

CONSOLIDATED STATE PERFORMANCE REPORT

PART I

SCHOOL YEAR 2021-2022

FLORIDA



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

Paperwork Burden Statement

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

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://edudata.fldoe.org/

Data Quality Comment

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	207972	98.3	207972	S	58.3
American Indian or Alaska Native	S	490	99	490	S	58
Asian or Pacific Islander	S	6253	98.7	6253	S	82.0
Asian	S	5886	98.7	5886	S	83.2
Native Hawaiian or other Pacific Islander	S	367	99	367	S	62
Black or African American	S	44204	97.9	44204	S	41.9
Hispanic or Latino	S	74943	98.4	74943	S	55.1
White	S	73257	98.4	73257	S	69.1
Two or more races	S	8825	98.1	8825	S	61.4
Children with disabilities (IDEA)	S	34729	97.0	34729	S	36.3
English learners	S	42312	98.6	42312	S	47.7
Economically disadvantaged students	S	123306	98.1	123306	S	49.0
Children in foster care	S	1311	97	1311	S	41
Children who are homeless	S	4387	95.7	4387	S	32.5
Migratory students	S	1038	>=99	1038	S	46
Military connected students	S	3454	98.6	3454	S	71.0
Male	S	107318	98.1	107318	S	59.8
Female	S	100654	98.5	100654	S	56.7

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	196224	97.7	196224	S	61.4
American Indian or Alaska Native	S	513	97	513	S	61
Asian or Pacific Islander	S	6016	98.8	6016	S	83.4
Asian	S	5651	98.9	5651	S	84.9
Native Hawaiian or other Pacific Islander	S	365	99	365	S	62
Black or African American	S	40570	97.2	40570	S	43.8
Hispanic or Latino	S	70574	97.8	70574	S	58.5
White	S	70236	97.8	70236	S	72.2
Two or more races	S	8315	97.6	8315	S	63.6
Children with disabilities (IDEA)	S	31909	96.3	31909	S	37.0
English learners	S	40654	98.1	40654	S	52.0
Economically disadvantaged students	S	112387	97.5	112387	S	52.3
Children in foster care	S	984	96	984	S	45
Children who are homeless	S	3868	94.2	3868	S	37.5
Migratory students	S	872	98	872	S	48
Military connected students	S	3346	98.3	3346	S	73.1
Male	S	99876	97.4	99876	S	63.3
Female	S	96348	98.0	96348	S	59.3

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	212767	98.0	212767	S	52.3
American Indian or Alaska Native	S	513	97	513	S	49
Asian or Pacific Islander	S	6211	98.7	6211	S	81.3
Asian	S	5817	98.8	5817	S	83.1
Native Hawaiian or other Pacific Islander	S	394	98	394	S	55
Black or African American	S	45576	97.7	45576	S	34.0
Hispanic or Latino	S	78344	98.3	78344	S	49.2
White	S	73494	97.9	73494	S	64.1
Two or more races	S	8629	97.5	8629	S	55.4
Children with disabilities (IDEA)	S	37292	96.7	37292	S	27.3
English learners	S	43810	98.6	43810	S	40.6
Economically disadvantaged students	S	123299	97.8	123299	S	42.4
Children in foster care	S	1132	97	1132	S	34
Children who are homeless	S	4229	94.9	4229	S	27.9
Migratory students	S	1024	99	1024	S	41
Military connected students	S	3233	98.2	3233	S	66.6
Male	S	109550	97.8	109550	S	53.4
Female	S	103217	98.1	103217	S	51.1

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	192416	95.5	192416	S	49.1
American Indian or Alaska Native	S	496	95	496	S	44
Asian or Pacific Islander	S	5399	97.6	5399	S	78.8
Asian	S	5069	97.7	5069	S	80.5
Native Hawaiian or other Pacific Islander	S	330	96	330	S	53
Black or African American	S	41185	94.4	41185	S	30.8
Hispanic or Latino	S	70868	95.8	70868	S	45.4
White	S	66926	95.7	66926	S	61.6
Two or more races	S	7542	94.7	7542	S	52.1
Children with disabilities (IDEA)	S	31712	93.0	31712	S	22.8
English learners	S	38372	96.2	38372	S	34.8
Economically disadvantaged students	S	111090	94.8	111090	S	38.9
Children in foster care	S	857	88	857	S	30
Children who are homeless	S	3577	88.8	3577	S	25.8
Migratory students	S	970	97	970	S	32
Military connected students	S	2846	96	2846	S	64
Male	S	97919	95.1	97919	S	48.7
Female	S	94497	95.9	94497	S	49.5

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	191320	95.8	191320	S	51.5
American Indian or Alaska Native	S	506	97	506	S	48
Asian or Pacific Islander	S	5892	97.9	5892	S	81.0
Asian	S	5531	98.0	5531	S	82.4
Native Hawaiian or other Pacific Islander	S	361	96	361	S	61
Black or African American	S	40793	94.6	40793	S	30.3
Hispanic or Latino	S	69617	96.4	69617	S	47.6
White	S	67218	95.8	67218	S	65.3
Two or more races	S	7294	95.3	7294	S	56.7
Children with disabilities (IDEA)	S	29717	93.1	29717	S	22.9
English learners	S	34091	96.5	34091	S	32.3
Economically disadvantaged students	S	106468	94.8	106468	S	40.2
Children in foster care	S	808	87	808	S	30
Children who are homeless	S	3349	88.8	3349	S	26.1
Migratory students	S	825	95	825	S	36
Military connected students	S	2739	96	2739	S	66
Male	S	98425	95.5	98425	S	52.4
Female	S	92895	96.2	92895	S	50.6

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	237404	95.4	237404	S	57.6
American Indian or Alaska Native	S	619	95	619	S	57
Asian or Pacific Islander	S	7964	97.0	7964	S	84.5
Asian	S	7520	97.2	7520	S	85.8
Native Hawaiian or other Pacific Islander	S	444	94	444	S	63
Black or African American	S	47394	94.4	47394	S	38.5
Hispanic or Latino	S	86719	96.1	86719	S	54.0
White	S	85785	95.3	85785	S	69.0
Two or more races	S	8923	94.4	8923	S	61.3
Children with disabilities (IDEA)	S	31329	92.8	31329	S	28.7
English learners	S	36053	96.2	36053	S	38.8
Economically disadvantaged students	S	128109	94.5	128109	S	47.0
Children in foster care	S	948	88	948	S	35
Children who are homeless	S	3462	87.8	3462	S	33.9
Migratory students	S	1031	96	1031	S	46
Military connected students	S	3521	96.8	3521	S	71.2
Male	S	121249	95.0	121249	S	57.0
Female	S	116155	95.8	116155	S	58.2

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	284628	92.2	284628	S	39.7
American Indian or Alaska Native	S	691	88	691	S	34
Asian or Pacific Islander	S	6155	95.6	6155	S	63.7
Asian	S	5667	96.0	5667	S	65.6
Native Hawaiian or other Pacific Islander	S	488	91	488	S	42
Black or African American	S	65361	90.1	65361	S	24.1
Hispanic or Latino	S	107267	92.8	107267	S	36.3
White	S	95759	93.0	95759	S	52.0
Two or more races	S	9395	91.1	9395	S	45.0
Children with disabilities (IDEA)	S	46096	89.4	46096	S	21.6
English learners	S	41497	92.7	41497	S	24.8
Economically disadvantaged students	S	157202	90.8	157202	S	31.4
Children in foster care	S	1004	79	1004	S	26
Children who are homeless	S	4193	82.4	4193	S	24.4
Migratory students	S	1389	94	1389	S	29
Military connected students	S	4076	94.9	4076	S	56.4
Male	S	145558	91.6	145558	S	39.3
Female	S	139070	92.8	139070	S	40.0

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	209858	99.0	209858	S	53.3
American Indian or Alaska Native	S	492	99	492	S	49
Asian or Pacific Islander	S	6298	99.1	6298	S	73.9
Asian	S	5928	99.1	5928	S	75.0
Native Hawaiian or other Pacific Islander	S	370	>=99	370	S	55
Black or African American	S	44666	98.7	44666	S	37.0
Hispanic or Latino	S	75654	99.2	75654	S	49.5
White	S	73846	99.0	73846	S	64.7
Two or more races	S	8902	98.7	8902	S	58.3
Children with disabilities (IDEA)	S	35115	97.9	35115	S	29.2
English learners	S	42698	99.2	42698	S	38.1
Economically disadvantaged students	S	124600	98.9	124600	S	43.5
Children in foster care	S	1337	97	1337	S	34
Children who are homeless	S	4503	97.1	4503	S	28.4
Migratory students	S	1049	>=99	1049	S	34
Military connected students	S	3474	99.0	3474	S	66.9
Male	S	108345	98.9	108345	S	50.6
Female	S	101513	99.1	101513	S	56.2

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	199323	98.2	199323	S	57.3
American Indian or Alaska Native	S	526	98	526	S	58
Asian or Pacific Islander	S	6182	99.2	6182	S	78.4
Asian	S	5816	99.2	5816	S	79.8
Native Hawaiian or other Pacific Islander	S	366	99	366	S	56
Black or African American	S	41058	97.7	41058	S	40.8
Hispanic or Latino	S	71513	98.2	71513	S	54.4
White	S	71576	98.3	71576	S	67.5
Two or more races	S	8468	98.0	8468	S	59.8
Children with disabilities (IDEA)	S	32220	96.8	32220	S	29.5
English learners	S	41072	98.4	41072	S	44.7
Economically disadvantaged students	S	113953	98.0	113953	S	48.1
Children in foster care	S	983	94	983	S	38
Children who are homeless	S	3926	94.8	3926	S	34.9
Migratory students	S	880	99	880	S	37
Military connected students	S	3371	98.7	3371	S	70.4
Male	S	101538	97.9	101538	S	53.9
Female	S	97785	98.5	97785	S	60.8

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	213628	98.2	213628	S	55.0
American Indian or Alaska Native	S	511	98	511	S	49
Asian or Pacific Islander	S	6250	98.8	6250	S	78.1
Asian	S	5847	98.8	5847	S	79.4
Native Hawaiian or other Pacific Islander	S	403	>=99	403	S	60
Black or African American	S	45816	98.0	45816	S	37.2
Hispanic or Latino	S	78576	98.5	78576	S	51.8
White	S	73831	98.2	73831	S	66.8
Two or more races	S	8644	97.7	8644	S	59.9
Children with disabilities (IDEA)	S	37477	97.0	37477	S	24.4
English learners	S	43809	98.5	43809	S	38.7
Economically disadvantaged students	S	123852	98.1	123852	S	45.0
Children in foster care	S	1129	96	1129	S	38
Children who are homeless	S	4262	95.0	4262	S	30.3
Migratory students	S	1024	98	1024	S	33
Military connected students	S	3237	98.3	3237	S	68.6
Male	S	109964	98.0	109964	S	50.4
Female	S	103664	98.5	103664	S	59.8

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	202121	96.1	202121	S	52.4
American Indian or Alaska Native	S	534	94	534	S	51
Asian or Pacific Islander	S	6191	98.0	6191	S	77.0
Asian	S	5844	98.1	5844	S	78.5
Native Hawaiian or other Pacific Islander	S	347	96	347	S	51
Black or African American	S	42247	95.1	42247	S	36.9
Hispanic or Latino	S	73697	96.4	73697	S	49.0
White	S	71461	96.4	71461	S	62.3
Two or more races	S	7991	95.4	7991	S	57.2
Children with disabilities (IDEA)	S	32110	93.4	32110	S	22.6
English learners	S	39407	96.5	39407	S	35.7
Economically disadvantaged students	S	114538	95.4	114538	S	42.7
Children in foster care	S	874	88	874	S	33
Children who are homeless	S	3650	88.9	3650	S	29.3
Migratory students	S	968	96	968	S	30
Military connected students	S	3040	96.5	3040	S	65.0
Male	S	103058	95.7	103058	S	47.5
Female	S	99063	96.6	99063	S	57.4

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	207343	96.1	207343	S	48.8
American Indian or Alaska Native	S	544	97	544	S	45
Asian or Pacific Islander	S	6384	98.5	6384	S	75.2
Asian	S	5996	98.7	5996	S	76.3
Native Hawaiian or other Pacific Islander	S	388	97	388	S	58
Black or African American	S	43454	94.9	43454	S	32.6
Hispanic or Latino	S	75828	96.5	75828	S	45.7
White	S	73175	96.2	73175	S	58.6
Two or more races	S	7958	95.1	7958	S	53.7
Children with disabilities (IDEA)	S	30556	92.8	30556	S	19.3
English learners	S	36113	96.1	36113	S	27.2
Economically disadvantaged students	S	115300	95.1	115300	S	38.8
Children in foster care	S	876	87	876	S	31
Children who are homeless	S	3469	88.2	3469	S	25.1
Migratory students	S	900	95	900	S	25
Military connected students	S	3107	97.2	3107	S	60.9
Male	S	105948	95.6	105948	S	44.0
Female	S	101395	96.5	101395	S	53.7

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	213535	95.9	213535	S	49.6
American Indian or Alaska Native	S	537	96	537	S	48
Asian or Pacific Islander	S	6689	98.5	6689	S	74.6
Asian	S	6276	98.7	6276	S	76.1
Native Hawaiian or other Pacific Islander	S	413	96	413	S	52
Black or African American	S	44343	94.9	44343	S	33.5
Hispanic or Latino	S	78396	96.4	78396	S	46.5
White	S	75719	95.9	75719	S	59.5
Two or more races	S	7851	94.7	7851	S	53.6
Children with disabilities (IDEA)	S	30294	92.8	30294	S	20.1
English learners	S	32948	95.9	32948	S	24.9
Economically disadvantaged students	S	117395	94.9	117395	S	39.7
Children in foster care	S	893	86	893	S	29
Children who are homeless	S	3322	87.5	3322	S	27.7
Migratory students	S	950	95	950	S	27
Military connected students	S	2993	97	2993	S	61
Male	S	109359	95.5	109359	S	45.3
Female	S	104176	96.3	104176	S	54.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	413174	93.6	413174	S	50.3
American Indian or Alaska Native	S	999	93	999	S	46
Asian or Pacific Islander	S	13297	98.0	13297	S	74.5
Asian	S	12512	98.2	12512	S	75.9
Native Hawaiian or other Pacific Islander	S	785	94	785	S	52
Black or African American	S	84303	91.2	84303	S	34.4
Hispanic or Latino	S	148968	94.0	148968	S	46.5
White	S	151294	94.3	151294	S	60.5
Two or more races	S	14313	92.4	14313	S	55.5
Children with disabilities (IDEA)	S	51744	89.1	51744	S	21.0
English learners	S	48486	92.5	48486	S	20.3
Economically disadvantaged students	S	212715	91.7	212715	S	40.1
Children in foster care	S	1294	74	1294	S	28
Children who are homeless	S	5297	82.2	5297	S	27.8
Migratory students	S	1728	94	1728	S	29
Military connected students	S	5910	95.4	5910	S	61.5
Male	S	208136	92.9	208136	S	45.6
Female	S	205038	94.4	205038	S	55.1

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	212538	97.9	212538	S	48.5
American Indian or Alaska Native	S	511	98	511	S	41
Asian or Pacific Islander	S	6248	98.9	6248	S	74.2
Asian	S	5849	99.0	5849	S	75.7
Native Hawaiian or other Pacific Islander	S	399	98	399	S	52
Black or African American	S	45505	97.4	45505	S	29.8
Hispanic or Latino	S	78282	98.2	78282	S	44.4
White	S	73424	97.8	73424	S	61.8
Two or more races	S	8568	97.0	8568	S	53.2
Children with disabilities (IDEA)	S	37236	96.6	37236	S	23.5
English learners	S	43721	98.5	43721	S	32.2
Economically disadvantaged students	S	123110	97.7	123110	S	38.4
Children in foster care	S	1119	96	1119	S	32
Children who are homeless	S	4229	94.9	4229	S	26.6
Migratory students	S	1020	98	1020	S	29
Military connected students	S	3217	97.8	3217	S	63.8
Male	S	109421	97.7	109421	S	49.6
Female	S	103117	98.1	103117	S	47.4

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	202708	95.3	202708	S	45.4
American Indian or Alaska Native	S	527	96	527	S	44
Asian or Pacific Islander	S	6013	97.8	6013	S	71.9
Asian	S	5628	97.9	5628	S	73.5
Native Hawaiian or other Pacific Islander	S	385	95	385	S	49
Black or African American	S	42464	94.4	42464	S	28.0
Hispanic or Latino	S	72949	95.8	72949	S	39.0
White	S	73224	95.3	73224	S	59.1
Two or more races	S	7531	94.1	7531	S	52.2
Children with disabilities (IDEA)	S	29718	92.3	29718	S	20.0
English learners	S	32050	95.7	32050	S	21.4
Economically disadvantaged students	S	111934	94.4	111934	S	35.0
Children in foster care	S	872	86	872	S	30
Children who are homeless	S	3281	88.4	3281	S	25.7
Migratory students	S	934	94	934	S	23
Military connected students	S	2945	97	2945	S	62
Male	S	104188	95.0	104188	S	45.4
Female	S	98520	95.6	98520	S	45.5

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	205155	94.9	205155	S	61.4
American Indian or Alaska Native	S	520	94	520	S	61
Asian or Pacific Islander	S	6791	98.5	6791	S	82.3
Asian	S	6426	98.7	6426	S	83.4
Native Hawaiian or other Pacific Islander	S	365	96	365	S	63
Black or African American	S	41325	93.1	41325	S	44.2
Hispanic or Latino	S	73711	95.2	73711	S	57.0
White	S	75511	95.5	75511	S	72.7
Two or more races	S	7297	94.7	7297	S	66.2
Children with disabilities (IDEA)	S	25219	91.1	25219	S	31.9
English learners	S	23803	94.6	23803	S	35.8
Economically disadvantaged students	S	103820	93.5	103820	S	51.6
Children in foster care	S	586	83	586	S	41
Children who are homeless	S	2385	85	2385	S	41
Migratory students	S	848	94	848	S	44
Military connected students	S	3100	96.8	3100	S	77.4
Male	S	103869	94.4	103869	S	60.9
Female	S	101286	95.4	101286	S	61.8

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	24409	10.1
Regular Assessment With Accommodations	50127	20.6
Regular Assessment Without Accommodations	168248	69.3
Total	242784	.

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
24409	1522731	1.6

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	24633	9.9
Recently arrived ELs, Took ELP	0	0
Regular Assessment With Accommodations	56185	22.5
Regular Assessment Without Accommodations	168698	67.6
Total	249516	.

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
24633	1658982	1.5

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	9454	10.3
Regular Assessment With Accommodations	9028	9.8
Regular Assessment Without Accommodations	73691	79.9
Total	92173	.

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
9454	620401	1.5

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

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.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	0

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
Statewide assessments are not offered with native 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	256615	21173	S	46.8	S	18.3

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	256294	21109	S	46.8	S	18.3
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	31759	2404	S	37.5	S	11.6

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
37159	11.5

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
56633	16.9

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
46880	28350	41741	37181	154152

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	36813	52.2	6411	28.8
Second year	22255	51.4	4630	26.6
Third year	34668	54.9	5958	28.9
Fourth year	30250	58.1	4520	29.4

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	38193	49.0	6538	24.6
Second year	23233	46.2	4753	20.0
Third year	36881	53.7	6200	24.1
Fourth year	32477	58.2	4814	25.8

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	13472	47.1	2120	24
Second year	6513	28.1	1741	14
Third year	14170	48.9	2486	23
Fourth year	11798	54.6	1877	27

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	30
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	70

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.	No
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.	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.	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.	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.	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

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	173457.82	49227.82	28.4

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	173457.82	.	.

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	173457.82	13205.82	7.6

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
.	.	N/A

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
FS103 was not required for SY 2021-22 and per USED guidance Florida has left Section 1.3 blank.

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	269534
English Learners with Disabilities	32728

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	269027

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	213365	English
Dual Language or Two-way Immersion	7848	English and Home Language
ESL or ELD	33891	English
Newcomer programs	143	English
Other	918	English
Transitional Bilingual Education or Early-Exit Bilingual Education	12862	English and Home Language

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

Comments
N/A

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	201714
Haitian; Haitian Creole	18601
English	16854
Portuguese	9006
Mayan languages	2800

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*
109125	53489	10000

*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	60
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	60
Supporting implementation of school wide programs	60
Professional development to teachers and other personnel serving ELs	60
Parent and community engagement activities	60
Supporting the development and implementation of pre-school programs	60
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	60
Improving instruction of ELs with disabilities	60
Providing tutorials, career and technical education	60
Offering programs to help ELs achieve success in post-secondary education	60
Other	.

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
N/A

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	
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
N/A

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
111207	32290	12

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
N/A

Data Quality Comment
N/A

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	1

Data Quality Comment
N/A

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 would shorten the time by providing technical assistance through presentations, conference and telephone calls, and email.

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
N/A

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	53	53
LEAs without subgrants	25	25

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.

Grade Level	Number of Homeless Enrolled Students
Age 3 through 5 (not Kindergarten)	1925
Kindergarten	7359
Grade 1	6460
Grade 2	6423
Grade 3	6798
Grade 4	6032
Grade 5	6507
Grade 6	5985
Grade 7	5776
Grade 8	5683
Grade 9	5212
Grade 10	4504
Grade 11	3777
Grade 12	4762
Total	77203

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	423	5102
Doubled-up (e.g., living with another family)	5653	57708
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	127	3840
Hotels/Motels	150	10553
Total	6353	77203

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)	14727
English learners	12910
Unaccompanied youth	6353
Migratory students	1351

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	59
Age 3 through 5 (not Kindergarten)	1835

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?	55

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?	65

Data Quality Comment

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
<p>In comparing the MSIX child count and MSIX ID count data reports with Florida's district-submitted child count report (referred to as "Survey 5"), we noted a large difference between the reports, particularly with the Category 2 count. As a result of multiple calls, virtual meetings, and emails with school district staff and the Florida Department of Education (FDOE) data team, we determined that two factors were having a major effect on the Category 2 count in MSIX. First, 2022-23 enrollments were overwriting 2021-22 enrollments without retaining the 2021-22 information. Second, two Survey 5 data codes used to indicate Category 2 services were not being transmitted to MSIX as code "03" for a Title I, Part C-funded summer/intersession program. Instead, they transmitted as code "05," for a basic school year program. To resolve this, we first determined which students' 2021-22 enrollment records would need to be resubmitted to MSIX and if the enrollment needed to be re-coded in order to populate into the MSIX snapshot correctly. We then informed school district MEP staff, who re-submitted the records. This approach did close the gap between the MSIX child counts and the Survey 5 child counts. However, it was not successful for all records. As of December 21, 2022, the Category 1 count on MSIX was 17,875 versus 18,131 on Survey 5 and the Category 2 count on MSIX was 1,790 vs. 2,459 on Survey 5.</p>

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)	394
Kindergarten	1084
Grade 1	1005
Grade 2	996
Grade 3	1147
Grade 4	949
Grade 5	1136
Grade 6	1032
Grade 7	1053
Grade 8	1089
Grade 9	1063
Grade 10	977
Grade 11	885
Grade 12	754
Out of School	4362
Total	17926

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

Florida reported 20,767 migratory children for Category 1 in 2020-2021. Florida's 2021-2022 Category 1 count is 18,131 according to Survey 5 and 17,875 according to MSIX. These counts show a decrease of either 12.7% or 13.9%, respectively. This decrease appears to result from a smaller population of eligible migratory workers, caused by primarily 1) fewer migrant families taking their children along with them as they travel for work; and 2) agribusinesses hiring a larger number of H2A workers, who do not typically travel with children, than in previous years.

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	689

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)	60
Kindergarten	128
Grade 1	169
Grade 2	163
Grade 3	181
Grade 4	143
Grade 5	161
Grade 6	93
Grade 7	80
Grade 8	64
Grade 9	87
Grade 10	88
Grade 11	82
Grade 12	35
Out of School	202
Total	1736

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
Florida reported 2,259 migratory children for Category 2 in 2020-2021. Florida's 2021-2022 Category 2 count is 2,459 according to Survey 5 and 1,790 according to MSIX. These counts show either an increase of 8.9% or a decrease of 20.8%, respectively. The decrease reported on MSIX is the result of Florida's database system transmitting 2022-23 enrollments without the accompanying 2021-2022 enrollments, causing 2021-2022 enrollments to be overwritten in MSIX.

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

Not Applicable

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?

No

If MSIX is utilized, please explain how.

Comments
Not Applicable

Data Quality Comments

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.	568
The number of eligibility determinations sampled for which a re-interview was completed.	503
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	495

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), an independent prospective re-interview was conducted during SY 2017-18 (the first full performance period following the effective date of the regulatory change).

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
Not Applicable

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
<p>During the 2021-22 Performance Period, the Florida Migrant Education Program (FMEP) conducted an internal rolling re-interview in phases. The FMEP selected a target random sample size which included a main sample of 546 students and an alternate sample size of 311. A total of 568 interviews were attempted, and 503 interviews were completed. Of these, 495 were determined eligible, and only 8 were determined not eligible resulting in a 1.59% discrepancy rate. Most of the interviews were conducted over the phone, with a small number conducted in person. Districts with children who were determined as not eligible were instructed to follow these corrective actions:</p> <ul style="list-style-type: none"> • Stop serving the child immediately. • Inform the family that the child is not eligible for the MEP. • Take the appropriate steps to remove from the local database the migrant status or other program eligibility indicators for the migrant students affected (contact the district's student information systems manager for the appropriate procedures). • Contact the Florida Department of Education (FDOE) and request that the child(ren) be removed from their migrant count. Additionally, the Local Operating Agency is instructed to do the following. <ul style="list-style-type: none"> o Mail a letter to the State Director of the FMEP stating the reason for removing the child(ren) and include a copy of the original COE. The letter should contain the child(ren)'s full name, child(ren)'s date of birth, COE number. o A copy of the letter and a copy of the COE should be mailed to the ID&R Office. • Contact the ID&R Office and indicate the cause of the erroneous eligibility determination and any local corrective actions to address such cause. • The FDOE will inform the Local Operating Agency regarding the final determination.

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

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)	155
Kindergarten	367
Grade 1	335
Grade 2	347
Grade 3	387
Grade 4	406
Grade 5	462
Grade 6	442
Grade 7	440
Grade 8	497
Grade 9	469
Grade 10	470
Grade 11	359
Grade 12	285
Out of School	67
Ungraded	0
Total	5488

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	134
Kindergarten	644
Grade 1	608
Grade 2	584
Grade 3	621
Grade 4	435
Grade 5	459
Grade 6	349
Grade 7	274
Grade 8	260
Grade 9	233
Grade 10	172
Grade 11	132
Grade 12	79
Out of School	189
Ungraded	0
Total	5173

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	0
Age 3 through 5 (not Kindergarten)	111
Kindergarten	95
Grade 1	128
Grade 2	109
Grade 3	196
Grade 4	155
Grade 5	219
Grade 6	199
Grade 7	161
Grade 8	165
Grade 9	167
Grade 10	157
Grade 11	125
Grade 12	123
Out of School	3
Ungraded	0
Total	2113

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	221
Age 3 through 5 (not Kindergarten)	468
Kindergarten	178
Grade 1	192
Grade 2	148
Grade 3	187
Grade 4	163
Grade 5	196
Grade 6	166
Grade 7	153
Grade 8	194
Grade 9	180
Grade 10	161
Grade 11	126
Grade 12	72
Out of School	1859
Ungraded	0
Total	4664

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	13
Grade 8	24
Grade 9	16
Grade 10	10
Grade 11	19
Grade 12	19
Total	101

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
1

Data Quality Comments

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	476
Age 3 through 5 (not Kindergarte	1897
Kindergarten	945
Grade 1	1005
Grade 2	985
Grade 3	1144
Grade 4	971
Grade 5	1144
Grade 6	1096
Grade 7	1030
Grade 8	1099
Grade 9	1055
Grade 10	1001
Grade 11	831
Grade 12	749
Ungraded	0
Out of School	2620
Total	18048

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	153
Kindergarten	367
Grade 1	335
Grade 2	347
Grade 3	387
Grade 4	406
Grade 5	462
Grade 6	441
Grade 7	440
Grade 8	497
Grade 9	469
Grade 10	470
Grade 11	359
Grade 12	284
Ungraded	0
Out of School	66
Total	5483

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	1
Grade 1	0
Grade 2	1
Grade 3	2
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	3
Grade 8	1
Grade 9	2
Grade 10	2
Grade 11	11
Grade 12	13
Ungraded	0
Out of School	0
Total	36

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	279
Age 3 through 5 (not Kindergarten)	1166
Kindergarten	697
Grade 1	705
Grade 2	705
Grade 3	833
Grade 4	692
Grade 5	808
Grade 6	706
Grade 7	658
Grade 8	732
Grade 9	607
Grade 10	625
Grade 11	512
Grade 12	456
Ungraded	0
Out of School	1546
Total	11727

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	16	14	0
Age 3 through 5 (not Kindergarten)	241	67	0
Kindergarten	409	117	0
Grade 1	416	78	0
Grade 2	416	142	0
Grade 3	513	157	0
Grade 4	424	152	0
Grade 5	490	153	0
Grade 6	391	217	0
Grade 7	351	214	0
Grade 8	387	235	5
Grade 9	261	122	15
Grade 10	271	156	22
Grade 11	215	74	21
Grade 12	158	32	7
Ungraded	0	0	0
Out of School	83	42	0
Total	5042	1972	70

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	352	351
Age 3 through 5 (not Kindergarten)	1559	1552
Kindergarten	803	801
Grade 1	866	865
Grade 2	821	820
Grade 3	961	960
Grade 4	835	835
Grade 5	963	962
Grade 6	923	923
Grade 7	879	878
Grade 8	953	952
Grade 9	879	879
Grade 10	863	863
Grade 11	686	686
Grade 12	627	627
Ungraded	0	0
Out of School	2461	2458
Total	15431	15412

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
910	18936

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**

4/5/2023 5:56:46 AM