

CONSOLIDATED STATE PERFORMANCE REPORT

PART I

SCHOOL YEAR 2021-2022

ARIZONA



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

https://azreportcards.azed.gov/

Data Quality Comment

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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	80459	98.4	80459	S	39.5
American Indian or Alaska Native	S	3135	95.2	3135	S	16.4
Asian or Pacific Islander	S	2931	99	2931	S	69
Asian	S	2617	>=99	2617	S	73
Native Hawaiian or other Pacific Islander	S	314	98	314	S	35
Black or African American	S	4589	97.8	4589	S	24.1
Hispanic or Latino	S	38002	98.6	38002	S	28.4
White	S	28337	98.6	28337	S	55.4
Two or more races	S	3444	98.3	3444	S	47.6
Children with disabilities (IDEA)	S	12210	97.6	12210	S	18.1
English learners	S	8529	99.0	8529	S	9.0
Economically disadvantaged students	S	35938	98.3	35938	S	26.4
Children in foster care	S	206	>=95	206	S	17
Children who are homeless	S	930	98	930	S	17
Migratory students	S	455	98	455	S	20
Military connected students	S	665	>=99	665	S	57
Male	S	40937	98.3	40937	S	41.5
Female	S	39522	98.6	39522	S	37.4

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	80126	98.4	80126	S	39.2
American Indian or Alaska Native	S	3128	95.0	3128	S	16.2
Asian or Pacific Islander	S	2882	99	2882	S	70
Asian	S	2620	99	2620	S	74
Native Hawaiian or other Pacific Islander	S	262	>=95	262	S	34
Black or African American	S	4538	97.7	4538	S	22.6
Hispanic or Latino	S	37579	98.6	37579	S	27.7
White	S	28506	98.5	28506	S	55.6
Two or more races	S	3446	98.3	3446	S	46.1
Children with disabilities (IDEA)	S	12054	97.6	12054	S	17.3
English learners	S	7818	99.1	7818	S	8.2
Economically disadvantaged students	S	35375	98.3	35375	S	25.8
Children in foster care	S	199	>=95	199	S	24
Children who are homeless	S	934	96	934	S	15
Migratory students	S	453	>=99	453	S	23
Military connected students	S	665	98	665	S	58
Male	S	40823	98.3	40823	S	42.1
Female	S	39303	98.5	39303	S	36.2

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	81088	98.2	81088	S	37.0
American Indian or Alaska Native	S	3278	95.0	3278	S	14.7
Asian or Pacific Islander	S	2938	99	2938	S	69
Asian	S	2571	99	2571	S	73
Native Hawaiian or other Pacific Islander	S	367	99	367	S	43
Black or African American	S	4601	97.7	4601	S	20.8
Hispanic or Latino	S	38073	98.5	38073	S	25.8
White	S	28872	98.3	28872	S	52.5
Two or more races	S	3304	97.8	3304	S	45.8
Children with disabilities (IDEA)	S	11948	97.6	11948	S	14.7
English learners	S	6900	99.1	6900	S	7.6
Economically disadvantaged students	S	35686	98.2	35686	S	24.4
Children in foster care	S	204	>=95	204	S	17
Children who are homeless	S	926	97	926	S	16
Migratory students	S	468	99	468	S	22
Military connected students	S	655	99	655	S	54
Male	S	41097	98.1	41097	S	38.5
Female	S	39991	98.4	39991	S	35.4

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	81728	97.9	81728	S	30.8
American Indian or Alaska Native	S	3232	94.9	3232	S	10.7
Asian or Pacific Islander	S	2812	98	2812	S	62
Asian	S	2535	99	2535	S	66
Native Hawaiian or other Pacific Islander	S	277	>=95	277	S	27
Black or African American	S	4786	97.3	4786	S	15.6
Hispanic or Latino	S	38588	98.2	38588	S	20.2
White	S	28960	97.9	28960	S	46.0
Two or more races	S	3326	97.9	3326	S	37.8
Children with disabilities (IDEA)	S	11458	96.8	11458	S	10.5
English learners	S	6682	98.7	6682	S	3.9
Economically disadvantaged students	S	35599	98.0	35599	S	18.8
Children in foster care	S	190	>=95	190	S	14
Children who are homeless	S	908	95	908	S	11
Migratory students	S	458	98	458	S	17
Military connected students	S	584	97	584	S	45
Male	S	41728	97.9	41728	S	32.9
Female	S	40000	97.9	40000	S	28.7

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	84891	97.4	84891	S	27.3
American Indian or Alaska Native	S	3602	95.2	3602	S	8.5
Asian or Pacific Islander	S	2902	98	2902	S	62
Asian	S	2609	99	2609	S	65
Native Hawaiian or other Pacific Islander	S	293	95	293	S	28
Black or African American	S	4813	96.6	4813	S	12.3
Hispanic or Latino	S	40258	97.8	40258	S	17.2
White	S	30010	97.3	30010	S	41.7
Two or more races	S	3279	97.1	3279	S	33.0
Children with disabilities (IDEA)	S	11015	96.2	11015	S	8.4
English learners	S	6830	98.6	6830	S	2.5
Economically disadvantaged students	S	36110	97.5	36110	S	16.1
Children in foster care	S	183	94	183	S	13
Children who are homeless	S	929	94	929	S	11
Migratory students	S	508	99	508	S	10
Military connected students	S	568	98	568	S	39
Male	S	43730	97.4	43730	S	29.7
Female	S	41161	97.4	41161	S	24.8

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	88194	96.9	88194	S	27.1
American Indian or Alaska Native	S	3757	94.8	3757	S	8.8
Asian or Pacific Islander	S	3049	98.1	3049	S	62.6
Asian	S	2725	99	2725	S	67
Native Hawaiian or other Pacific Islander	S	324	95	324	S	22
Black or African American	S	4963	95.9	4963	S	14.1
Hispanic or Latino	S	42331	97.5	42331	S	17.5
White	S	30790	96.6	30790	S	40.6
Two or more races	S	3289	96.3	3289	S	32.0
Children with disabilities (IDEA)	S	10886	95.2	10886	S	8.3
English learners	S	7170	98.3	7170	S	2.6
Economically disadvantaged students	S	36893	97.3	36893	S	16.3
Children in foster care	S	197	>=95	197	S	6
Children who are homeless	S	979	94	979	S	8
Migratory students	S	552	>=99	552	S	13
Military connected students	S	536	97	536	S	36
Male	S	45002	97.1	45002	S	28.3
Female	S	43192	96.8	43192	S	25.9

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	78369	91.2	78369	S	44.2
American Indian or Alaska Native	S	3240	87.0	3240	S	18.4
Asian or Pacific Islander	S	2927	96	2927	S	75
Asian	S	2625	96	2625	S	79
Native Hawaiian or other Pacific Islander	S	302	91	302	S	42
Black or African American	S	4243	90.5	4243	S	26.8
Hispanic or Latino	S	35504	91.0	35504	S	30.6
White	S	29901	91.5	29901	S	61.8
Two or more races	S	2547	91	2547	S	56
Children with disabilities (IDEA)	S	7849	85.7	7849	S	11.7
English learners	S	3782	89.1	3782	S	2.4
Economically disadvantaged students	S	28578	90.9	28578	S	28.2
Children in foster care	S	191	86	191	S	18
Children who are homeless	S	728	83	728	S	18
Migratory students	S	575	93	575	S	16
Military connected students	S	394	91	394	S	62
Male	S	39002	91.2	39002	S	42.5
Female	S	39367	91.1	39367	S	45.9

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	79548	98.4	79548	S	40.7
American Indian or Alaska Native	S	3071	95.0	3071	S	16.3
Asian or Pacific Islander	S	2896	99	2896	S	64
Asian	S	2588	>=99	2588	S	68
Native Hawaiian or other Pacific Islander	S	308	98	308	S	34
Black or African American	S	4509	97.7	4509	S	27.5
Hispanic or Latino	S	37547	98.6	37547	S	30.2
White	S	28100	98.6	28100	S	56.0
Two or more races	S	3405	98.3	3405	S	49.1
Children with disabilities (IDEA)	S	11896	97.6	11896	S	15.8
English learners	S	8363	99.0	8363	S	5.0
Economically disadvantaged students	S	35474	98.3	35474	S	27.4
Children in foster care	S	198	>=95	198	S	21
Children who are homeless	S	903	98	903	S	17
Migratory students	S	444	98	444	S	19
Military connected students	S	661	>=99	661	S	56
Male	S	40321	98.3	40321	S	38.3
Female	S	39227	98.6	39227	S	43.1

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	79566	98.4	79566	S	44.1
American Indian or Alaska Native	S	3089	95.0	3089	S	20.0
Asian or Pacific Islander	S	2861	99	2861	S	69
Asian	S	2605	99	2605	S	72
Native Hawaiian or other Pacific Islander	S	256	>=95	256	S	36
Black or African American	S	4499	97.6	4499	S	30.4
Hispanic or Latino	S	37285	98.6	37285	S	33.0
White	S	28358	98.5	28358	S	60.1
Two or more races	S	3426	98.3	3426	S	51.6
Children with disabilities (IDEA)	S	11862	97.6	11862	S	16.5
English learners	S	7735	99.1	7735	S	6.1
Economically disadvantaged students	S	35113	98.3	35113	S	30.7
Children in foster care	S	195	>=95	195	S	28
Children who are homeless	S	915	96	915	S	23
Migratory students	S	446	>=99	446	S	22
Military connected students	S	663	98	663	S	61
Male	S	40457	98.2	40457	S	42.2
Female	S	39109	98.5	39109	S	46.1

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	80621	98.2	80621	S	39.0
American Indian or Alaska Native	S	3239	95.0	3239	S	15.8
Asian or Pacific Islander	S	2921	99	2921	S	64
Asian	S	2557	99	2557	S	67
Native Hawaiian or other Pacific Islander	S	364	99	364	S	44
Black or African American	S	4578	97.7	4578	S	25.3
Hispanic or Latino	S	37797	98.5	37797	S	28.4
White	S	28772	98.3	28772	S	54.1
Two or more races	S	3293	97.8	3293	S	48.9
Children with disabilities (IDEA)	S	11798	97.5	11798	S	13.0
English learners	S	6825	99.1	6825	S	3.8
Economically disadvantaged students	S	35470	98.2	35470	S	26.2
Children in foster care	S	202	>=95	202	S	19
Children who are homeless	S	910	97	910	S	17
Migratory students	S	461	99	461	S	17
Military connected students	S	653	99	653	S	54
Male	S	40815	98.1	40815	S	36.4
Female	S	39806	98.4	39806	S	41.7

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	81101	97.9	81101	S	38.8
American Indian or Alaska Native	S	3181	94.9	3181	S	16.5
Asian or Pacific Islander	S	2793	98	2793	S	65
Asian	S	2521	99	2521	S	68
Native Hawaiian or other Pacific Islander	S	272	>=95	272	S	40
Black or African American	S	4748	97.2	4748	S	26.9
Hispanic or Latino	S	38275	98.2	38275	S	28.9
White	S	28775	97.9	28775	S	53.0
Two or more races	S	3305	97.9	3305	S	46.4
Children with disabilities (IDEA)	S	11333	96.8	11333	S	11.7
English learners	S	6604	98.7	6604	S	3.7
Economically disadvantaged students	S	35314	98.0	35314	S	26.9
Children in foster care	S	189	>=95	189	S	19
Children who are homeless	S	891	95	891	S	17
Migratory students	S	454	98	454	S	17
Military connected students	S	580	97	580	S	53
Male	S	41377	97.9	41377	S	34.8
Female	S	39724	97.8	39724	S	42.9

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	83843	97.4	83843	S	42.8
American Indian or Alaska Native	S	3507	95.1	3507	S	19.2
Asian or Pacific Islander	S	2866	98	2866	S	72
Asian	S	2572	99	2572	S	76
Native Hawaiian or other Pacific Islander	S	294	95	294	S	41
Black or African American	S	4758	96.6	4758	S	30.6
Hispanic or Latino	S	39797	97.7	39797	S	32.0
White	S	29674	97.3	29674	S	57.9
Two or more races	S	3214	97.0	3214	S	52.5
Children with disabilities (IDEA)	S	10788	96.1	10788	S	12.3
English learners	S	6708	98.5	6708	S	3.9
Economically disadvantaged students	S	35677	97.5	35677	S	30.1
Children in foster care	S	179	94	179	S	21
Children who are homeless	S	900	94	900	S	22
Migratory students	S	497	99	497	S	17
Military connected students	S	560	98	560	S	57
Male	S	43129	97.4	43129	S	38.7
Female	S	40714	97.4	40714	S	47.0

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	87359	96.9	87359	S	35.7
American Indian or Alaska Native	S	3678	94.6	3678	S	15.4
Asian or Pacific Islander	S	3023	98.1	3023	S	63.7
Asian	S	2704	99	2704	S	68
Native Hawaiian or other Pacific Islander	S	319	95	319	S	32
Black or African American	S	4901	95.8	4901	S	24.5
Hispanic or Latino	S	41970	97.5	41970	S	26.7
White	S	30520	96.6	30520	S	48.8
Two or more races	S	3252	96.3	3252	S	43.4
Children with disabilities (IDEA)	S	10721	95.1	10721	S	8.7
English learners	S	7089	98.3	7089	S	2.2
Economically disadvantaged students	S	36538	97.2	36538	S	24.9
Children in foster care	S	194	>=95	194	S	18
Children who are homeless	S	947	93	947	S	17
Migratory students	S	544	>=99	544	S	16
Military connected students	S	534	97	534	S	48
Male	S	44529	97.1	44529	S	30.7
Female	S	42830	96.8	42830	S	41.0

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	78406	91.2	76880	S	42.4
American Indian or Alaska Native	S	3241	87.0	3237	S	17.9
Asian or Pacific Islander	S	2928	96	2619	S	68
Asian	S	2626	96	2320	S	72
Native Hawaiian or other Pacific Islander	S	302	91	299	S	41
Black or African American	S	4249	90.5	4232	S	29.0
Hispanic or Latino	S	35523	91.0	35339	S	30.0
White	S	29911	91.5	28958	S	58.7
Two or more races	S	2547	91	2488	S	55
Children with disabilities (IDEA)	S	7870	85.7	7855	S	13.0
English learners	S	3787	89.1	3787	S	2.8
Economically disadvantaged students	S	28597	90.9	28458	S	28.3
Children in foster care	S	191	86	191	S	16
Children who are homeless	S	730	83	730	S	19
Migratory students	S	575	93	575	S	15
Military connected students	S	394	91	384	S	57
Male	S	39020	91.2	38334	S	38.8
Female	S	39386	91.1	38546	S	45.8

1.2.3 Academic Achievement and Participation in Science Assessment

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

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

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

Grade 03

Grade 04

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	80607	96.4	80607	S	27.4
American Indian or Alaska Native	S	3250	91.8	3250	S	9.5
Asian or Pacific Islander	S	2909	97	2909	S	46
Asian	S	2546	97	2546	S	49
Native Hawaiian or other Pacific Islander	S	363	96	363	S	29
Black or African American	S	4570	95.5	4570	S	13.8
Hispanic or Latino	S	37823	96.7	37823	S	17.9
White	S	28745	96.7	28745	S	41.4
Two or more races	S	3287	96.1	3287	S	35.1
Children with disabilities (IDEA)	S	11882	90.8	11882	S	12.1
English learners	S	6845	97.3	6845	S	2.5
Economically disadvantaged students	S	35561	96.4	35561	S	16.8
Children in foster care	S	203	90	203	S	14
Children who are homeless	S	924	95	924	S	11
Migratory students	S	468	96	468	S	10
Military connected students	S	649	97	649	S	44
Male	S	40855	96.0	40855	S	29.4
Female	S	39752	96.9	39752	S	25.4

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	87538	95.0	87538	S	24.3
American Indian or Alaska Native	S	3690	91.2	3690	S	9.0
Asian or Pacific Islander	S	3033	96.5	3033	S	50.6
Asian	S	2708	97	2708	S	54
Native Hawaiian or other Pacific Islander	S	325	94	325	S	19
Black or African American	S	4919	93.4	4919	S	12.1
Hispanic or Latino	S	42002	95.3	42002	S	14.9
White	S	30626	95.1	30626	S	37.7
Two or more races	S	3254	95.0	3254	S	30.7
Children with disabilities (IDEA)	S	10737	87.1	10737	S	8.4
English learners	S	7086	96.3	7086	S	1.2
Economically disadvantaged students	S	36635	95.1	36635	S	14.3
Children in foster care	S	191	90	191	S	11
Children who are homeless	S	967	91	967	S	8
Migratory students	S	547	97	547	S	7
Military connected students	S	532	96	532	S	39
Male	S	44624	94.9	44624	S	25.5
Female	S	42914	95.1	42914	S	23.0

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	77581	89.3	77581	S	20.6
American Indian or Alaska Native	S	3188	84.5	3188	S	8.1
Asian or Pacific Islander	S	2902	95	2902	S	45
Asian	S	2611	96	2611	S	48
Native Hawaiian or other Pacific Islander	S	291	87	291	S	17
Black or African American	S	4210	88.4	4210	S	9.4
Hispanic or Latino	S	35078	89.0	35078	S	11.7
White	S	29682	90.0	29682	S	31.2
Two or more races	S	2512	89	2512	S	28
Children with disabilities (IDEA)	S	7923	80.0	7923	S	6.1
English learners	S	3788	88.7	3788	S	0.7
Economically disadvantaged students	S	28498	89.4	28498	S	12.0
Children in foster care	S	188	81	188	S	5
Children who are homeless	S	724	81	724	S	7
Migratory students	S	532	85	532	S	2
Military connected students	S	392	90	392	S	30
Male	S	38745	89.4	38745	S	22.9
Female	S	38836	89.2	38836	S	18.3

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	5482	7.1
Regular Assessment With Accommodations	894	1.2
Regular Assessment Without Accommodations	71044	91.8
Total	77420	.

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
5482	574855	1

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?	No

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

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

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

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	5488	7.2
Recently arrived ELs, Took ELP	.	.
Regular Assessment With Accommodations	805	1.1
Regular Assessment Without Accommodations	69975	91.7
Total	76268	.

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
5488	570444	1

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?	No

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

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

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	2358	7.7
Regular Assessment With Accommodations	844	2.8
Regular Assessment Without Accommodations	27340	89.5
Total	30542	.

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
2358	245726	1

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?	No

Data Quality Comment

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

The State does not offer any of the statewide assessments in any other languages.

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	105881	5722	S	24.1	S	8.5

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	99599	5256	S	24.1	S	8.3
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	16727	497	S	23.1	S	3.1

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
8304	9.9

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
29399	30.7

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
2040	3461	4730	5569	15800

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	501	8	44	<=10
Second year	947	9	67	9
Third year	1385	9	62	11
Fourth year	1962	13	93	9

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	497	13	44	18
Second year	945	14	67	15
Third year	1368	15	60	13
Fourth year	1941	22	91	10

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	328	3	31	<=10
Second year	374	5	24	<=20
Third year	929	4	42	<=10
Fourth year	524	10	28	<=20

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	67
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	33

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.	Yes
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the ESEA.	Yes
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the ESEA and academic assessments in languages other than English to meet the State’s obligations under Section 1111(b)(2)(F) of the ESEA.	Yes
Ensuring the continued validity and reliability of State assessments.	Yes
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	Yes
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	Yes
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.	Yes
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the ESEA and other assessments not required under Section 1111(b)(2) of the ESEA.	Yes
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the ESEA, and using the principles of universal design for learning.	Yes
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the ESEA.	Yes
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	Yes
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.	Yes
Designing report cards and reports under Section 1111(h) of the ESEA in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	Yes
Other	No

Data Quality Comment

For Other: N/A

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	50287.99	10100.01	20.1

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	50287.99	556.74	1.1

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	50287.99	4310.75	8.6

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
69	26	Income eligibility data collected in our student data system. The data collection is aligned to guidelines for free and reduced-price lunch.

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	93379
English Learners with Disabilities	15034

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	73899

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	0	English
Dual Language or Two-way Immersion	426	Spanish
ESL or ELD	73473	English
Newcomer programs	0	
Other	0	
Transitional Bilingual Education or Early-Exit Bilingual Education	0	

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

Comments
Heritage Language (Navajo).

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	74756
English	7979
Arabic	1676
Swahili	983
Navajo; Navaho	897

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*
16850	15012	1926

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

Data Quality Comment

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

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

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

Activities of LEAs	Number of LEAs
Supporting the development and implementation of LIEPs	93
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	57
Supporting implementation of school wide programs	78
Professional development to teachers and other personnel serving ELs	122
Parent and community engagement activities	109
Supporting the development and implementation of pre-school programs	10
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	89
Improving instruction of ELs with disabilities	50
Providing tutorials, career and technical education	21
Offering programs to help ELs achieve success in post-secondary education	7
Other	11

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.

Comment
Live, virtual professional development provided by Rosetta Stone to support implementation of Rosetta Stone during the EL Pull-Out Class; Registration fees for three EL teachers to attend the OELAS Conference in December of 2021. The teachers who attended shared strategies that they learned with all other EL teachers during PLC Meetings; Parent Engagement info session held in Spring 2022 assist with student language acquisition and reducing fluency risk factors; Training to enhance EL Teacher's skills for new teacher and skills for interventions through PLC training; To pay for three ELD Specialists to provide ongoing coaching and intervention support and professional development opportunities for our schools; Really Good Stuff Parent Engagement Packs for kindergarten through 6th graders. Packs include literacy engagement activities with instructions in Spanish for parents to support EL learners at home; EL Academic coach to train, provide professional development and support to teachers with EL students and program model support to school site with EL students; Parent engagement opportunities for the parents of ELs include workshop sessions that support the language development and academic success of English learners.

Data Quality Comment

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	X
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.

Comments

Data Quality Comment

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
6570	624	2

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	7/1/2021	0

Data Quality Comment
Zero (0) is correct. Preliminary allocations to subgrantees for the intended school year are calculated and distributed prior to July 1 by utilizing one hundred percent (100%) of the estimated Title III award amount. Once Arizona receives notification of the final Title III award amount, the remainder of the funds are distributed accordingly.

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
Zero (0) is correct.

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	60	60
LEAs without subgrants	631	210

Data Quality Comment

The count consists of subgrantees that have received Director Approval as of 12.06.22.

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.

Grade Level	Number of Homeless Enrolled Students
Ungraded	5
Age 3 through 5 (not Kindergarten)	125
Kindergarten	1346
Grade 1	1219
Grade 2	1294
Grade 3	1282
Grade 4	1286
Grade 5	1283
Grade 6	1270
Grade 7	1320
Grade 8	1389
Grade 9	1558
Grade 10	1334
Grade 11	1297
Grade 12	2032
Total	18040

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.

Primary Nighttime Residence Type	Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth	Number of Homeless Enrolled Students
Shelters and transitional housing	113	2664
Doubled-up (e.g., living with another family)	1032	12637
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	28	585
Hotels/Motels	8	2139
Total	1181	18025

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)	3115
English learners	2677
Unaccompanied youth	1183
Migratory students	132

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	6
Age 3 through 5 (not Kindergarten)	93

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?	68

Data Quality Comment
The count consists of subgrantees that have received Director Approval as of 12.06.22.

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?	109

Data Quality Comment
The count consists of subgrantees that have received Director Approval as of 12.06.22.

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.

Age Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarten)	963
Kindergarten	626
Grade 1	616
Grade 2	612
Grade 3	617
Grade 4	584
Grade 5	614
Grade 6	611
Grade 7	662
Grade 8	684
Grade 9	941
Grade 10	837
Grade 11	831
Grade 12	954
Out of School	418
Total	10570

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	342

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)	119
Kindergarten	107
Grade 1	90
Grade 2	111
Grade 3	116
Grade 4	111
Grade 5	96
Grade 6	79
Grade 7	102
Grade 8	70
Grade 9	138
Grade 10	111
Grade 11	115
Grade 12	54
Out of School	1
Total	1420

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
<p>Firstly, LEAs used ESSER and other pandemic relief funds to serve Category 2 counts in lieu of MEP funds given the nature of the program, and the Supplement, not Supplant rule. LEAs also experienced labor shortage and high rates of staff turnover, resulting in lack of staff available to help support with implementation and provision of supplemental programs and services for migratory children and youth. The Arizona MEP is working diligently with LEAs to inspire innovative thinking and data-driven planning to develop and provide services and programs that are research-based, of sufficient intensity, and meet measurable outcomes. We are hopeful that an increase in effective MEP-funded programming and aligned outcomes for migratory children and youth is possible with continued guidance and support from the Arizona MEP.</p>

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.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age Birth through 2	10

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
N/A

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

<p>Every student in the State of Arizona is assigned an AZEDS ID (State Identification Number) as long as they are enrolled in school at some point. MIS2000 automatically sends this information, DOB, First, and Last Name to the Arizona Department of Education's systems via API to pull required student documentation. Once the documentation is linked to the student, it passes back through MIS2000, and is uploaded to MSIX in the nightly data upload. The State Data Specialist routinely monitors the merge and splits, Child Count Reconciliation Report, Data Quality and other MSIX Reports to ensure data integrity between our records in MIS2000 and MSIX. The State itself does not have a Migrant flag in its databases so the child records in MIS2000 are the authoritative data source for Migrant Records in Arizona. Because the data is routinely reconciled between MSIX and MIS2000 on a weekly basis, and right before the data pull out of MIS2000 for EDFacts and CSPP, the children represented in the EDFacts submissions are a match to the children represented in MSIX.</p>

Data Quality Comments

N/A

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.	150
The number of eligibility determinations sampled for which a re-interview was completed.	75
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	72

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

2019-20

Comments

N/A

FAQ on independent prospective re-interviews:

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

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

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

Comments
N/A

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments
N/A

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)	184
Kindergarten	314
Grade 1	298
Grade 2	263
Grade 3	256
Grade 4	271
Grade 5	257
Grade 6	253
Grade 7	307
Grade 8	250
Grade 9	450
Grade 10	434
Grade 11	411
Grade 12	447
Out of School	216
Ungraded	.
Total	4611

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	106
Kindergarten	382
Grade 1	379
Grade 2	327
Grade 3	282
Grade 4	268
Grade 5	274
Grade 6	234
Grade 7	257
Grade 8	227
Grade 9	234
Grade 10	206
Grade 11	182
Grade 12	172
Out of School	19
Ungraded	.
Total	3549

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	2
Age 3 through 5 (not Kindergarten)	60
Kindergarten	46
Grade 1	57
Grade 2	49
Grade 3	47
Grade 4	56
Grade 5	64
Grade 6	64
Grade 7	57
Grade 8	67
Grade 9	91
Grade 10	82
Grade 11	82
Grade 12	87
Out of School	6
Ungraded	.
Total	917

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	200
Age 3 through 5 (not Kindergarten)	388
Kindergarten	249
Grade 1	223
Grade 2	230
Grade 3	238
Grade 4	237
Grade 5	222
Grade 6	235
Grade 7	241
Grade 8	189
Grade 9	302
Grade 10	244
Grade 11	251
Grade 12	151
Out of School	115
Ungraded	.
Total	3715

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	8
Grade 8	26
Grade 9	17
Grade 10	14
Grade 11	17
Grade 12	42
Total	124

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
0

Data Quality Comments
N/A

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.

Age Grade	Served During the Performance Period
Age Birth through 2	17
Age 3 through 5 (not Kindergarte	332
Kindergarten	336
Grade 1	346
Grade 2	366
Grade 3	388
Grade 4	397
Grade 5	379
Grade 6	387
Grade 7	381
Grade 8	443
Grade 9	737
Grade 10	661
Grade 11	659
Grade 12	758
Ungraded	0
Out of School	138
Total	6725

1.7.6.1 Priority for Services During the Performance Period

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

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarte	95
Kindergarten	201
Grade 1	193
Grade 2	172
Grade 3	173
Grade 4	197
Grade 5	168
Grade 6	169
Grade 7	192
Grade 8	180
Grade 9	366
Grade 10	372
Grade 11	347
Grade 12	382
Ungraded	0
Out of School	72
Total	3279

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	1
Age 3 through 5 (not Kindergarten)	135
Kindergarten	179
Grade 1	196
Grade 2	195
Grade 3	201
Grade 4	207
Grade 5	164
Grade 6	165
Grade 7	183
Grade 8	173
Grade 9	57
Grade 10	86
Grade 11	83
Grade 12	112
Ungraded	.
Out of School	6
Total	2143

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	1	.	.
Age 3 through 5 (not Kindergarten)	135	126	.
Kindergarten	176	115	.
Grade 1	193	113	.
Grade 2	193	129	.
Grade 3	197	139	.
Grade 4	204	144	.
Grade 5	163	117	.
Grade 6	161	121	.
Grade 7	160	118	.
Grade 8	155	102	.
Grade 9	11	10	.
Grade 10	23	9	.
Grade 11	19	7	.
Grade 12	24	18	.
Ungraded	.	.	.
Out of School	.	.	.
Total	1815	1268	.

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	17	.
Age 3 through 5 (not Kindergarten)	313	.
Kindergarten	296	.
Grade 1	322	.
Grade 2	336	9
Grade 3	359	8
Grade 4	369	16
Grade 5	348	25
Grade 6	368	31
Grade 7	364	46
Grade 8	436	39
Grade 9	732	1
Grade 10	652	6
Grade 11	654	4
Grade 12	750	3
Ungraded	.	.
Out of School	133	.
Total	6449	188

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.

Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
264	9693

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 12:43:53 PM