	S	589	>=99	589	S	69
Native Hawaiian or other Pacific Islander	S	395	>=99	395	S	22
Black or African American	S	7168	98.8	7168	S	19.7
Hispanic or Latino	S	5193	99.7	5193	S	32.4
White	S	21382	99.5	21382	S	49.4
Two or more races	S	1327	>=99	1327	S	45
Children with disabilities (IDEA)	S	5266	98.6	5266	S	7.0
English learners	S	2600	>=99	2600	S	7
Economically disadvantaged students	S	24108	99.3	24108	S	31.8
Children in foster care	S	165	>=95	165	S	26
Children who are homeless	S	1011	99	1011	S	27
Migratory students	S	260	>=95	260	S	19
Military connected students	S	552	>=99	552	S	57
Male	S	18665	99.3	18665	S	35.7
Female	S	17627	99.5	17627	S	46.3

## Grade 07

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	37559	99.0	37559	S	41.9
American Indian or Alaska Native	S	228	>=95	228	S	42
Asian or Pacific Islander	S	1073	>=99	1073	S	55
Asian	S	688	99	688	S	74
Native Hawaiian or other Pacific Islander	S	385	>=99	385	S	21
Black or African American	S	7274	97.9	7274	S	21.5
Hispanic or Latino	S	5583	99.1	5583	S	36.1
White	S	22114	99.3	22114	S	49.4
Two or more races	S	1287	99	1287	S	43
Children with disabilities (IDEA)	S	5329	98.2	5329	S	5.8
English learners	S	2600	99	2600	S	8
Economically disadvantaged students	S	24563	98.8	24563	S	32.7
Children in foster care	S	180	>=95	180	S	23
Children who are homeless	S	1010	97	1010	S	26
Migratory students	S	236	>=95	236	S	21
Military connected students	S	530	>=99	530	S	53
Male	S	19394	98.9	19394	S	34.5
Female	S	18165	99.0	18165	S	49.8



## Grade 08

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	38195	98.7	38195	S	46.3
American Indian or Alaska Native	S	224	>=95	224	S	46
Asian or Pacific Islander	S	1029	>=99	1029	S	57
Asian	S	678	>=99	678	S	75
Native Hawaiian or other Pacific Islander	S	351	>=99	351	S	21
Black or African American	S	7559	98.0	7559	S	24.9
Hispanic or Latino	S	5562	99.1	5562	S	41.0
White	S	22483	98.9	22483	S	54.3
Two or more races	S	1338	98	1338	S	46
Children with disabilities (IDEA)	S	5054	98.0	5054	S	6.1
English learners	S	2466	>=99	2466	S	10
Economically disadvantaged students	S	24525	98.5	24525	S	36.7
Children in foster care	S	199	>=95	199	S	30
Children who are homeless	S	967	97	967	S	32
Migratory students	S	221	>=95	221	S	24
Military connected students	S	517	>=99	517	S	49
Male	S	19469	98.6	19469	S	39.0
Female	S	18726	98.9	18726	S	53.9

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	73626	97.6	73626	S	38.7
American Indian or Alaska Native	S	473	96	473	S	37
Asian or Pacific Islander	S	1858	98	1858	S	43
Asian	S	1168	98	1168	S	62
Native Hawaiian or other Pacific Islander	S	690	96	690	S	10
Black or African American	S	13796	95.3	13796	S	17.1
Hispanic or Latino	S	11012	97.7	11012	S	28.6
White	S	44024	98.3	44024	S	47.7
Two or more races	S	2463	97	2463	S	40
Children with disabilities (IDEA)	S	9325	96.7	9325	S	4.4
English learners	S	5215	96.7	5215	S	4.4
Economically disadvantaged students	S	45271	97.0	45271	S	28.6
Children in foster care	S	327	92	327	S	17
Children who are homeless	S	1770	95	1770	S	22
Migratory students	S	384	96	384	S	16
Military connected students	S	1017	98	1017	S	50
Male	S	37618	97.3	37618	S	33.1
Female	S	36008	97.8	36008	S	44.5

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

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

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

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

## Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	35550	99.6	35550	S	31.1
American Indian or Alaska Native	S	180	>=95	180	S	33
Asian or Pacific Islander	S	1075	>=99	1075	S	39
Asian	S	709	>=99	709	S	55
Native Hawaiian or other Pacific Islander	S	366	>=99	366	S	7
Black or African American	S	6935	99.1	6935	S	12.6
Hispanic or Latino	S	4808	99.8	4808	S	22.9
White	S	21098	99.7	21098	S	38.5
Two or more races	S	1454	>=99	1454	S	32
Children with disabilities (IDEA)	S	5801	99.2	5801	S	11.3
English learners	S	3480	>=99.9	3480	S	10.3
Economically disadvantaged students	S	24088	99.5	24088	S	23.1
Children in foster care	S	173	>=95	173	S	16
Children who are homeless	S	1139	>=99	1139	S	19
Migratory students	S	228	>=95	228	S	15
Military connected students	S	539	>=99	539	S	41
Male	S	18164	99.4	18164	S	31.8
Female	S	17386	99.7	17386	S	30.3

## Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	35659	99.6	35659	S	40.5
American Indian or Alaska Native	S	220	>=95	220	S	36
Asian or Pacific Islander	S	1101	>=99	1101	S	46
Asian	S	690	>=99	690	S	65
Native Hawaiian or other Pacific Islander	S	411	>=99	411	S	16
Black or African American	S	6874	99.2	6874	S	18.9
Hispanic or Latino	S	4995	99.8	4995	S	32.8
White	S	21052	99.7	21052	S	49.2
Two or more races	S	1417	>=99	1417	S	39
Children with disabilities (IDEA)	S	5667	99.1	5667	S	13.6
English learners	S	3025	99.7	3025	S	14.1
Economically disadvantaged students	S	23964	99.5	23964	S	32.0
Children in foster care	S	164	>=95	164	S	32
Children who are homeless	S	1135	99	1135	S	25
Migratory students	S	242	>=95	242	S	22
Military connected students	S	557	>=99	557	S	54
Male	S	18503	99.5	18503	S	42.0
Female	S	17156	99.6	17156	S	38.9

## Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	35616	99.6	35616	S	36.7
American Indian or Alaska Native	S	202	>=95	202	S	32
Asian or Pacific Islander	S	1027	>=99	1027	S	41
Asian	S	610	>=99	610	S	61
Native Hawaiian or other Pacific Islander	S	417	>=99	417	S	12
Black or African American	S	6860	99.4	6860	S	14.1
Hispanic or Latino	S	5203	99.8	5203	S	28.9
White	S	20975	99.6	20975	S	45.9
Two or more races	S	1349	>=99	1349	S	35
Children with disabilities (IDEA)	S	5272	99.2	5272	S	10.7
English learners	S	2719	>=99	2719	S	11
Economically disadvantaged students	S	23678	99.5	23678	S	27.6
Children in foster care	S	151	>=95	151	S	25
Children who are homeless	S	1017	99	1017	S	25
Migratory students	S	247	>=95	247	S	19
Military connected students	S	549	>=99	549	S	48
Male	S	18215	99.5	18215	S	39.9
Female	S	17401	99.7	17401	S	33.3

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	36309	99.4	36309	S	40.7
American Indian or Alaska Native	S	238	>=95	238	S	39
Asian or Pacific Islander	S	985	>=99	985	S	44
Asian	S	590	>=99	590	S	65
Native Hawaiian or other Pacific Islander	S	395	>=99	395	S	14
Black or African American	S	7173	99.0	7173	S	17.9
Hispanic or Latino	S	5193	99.7	5193	S	31.4
White	S	21391	99.5	21391	S	50.3
Two or more races	S	1329	>=99	1329	S	43
Children with disabilities (IDEA)	S	5250	98.5	5250	S	9.5
English learners	S	2602	>=99	2602	S	8
Economically disadvantaged students	S	24118	99.3	24118	S	31.7
Children in foster care	S	165	>=95	165	S	27
Children who are homeless	S	1013	99	1013	S	28
Migratory students	S	260	>=95	260	S	21
Military connected students	S	551	>=99	551	S	55
Male	S	18675	99.3	18675	S	42.2
Female	S	17634	99.5	17634	S	39.2

## Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	37604	99.1	37604	S	35.9
American Indian or Alaska Native	S	230	>=95	230	S	35
Asian or Pacific Islander	S	1075	>=99	1075	S	48
Asian	S	689	>=99	689	S	69
Native Hawaiian or other Pacific Islander	S	386	>=99	386	S	11
Black or African American	S	7295	98.2	7295	S	15.2
Hispanic or Latino	S	5593	99.3	5593	S	29.6
White	S	22126	99.3	22126	S	43.7
Two or more races	S	1285	99	1285	S	37
Children with disabilities (IDEA)	S	5331	98.4	5331	S	7.8
English learners	S	2607	>=99	2607	S	8
Economically disadvantaged students	S	24595	98.9	24595	S	27.3
Children in foster care	S	179	>=95	179	S	20
Children who are homeless	S	1010	97	1010	S	22
Migratory students	S	238	>=95	238	S	19
Military connected students	S	530	>=99	530	S	43
Male	S	19425	99.1	19425	S	35.7
Female	S	18179	99.1	18179	S	36.1



## Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	38289	98.9	38289	S	39.1
American Indian or Alaska Native	S	224	>=95	224	S	40
Asian or Pacific Islander	S	1029	>=99	1029	S	49
Asian	S	678	>=99	678	S	68
Native Hawaiian or other Pacific Islander	S	351	>=99	351	S	13
Black or African American	S	7585	98.3	7585	S	17.2
Hispanic or Latino	S	5562	99.1	5562	S	32.9
White	S	22544	99.1	22544	S	47.5
Two or more races	S	1345	98	1345	S	39
Children with disabilities (IDEA)	S	5066	98.2	5066	S	6.6
English learners	S	2467	>=99	2467	S	8
Economically disadvantaged students	S	24585	98.7	24585	S	29.8
Children in foster care	S	201	>=95	201	S	22
Children who are homeless	S	969	97	969	S	24
Migratory students	S	223	>=95	223	S	17
Military connected students	S	518	>=99	518	S	43
Male	S	19517	98.9	19517	S	37.8
Female	S	18772	99.0	18772	S	40.5

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	73843	97.8	73843	S	30.2
American Indian or Alaska Native	S	472	96	472	S	27
Asian or Pacific Islander	S	1865	98	1865	S	38
Asian	S	1171	99	1171	S	56
Native Hawaiian or other Pacific Islander	S	694	97	694	S	8
Black or African American	S	13862	95.7	13862	S	10.9
Hispanic or Latino	S	11053	98.1	11053	S	20.5
White	S	44120	98.5	44120	S	38.4
Two or more races	S	2471	98	2471	S	32
Children with disabilities (IDEA)	S	9343	97.0	9343	S	4.4
English learners	S	5242	97.2	5242	S	3.6
Economically disadvantaged students	S	45434	97.3	45434	S	21.5
Children in foster care	S	336	94	336	S	12
Children who are homeless	S	1782	95	1782	S	16
Migratory students	S	388	97	388	S	11
Military connected students	S	1020	99	1020	S	41
Male	S	37734	97.6	37734	S	28.9
Female	S	36109	98.0	36109	S	31.7

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

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

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

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

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

Populated with SEA-LEVEL FS185/DG588.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	2474	5.9
Regular Assessment With Accommodations	188	0.4
Regular Assessment Without Accommodations	39210	93.6
Total	41872	.

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

Populated with SEA-LEVEL FS185/DG588.

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
2474	293120	0.8

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

Question	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2021-22?	Yes

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

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

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

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	2475	5.9
Recently arrived ELs, Took ELP	.	.
Regular Assessment With Accommodations	73	0.2
Regular Assessment Without Accommodations	39181	93.9
Total	41729	.

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

Populated with SEA-LEVEL FS188/DG589.

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
2475	292470	0.8

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

Question	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in reading/language arts in SY2021-22?	Yes

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

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

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	2375	5.7
Regular Assessment With Accommodations	157	0.4
Regular Assessment Without Accommodations	39198	93.9
Total	41730	.

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

Populated with SEA-LEVEL FS189/DG590.

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
2375	292870	0.8

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

Question	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in science in SY2021-22?	Yes

#### Data Quality Comment

A waiver request was submitted and approved; however, Arkansas does not exceed the 1% for any subject matter

## 1.2.5 Assessments for ELs

This section collects information on EL assessment results.

### 1.2.5.1 EL Provisions for Content Assessments

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

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

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

Populated with SEA-LEVEL FS188/DG589.

### 1.2.5.1.2 Native language assessments offered

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

Native Language Testing	Yes	If yes, are the tests considered trans-adapted assessments?	Language(s)
	No		
State offers the State mathematics content tests in the students’ native language(s).	No		
State offers the State reading/language arts content tests in the students’ native language(s).	No		
State offers the State science content tests in the students’ native language(s).	No		

Data Quality Comment

### 1.2.5.2 Performance of ELs on State ELP Assessment

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

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

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	39760	548	S	60.6	S	13.9

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

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

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

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	34817	467	S	61.3	S	13.8
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	5739	78	S	52.2	S	3.6

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

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

Populated with SEA-LEVEL FS211/DG865.

# ELs Exited	Percent ELs Exited
3503	9.3

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

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

Populated with SEA-LEVEL FS210/DG864.

# ELs Not Proficient	Percent ELs Not Proficient
9178	94

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

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

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

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

Populated with SEA-LEVEL FS126/DG668.

First year	Second year	Third year	Fourth year	Total
4038	3330	3567	4218	15153



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

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

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	3136	50.7	104	44
Second year	2649	57	69	44
Third year	2855	55	55	35
Fourth year	3446	55	39	39

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

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

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	3138	47.3	103	34
Second year	2646	55	69	36
Third year	2854	58	55	29
Fourth year	3441	63.2	39	44

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

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

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	3136	38.7	103	40
Second year	2647	48	69	39
Third year	2856	49	55	38
Fourth year	3445	51.3	39	41

### 1.2.6 Grants for State Assessments and Related Activities

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

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

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

For funds your State had available under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) during SY2021-22, estimate what percentage of the funds your State used for the following (round to the nearest 10 percent).

Purpose	Percentage (Rounded to the Nearest 10 Percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA	0
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	100

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

For funds your State had available under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) during SY2021-22 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA, for what purposes did your State use the funds? (Enter “Yes” for all that apply and “No” for all that do not apply).

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

Data Quality Comment

## 1.3 TEACHERS

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

### 1.3.1 Inexperienced Teachers

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

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

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
Total Schools	36202.22	11352.89	31.4

### 1.3.2 Teachers Teaching with Emergency or Provisional Credentials

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

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

School Poverty Level	Total Teachers	Teachers Teaching with an Emergency or Provisional Credential	Percent Teachers Teaching with an Emergency or Provisional Credential
Total Schools	36202.22	1297.89	3.6

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

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

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

School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
Total Schools	36202.22	1757.14	4.9

### 1.3.4 Poverty Quartile Breaks (Optional)

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

High-Poverty Schools (More than what %)	Low-Poverty Schools (Less than what %)	Poverty Metric Used
77	50	Free/Reduced Lunch percentages poverty quartiles. High is top 25% bottom 25%.

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

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

Data Quality Comment

## 1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

### 1.4.1 EL Enrollment Data

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

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

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

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

Populated with SEA-LEVEL FS141/DG678.

Total ELs	#
Total English Learners in State	39763
English Learners with Disabilities	6369

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

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

Populated with SEA-LEVEL FS116/DG648.

ELs Receiving Services	#
English Learners Served by LIEP	34875

### 1.4.2 LIEPs

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

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

Populated with SEA-LEVEL FS116/DG849.

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	31702	ENGLISH
Dual Language or Two-way Immersion	.	
ESL or ELD	36145	ENGLISH
Newcomer programs	716	ENGLISH
Other	4792	ENGLISH
Transitional Bilingual Education or Early-Exit Bilingual Education	.	

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

Comments
The "Other" program refers to Sheltered Instruction.

Data Quality Comment

### 1.4.3 Most Common Languages Spoken in the State

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

Populated with SEA-LEVEL FS141/DG678.

Language	# ELs
Spanish; Castilian	32647
Marshallese	3245
Vietnamese	440
Arabic	390
Cornish	280



## 1.4.4 Teacher Information and Professional Development

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

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

Populated with SEA-LEVEL FS067/DG422.

Number of teachers serving in LIEPs in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years*
1996	1774	749

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

Data Quality Comment

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

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

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

<b>Activities of LEAs</b>	<b>Number of LEAs</b>
Supporting the development and implementation of LIEPs	24
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	45
Supporting implementation of school wide programs	11
Professional development to teachers and other personnel serving ELs	53
Parent and community engagement activities	53
Supporting the development and implementation of pre-school programs	10
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	15
Improving instruction of ELs with disabilities	13
Providing tutorials, career and technical education	8
Offering programs to help ELs achieve success in post-secondary education	8
Other	0

If State reports a nonzero count of LEAs under 'Other' please describe the activities that were conducted during SY2021-22 in the comment box below.

<b>Comment</b>
"Other" is "Supporting implementation of agency wide programs".

<b>Data Quality Comment</b>

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

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

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

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

<b>Comments</b>

<b>Data Quality Comment</b>

## 1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519.

# Immigrant Students Enrolled	# Immigrant Students in LEAs Receiving Funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
4665	1507	6

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

Comments

Data Quality Comment

**Table 1.4.7 Definitions:**

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

**1.4.8 State Subgrant Activities**

This section collects data on State subgrant activities.

**1.4.8.1 State Subgrant Process**

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

Example: State received SY2021-22 funds July 1, 2021, and then made these funds available to subgrantees on August 1, 2021, for SY 2021-22 programs. Then the '# of days/\$\$ Distribution' is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# Days \$\$ Distribution
7/1/2021	7/25/2021	24

Data Quality Comment

**Table 1.4.8.1 Definitions:**

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

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

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

Comments
We do not know of anything else we could do to shorten the time between our GAN and the preliminary allocations when funds are available to subgrantees with an accepted application. Three weeks is a quick turnaround.

### 1.4.9 Title III Subgrantees

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

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

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

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

Data Quality Comment

## 1.5 PERSISTENTLY DANGEROUS SCHOOLS

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

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

## 1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

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

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

Populated with LEA-LEVEL FS170/DG754.

LEAs	#	# LEAs Reporting Data
LEAs with subgrants	21	21
LEAs without subgrants	281	281

Data Quality Comment

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

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

#### 1.6.1.1 Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.



<b>Grade Level</b>	<b>Number of Homeless Enrolled Students</b>
Ungraded	1
Age 3 through 5 (not Kindergarten)	269
Kindergarten	1238
Grade 1	1103
Grade 2	1124
Grade 3	1149
Grade 4	1146
Grade 5	1039
Grade 6	1028
Grade 7	1037
Grade 8	1017
Grade 9	1025
Grade 10	828
Grade 11	802
Grade 12	912
Total	13718

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

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

Populated with SEA-LEVEL FS118/DG655.

<b>Primary Nighttime Residence Type</b>	<b>Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth</b>	<b>Number of Homeless Enrolled Students</b>
Shelters and transitional housing	8	562
Doubled-up (e.g., living with another family)	560	11962
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	6	360
Hotels/Motels	7	834
Total	581	13718

### 1.6.1.3 Subgroups of Homeless Students Enrolled

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

Populated with SEA-LEVEL FS118/DG655.

Subgroup	Number of Homeless Enrolled Students
Children with one or more disabilities (IDEA)	2553
English learners	1376
Unaccompanied youth	581
Migratory students	257

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

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

Populated with SEA-LEVEL FS194/DG818.

Age Level	Number of Young Homeless Children Served
Age Birth through 2	117
Age 3 through 5 (not Kindergarten)	289

### 1.6.3 ARP-Homeless I Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless I funds including those participating in consortia?	21

Data Quality Comment

## 1.6.4 ARP-Homeless II Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?	227

Data Quality Comment
There were 79 that joined consortiums and 148 that accepted the funds on their own.

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

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

Data are published outside the report.

Data Quality Comment

## 1.7 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2021 through August 31, 2022. This section is composed of the following subsections:

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

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

There are two exceptions to this rule:

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

### 1.7.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2021 through August 31, 2022. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

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

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

**FAQs on Child Count:**

a. How is 'out-of-school' defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are 'here-to-work' only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a 'migratory child' are eligible for the MEP.

b. How is 'ungraded' defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)

c. How is reporting 'a child in the age/grade category in which s/he spent the majority of his/her time while residing in the State' defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2021-22. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

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

**Comments**

N/A

### 1.7.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2021 through August 31, 2022. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with data from MSIX.

<b>Age Grade</b>	<b>Eligible Migratory Children</b>
Age 3 through 5 (not Kindergarten)	540
Kindergarten	319
Grade 1	295
Grade 2	298
Grade 3	265
Grade 4	309
Grade 5	299
Grade 6	294
Grade 7	308
Grade 8	274
Grade 9	300
Grade 10	209
Grade 11	199
Grade 12	176
Out of School	1015
Total	5100

### 1.7.1.2 Category 1 Child Count Increases/Decreases

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

Comments
N/A

### 1.7.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2021 through August 31, 2022.

Populated with data from MSIX.

Age Grade	Eligible Migratory Children
Age Birth through 2	221

## 1.7.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2021 through August 31, 2022. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with data from MSIX.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age 3 through 5 (not Kindergarten)	54
Kindergarten	54
Grade 1	53
Grade 2	56
Grade 3	53
Grade 4	71
Grade 5	67
Grade 6	45
Grade 7	49
Grade 8	33
Grade 9	32
Grade 10	19
Grade 11	5
Out of School	191
Total	782



### 1.7.2.1 Category 2 Child Count Increases/Decreases

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

Comments
N/A

### 1.7.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2021 through August 31, 2022. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

-Children who received only referred services (non-MEP funded).

Populated with data from MSIX.

## 1.7.3 Child Count Calculation and Validation Procedures

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

### 1.7.3.1 Methods Used to Count Children

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

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

### Comments

The following provides a brief summary of the procedures and processes used to ensure all eligible children are accounted for in the performance period. It not only describes said processes and procedures for the State level as requested but includes processes and procedures implemented at the LEA and regional level as directed by the SEA. The Migrant Child counts are based first on eligibility data and individual student data from the COE, which is collected and entered throughout the year. These data are collected by means of face to face interviews\* with the migrant families or youth by trained MEP recruiters. The pertinent eligibility data and further documentation are noted on the Arkansas COE and the Supplementary Documentation Form either hard copy or by electronic COE. Before entering data from a new COE on any child a name and birth date based search is run on the state database to verify for previous information. If there is any doubt parent and other data are reviewed to ensure that the child is not already on the database. If a child is already on the database, the new information is input with the existing Student Identification Number. If the child is not found on the database a distinct Student Identification Number is created by the SIS and the data is input with the new number. Also during the year lists of possible duplicate students are run to consider if the students are duplicated on the database. If, after review by the Recruitment Eligibility Data Specialists (REDS) and the SEA, it is determined that the children have duplicate numbers the identifiers are merged. Also the MSIX Data Administrators receive a work list of possible duplicate students from MSIX, reviews the possible duplicate students and makes a decision about merging. Educational and other service data is also used in the calculation of child counts. When direct educational and other services are provided, they are documented electronically; on data collection forms, and/or indicated on student records, and lists which are sent to the data specialist for review and entered in the SIS throughout the year as services are provided and at the end of each school term. All students who are physically enrolled in the district after 09/01/21, who were migrant students the previous year and whose eligibility has not ended by 08/31/21, will receive a new school history line. Any preschooler or out-of-school youth who was a migrant in the previous year and not physically enrolled in the school must have their residency verified for the present year before they can be entered in the system. The residency is verified by a visit to the home, an interview with the family, or an interview with the youth or other family member on/after 09/01/21 and then a Residency Verification Date is entered on the school history line. Also children who were enrolled as migrants before they were three years of age and who have not completed their third birthday before 09/01/21 must have their residency verified after they turn three by a visit to the home or an interview with the family. Once the residency for the children turning three is verified, a new school history line placed on the database and the Residency Verification Date is entered for the child to be counted in the query process. All new migrants have a school history/residency line added when the COE is approved. The Summer/Intercession count requires further data to be collected and recorded from migrant intercession staff demonstrating a Summer Enrollment, indicated by an 'S' in the enrollment type and receipt of a migrant funded service during the Summer Enrollment period. The migrant service is indicated by a supplemental service code number with a start date that must fall within the Summer/Intercession time frame. The Summer/Intercession count requires that the supplemental service be migrant funded. This information is documented throughout the summer term and sent to the data specialist for review and entry in the database upon completion of the term. Three times a year, usually in September, April and August, lists of all eligible migrant students are provided to the projects for a review of accuracy and completeness. The projects are also requested to verify that students who have turned three prior to receipt of the list are still in the district, and a residency line added if they are still present. All projects have secure Internet access to the database and are encouraged to check the database for individual students and complete lists of all of the migrant children in their district throughout the year. Any time during the year that parents are contacted, the data may be reviewed for accuracy and changes may be made if errors are found or revisions are needed. Lists and special reports are provided any time during the year upon request. When updates are made a record is made available electronically to the school/district for verification of accuracy of information and that all eligible migrant students are included. To further ensure that all eligible children are being accounted for throughout the year regional and LEA sites are monitored by the SEA to verify that all processes and procedures are being followed. Each program site is monitored yearly by either the SEA or the regional site. The actual child counts are retrieved from the state database through a set of queries that count only distinct student numbers statewide. The queries are set up to count the children who were at least three years of age and under 22 years of age between 09/01/21 and 08/31/22 and have resided in the state at least one day as indicated by activity on a residency or school history line during the time frame. Eligible children who turn three during the reporting period of 09/01/21 and 08/31/22 must have a residency line created after their third birthday. The queries are also designed to eliminate from the count any child, whose three-year eligibility has run out before 08/31/2021 or has a termination date before 08/31/21, whether for graduation, completing a GED, or death. The Summer/Intercession queries count all children who show a Summer Enrollment, have a migrant supplemental service code attached to that enrollment and are eligible for funding purposes by age and residency anytime during the Summer Enrollment period. This would eliminate students who have not completed three years of age, be over 22 years of age, or have a termination code dated prior to the Summer Enrollment date. After the Category I and Category 2 queries are run, a complete list of all eligible Migrant Children sorted by region and district is made from the state database using the Category I and 2 criteria. These lists with counts are provided to the REDS in each region who in turn share the reports with the LEAs to check for discrepancies in the lists. If there are discrepancies, they are researched by student number and if deletions or further data entry is required the data is provided by the LEA and entered by the REDS. When all review has been completed and discrepancies addressed the CSPR will be run again for final review by the SEA. Finally, all data items are compared to the data provided for the prior year's CSPR. If there are any substantial changes they are investigated to ensure that they are correct and to find out what factors may have caused the changes. If any comments are required, the state director will provide them and must verify and approve the data before it is considered finished and sent to the CSPR Coordinator for final verification.

**\*DUE TO COVID-19 PANDEMIC SOME INTERVIEWS WERE DONE USING EMERGENCY PROTOCOL VIA SOCIAL DISTANCING AND PHONE INTERVIEWS WITH THE INTERVIEWEES VERBAL APPROVAL AND FOLLOWUP DOCUMENTATION ADDED TO THE STATE DATABASE (WHENEVER POSSIBLE).**

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every ED Facts data file? Please respond in the table below.

**The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required ED Facts data file.**

Yes

**Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?**

Yes

If MSIX is utilized, please explain how.

Comments
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<p>The MSIX is used to assist in checking for duplication of students. The Arkansas MSIX Data Administrators receive a worklist of possible duplicate students and near matches from MSIX, review the possible duplicate students, and make a decision about merging. This assists ARMEP in ensuring that there are no duplicate students in the Arkansas Migrant data system and there are no duplicates with other states in the MSIX. (If a duplication is found on Arkansas only students, it is corrected in our state's Migrant database and MSIX will clear it as uploads come in.) Arkansas also uses MSIX reconciliation reports to look for errors in our native system to make corrections whenever discovered. As part of the reoccurring reconciliation process, we also utilize the Child count logic, validity, and completeness reports to narrow down conflicts and errors in the data. We also use the MSIX Move Notification feature to find students who have arrived in the state and to share student data with states that receive students who move from Arkansas. Occasionally, we utilize the Data Request feature to seek student records from other states or to respond to other state's requests.</p>
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Data Quality Comments
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N/A
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### 1.7.3.2 Quality Control Processes

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

Results	#
The number of eligibility determinations sampled.	63
The number of eligibility determinations sampled for which a re-interview was completed.	58
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	56

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

#### Comments

Per CFR TITLE 34 / SUBTITLE B / CHAPTER II / PART 200.89 (2) (I) (B), an independent prospective re-interview was conducted during SY 2017-18 (the first full performance period following the effective date of the regulatory change). The AR MEP fulfilled the requirement.

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

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

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

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2021-22.

Comments
N/A

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

<b>Comments</b>
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<p>The number of eligibility determinations sampled for which a re-interview was completed and has been certified that the determination of eligibility and the information on which the determination was based was found to be incorrect and/or inadequate and the child was found ineligible: 2 The incorrect/inadequate determination description is as follows: (COE 1) Worker's Statement invalidated as the worker stated during the re-interview that the family intends to stay in the area for the next two years (COE 2) The Grandmother (legal guardian) stated that the student did not move with the worker. Actions: The COEs that were found to be ineligible were removed from the database and the child(ren) lost the eligibility that was gained from this newest COE. Any services that were being provided as a result of the COE in question were discontinued. The recruiters who incorrectly identified migrant children were worked with individually on the specific error made. Statewide training will be focused on increased interview skills in order to best determine the true eligibility of a family for the MEP. The re-interviewing process revealed a documentation error that did not affect the eligibility determination. It is listed as follows: Child's Ethnicity incorrect (1) This COE has been corrected with noted documentation to reflect any changes made. Due to these discovered discrepancies more time has been spent in the recruitment/eligibility training on carefully reviewing the information on the COE with the interviewee before finalizing and requesting a signature. The SEA will continue to adjust future state and regional training for any topics that have caused children to be considered ineligible. Response rate of 92.06%</p>
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In the space below, please respond to the following question:

<b>Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?</b>
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Yes
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<b>Data Quality Comments</b>
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All MDEs are collected from new COEs in the state's Migrant IS and sent to MSIX on automatic nightly uploads to fulfill this requirement.
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## 1.7.4 Eligible Migratory Children

### 1.7.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having 'Priority for Services'. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	108
Kindergarten	108
Grade 1	96
Grade 2	100
Grade 3	82
Grade 4	103
Grade 5	98
Grade 6	98
Grade 7	98
Grade 8	94
Grade 9	114
Grade 10	74
Grade 11	60
Grade 12	34
Out of School	9
Ungraded	0
Total	1276

#### FAQ on priority for services:

Who is classified as having 'priority for service'? Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

### 1.7.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	ELs During the Performance Period
Age 3 through 5 (not Kindergarte	1
Kindergarten	135
Grade 1	135
Grade 2	155
Grade 3	124
Grade 4	139
Grade 5	134
Grade 6	116
Grade 7	117
Grade 8	99
Grade 9	125
Grade 10	96
Grade 11	78
Grade 12	70
Out of School	20
Ungraded	.
Total	1544

### 1.7.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarten)	.
Kindergarten	38
Grade 1	51
Grade 2	51
Grade 3	44
Grade 4	66
Grade 5	57
Grade 6	56
Grade 7	51
Grade 8	45
Grade 9	42
Grade 10	32
Grade 11	20
Grade 12	9
Out of School	5
Ungraded	.
Total	567

### 1.7.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2022 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	QAD During the Performance Period
Age Birth through 2	140
Age 3 through 5 (not Kindergarten)	169
Kindergarten	98
Grade 1	95
Grade 2	86
Grade 3	69
Grade 4	97
Grade 5	79
Grade 6	95
Grade 7	92
Grade 8	91
Grade 9	104
Grade 10	73
Grade 11	53
Grade 12	25
Out of School	944
Ungraded	.
Total	2310

## 1.7.5 Academic Status

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

### 1.7.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326.

Grade	Dropouts During the Performance Period
Grade 7	7
Grade 8	4
Grade 9	6
Grade 10	5
Grade 11	9
Grade 12	7
Total	38

#### FAQ on Dropouts:

How is 'dropouts' defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2021-22 performance period, (2) were not enrolled at the beginning of the current (2021-22) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2021-22 performance period should not be reported in this item.

### 1.7.5.2 HSED (High School Equivalency Diploma)

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

Obtained a HSED in your State During the Performance Period
4

<b>Data Quality Comments</b>
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All four students from across the state participated in the GED Program to obtain their diplomas.
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## 1.7.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

### FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. 'Services' are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102.

<b>Age Grade</b>	<b>Served During the Performance Period</b>
Age Birth through 2	114
Age 3 through 5 (not Kindergarte	503
Kindergarten	298
Grade 1	283
Grade 2	283
Grade 3	256
Grade 4	293
Grade 5	288
Grade 6	279
Grade 7	295
Grade 8	262
Grade 9	289
Grade 10	199
Grade 11	188
Grade 12	166
Ungraded	0
Out of School	656
Total	4652

### 1.7.6.1 Priority for Services During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having 'priority for services' and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	108
Kindergarten	108
Grade 1	95
Grade 2	100
Grade 3	82
Grade 4	103
Grade 5	98
Grade 6	98
Grade 7	98
Grade 8	94
Grade 9	114
Grade 10	74
Grade 11	59
Grade 12	34
Ungraded	0
Out of School	9
Total	1274



### 1.7.6.2 Continuation of Services During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2-3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102.

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

#### FAQ on Continuation of Services:

What is Continuation of Services? The 'continuation of services' provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

### 1.7.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	81
Age 3 through 5 (not Kindergarten)	386
Kindergarten	259
Grade 1	252
Grade 2	261
Grade 3	230
Grade 4	265
Grade 5	269
Grade 6	241
Grade 7	262
Grade 8	229
Grade 9	242
Grade 10	169
Grade 11	161
Grade 12	138
Ungraded	.
Out of School	629
Total	4074

### 1.7.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2	77	.	.
Age 3 through 5 (not Kindergarten)	369	28	.
Kindergarten	254	127	.
Grade 1	249	136	.
Grade 2	258	139	.
Grade 3	230	122	.
Grade 4	261	152	.
Grade 5	268	131	.
Grade 6	240	120	.
Grade 7	258	130	.
Grade 8	224	110	23
Grade 9	227	110	77
Grade 10	162	65	52
Grade 11	145	64	53
Grade 12	118	45	62
Ungraded	.	.	.
Out of School	597	2	3
Total	3937	1481	270

#### FAQ on Types of Instructional Services:

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

### 1.7.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age Birth through 2	114	1
Age 3 through 5 (not Kindergarten)	503	13
Kindergarten	298	31
Grade 1	283	25
Grade 2	283	40
Grade 3	255	25
Grade 4	293	45
Grade 5	288	45
Grade 6	279	53
Grade 7	295	63
Grade 8	262	66
Grade 9	289	237
Grade 10	199	163
Grade 11	188	161
Grade 12	166	150
Ungraded	.	.
Out of School	656	12
Total	4651	1130

#### FAQs on Support Services:

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

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

### **1.7.7 School Data during the Regular School Year**

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

#### **1.7.7.1 Schools and Enrollment – During the Regular School Year**

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110.

<b>Number of schools that enrolled eligible migratory children</b>	<b>Number of eligible migratory children enrolled in those schools</b>
614	37225

#### **1.7.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year**

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514.

## STATE CERTIFICATION

**Did the State certify  
this report?**

YES

**Date the State  
certified**

4/6/2023 12:24:27 PM