

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART I

SCHOOL YEAR 2021-2022

MINNESOTA



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
<a href="https://rc.education.mn.gov/">https://rc.education.mn.gov/</a>

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

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	60601	97.5	60601	S	59.0
American Indian or Alaska Native	S	1052	97	1052	S	30
Asian or Pacific Islander	S	4614	96.9	4614	S	47.2
Asian	S	4558	97.0	4558	S	47.3
Native Hawaiian or other Pacific Islander	S	56	>=90	56	S	38
Black or African American	S	7247	96.3	7247	S	31.5
Hispanic or Latino	S	6144	97.2	6144	S	34.1
White	S	37560	98.0	37560	S	71.1
Two or more races	S	3933	96.3	3933	S	54.3
Children with disabilities (IDEA)	S	11012	94.7	11012	S	39.8
English learners	S	7985	97.1	7985	S	23.9
Economically disadvantaged students	S	20832	96.6	20832	S	35.6
Children in foster care	S	84	>=95	84	S	26
Children who are homeless	S	873	95	873	S	19
Migratory students	S	43	>=90	43	S	26
Military connected students	S	241	>=95	241	S	55
Male	S	30999	97.3	30999	S	62.6
Female	S	29602	97.8	29602	S	55.2

## Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	60549	97.2	60549	S	56.4
American Indian or Alaska Native	S	1036	96	1036	S	27
Asian or Pacific Islander	S	4458	96.7	4458	S	46.2
Asian	S	4371	96.6	4371	S	46.5
Native Hawaiian or other Pacific Islander	S	87	>=95	87	S	35
Black or African American	S	7051	96.2	7051	S	27.3
Hispanic or Latino	S	6254	96.7	6254	S	31.3
White	S	37855	97.6	37855	S	68.4
Two or more races	S	3831	96.5	3831	S	51.6
Children with disabilities (IDEA)	S	10855	93.8	10855	S	35.5
English learners	S	7571	97.1	7571	S	18.5
Economically disadvantaged students	S	20423	96.5	20423	S	31.9
Children in foster care	S	81	>=95	81	S	30
Children who are homeless	S	906	95	906	S	17
Migratory students	S	44	>=90	44	S	23
Military connected students	S	226	94	226	S	58
Male	S	31132	97.0	31132	S	59.3
Female	S	29417	97.4	29417	S	53.2

## Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	60342	97.1	60342	S	43.1
American Indian or Alaska Native	S	1016	96	1016	S	16
Asian or Pacific Islander	S	4367	97.3	4367	S	39.7
Asian	S	4303	97.3	4303	S	40.1
Native Hawaiian or other Pacific Islander	S	64	>=95	64	S	16
Black or African American	S	7043	96.0	7043	S	17.4
Hispanic or Latino	S	6052	96.7	6052	S	20.7
White	S	38084	97.5	38084	S	53.0
Two or more races	S	3735	96.3	3735	S	38.0
Children with disabilities (IDEA)	S	10440	93.9	10440	S	23.2
English learners	S	5994	96.7	5994	S	7.9
Economically disadvantaged students	S	20088	96.2	20088	S	21.2
Children in foster care	S	69	>=95	69	S	10
Children who are homeless	S	820	94	820	S	11
Migratory students	S	39	>=90	39	S	18
Military connected students	S	204	>=95	204	S	34
Male	S	30802	96.9	30802	S	46.1
Female	S	29540	97.4	29540	S	39.9

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	60977	96.2	60977	S	39.3
American Indian or Alaska Native	S	1055	95	1055	S	16
Asian or Pacific Islander	S	4355	96.5	4355	S	37.2
Asian	S	4303	96.6	4303	S	37.5
Native Hawaiian or other Pacific Islander	S	52	>=90	52	S	15
Black or African American	S	6955	94.5	6955	S	14.3
Hispanic or Latino	S	6440	95.7	6440	S	17.0
White	S	38480	96.7	38480	S	49.1
Two or more races	S	3636	94.9	3636	S	32.3
Children with disabilities (IDEA)	S	9825	92.0	9825	S	20.0
English learners	S	4486	95.8	4486	S	4.5
Economically disadvantaged students	S	20148	95.0	20148	S	17.6
Children in foster care	S	82	>=95	82	S	11
Children who are homeless	S	863	92	863	S	11
Migratory students	S	37	>=90	37	S	<=10
Military connected students	S	211	>=95	211	S	37
Male	S	31141	96.1	31141	S	42.6
Female	S	29836	96.3	29836	S	35.9

## Grade 07

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	61618	94.8	61618	S	37.6
American Indian or Alaska Native	S	1079	92	1079	S	12
Asian or Pacific Islander	S	4539	96.1	4539	S	37.8
Asian	S	4478	96.1	4478	S	38.0
Native Hawaiian or other Pacific Islander	S	61	>=95	61	S	21
Black or African American	S	6751	92.6	6751	S	13.8
Hispanic or Latino	S	6603	94.5	6603	S	17.1
White	S	38990	95.5	38990	S	46.3
Two or more races	S	3602	92.2	3602	S	32.2
Children with disabilities (IDEA)	S	9354	89.8	9354	S	16.4
English learners	S	4093	95.5	4093	S	4.2
Economically disadvantaged students	S	19929	93.0	19929	S	16.5
Children in foster care	S	93	89	93	S	15
Children who are homeless	S	788	89	788	S	7
Migratory students	S	29	>=80	29	S	<=20
Military connected students	S	196	93	196	S	34
Male	S	31877	95.3	31877	S	40.1
Female	S	29741	94.4	29741	S	34.8



## Grade 08

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	62075	93.2	62075	S	40.1
American Indian or Alaska Native	S	1082	92	1082	S	13
Asian or Pacific Islander	S	4332	95.5	4332	S	44.9
Asian	S	4274	95.5	4274	S	45.2
Native Hawaiian or other Pacific Islander	S	58	>=90	58	S	21
Black or African American	S	6821	90.7	6821	S	18.7
Hispanic or Latino	S	6636	92.9	6636	S	19.7
White	S	39684	93.8	39684	S	48.0
Two or more races	S	3479	90.2	3479	S	34.0
Children with disabilities (IDEA)	S	9131	88.4	9131	S	16.8
English learners	S	4362	94.7	4362	S	6.1
Economically disadvantaged students	S	19560	91.1	19560	S	20.2
Children in foster care	S	84	85	84	S	11
Children who are homeless	S	716	84	716	S	10
Migratory students	S	24	>=80	24	S	<=20
Military connected students	S	178	93	178	S	34
Male	S	32030	94.0	32030	S	39.6
Female	S	30045	92.5	30045	S	40.6

## High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	45260	73.5	45260	S	36.6
American Indian or Alaska Native	S	668	75	668	S	16
Asian or Pacific Islander	S	2991	72	2991	S	40
Asian	S	2944	72	2944	S	40
Native Hawaiian or other Pacific Islander	S	47	81	47	S	26
Black or African American	S	4044	63.9	4044	S	14.1
Hispanic or Latino	S	4423	72.7	4423	S	16.0
White	S	31106	75.6	31106	S	42.9
Two or more races	S	2007	68	2007	S	32
Children with disabilities (IDEA)	S	6095	70.8	6095	S	13.7
English learners	S	2653	72	2653	S	4
Economically disadvantaged students	S	11415	70.4	11415	S	17.0
Children in foster care	S	62	73	62	S	11
Children who are homeless	S	461	62	461	S	9
Migratory students	S	18	>=80	18	S	<=20
Military connected students	S	97	82	97	S	37
Male	S	24013	76.5	24013	S	37.2
Female	S	21247	70.4	21247	S	35.9

## **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	60695	97.6	60695	S	48.1
American Indian or Alaska Native	S	1051	97	1051	S	24
Asian or Pacific Islander	S	4628	97.2	4628	S	37.9
Asian	S	4569	97.2	4569	S	38.0
Native Hawaiian or other Pacific Islander	S	59	>=90	59	S	32
Black or African American	S	7271	96.6	7271	S	28.4
Hispanic or Latino	S	6166	97.5	6166	S	28.2
White	S	37585	98.0	37585	S	57.3
Two or more races	S	3945	96.4	3945	S	46.4
Children with disabilities (IDEA)	S	10996	94.4	10996	S	28.2
English learners	S	8015	97.5	8015	S	15.9
Economically disadvantaged students	S	20883	96.8	20883	S	28.3
Children in foster care	S	83	>=95	83	S	27
Children who are homeless	S	876	96	876	S	17
Migratory students	S	42	>=90	42	S	19
Military connected students	S	243	>=95	243	S	47
Male	S	31030	97.3	31030	S	45.6
Female	S	29665	97.9	29665	S	50.7

## Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	60706	97.4	60706	S	49.6
American Indian or Alaska Native	S	1038	97	1038	S	26
Asian or Pacific Islander	S	4475	97.0	4475	S	38.3
Asian	S	4388	97.0	4388	S	38.5
Native Hawaiian or other Pacific Islander	S	87	>=95	87	S	29
Black or African American	S	7082	96.5	7082	S	27.0
Hispanic or Latino	S	6276	97.0	6276	S	28.7
White	S	37930	97.8	37930	S	59.4
Two or more races	S	3843	96.7	3843	S	48.1
Children with disabilities (IDEA)	S	10865	93.9	10865	S	28.4
English learners	S	7593	97.4	7593	S	13.2
Economically disadvantaged students	S	20494	96.8	20494	S	28.4
Children in foster care	S	82	>=95	82	S	31
Children who are homeless	S	908	95	908	S	17
Migratory students	S	45	>=90	45	S	13
Military connected students	S	230	>=95	230	S	47
Male	S	31194	97.2	31194	S	47.6
Female	S	29512	97.6	29512	S	51.8

## Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	60553	97.4	60553	S	59.4
American Indian or Alaska Native	S	1032	97	1032	S	35
Asian or Pacific Islander	S	4379	97.6	4379	S	51.7
Asian	S	4314	97.6	4314	S	52.0
Native Hawaiian or other Pacific Islander	S	65	>=95	65	S	34
Black or African American	S	7089	96.6	7089	S	36.9
Hispanic or Latino	S	6074	97.0	6074	S	38.3
White	S	38185	97.7	38185	S	68.7
Two or more races	S	3749	96.5	3749	S	56.0
Children with disabilities (IDEA)	S	10475	94.0	10475	S	32.4
English learners	S	6008	97.0	6008	S	15.5
Economically disadvantaged students	S	20205	96.6	20205	S	38.8
Children in foster care	S	70	>=95	70	S	29
Children who are homeless	S	829	95	829	S	24
Migratory students	S	40	>=90	40	S	25
Military connected students	S	205	>=95	205	S	64
Male	S	30905	97.2	30905	S	56.8
Female	S	29648	97.7	29648	S	62.0

## Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	61222	96.5	61222	S	54.4
American Indian or Alaska Native	S	1068	95	1068	S	31
Asian or Pacific Islander	S	4368	96.8	4368	S	47.6
Asian	S	4315	96.8	4315	S	47.9
Native Hawaiian or other Pacific Islander	S	53	>=90	53	S	28
Black or African American	S	6992	94.9	6992	S	33.3
Hispanic or Latino	S	6475	96.1	6475	S	32.6
White	S	38606	97.0	38606	S	63.6
Two or more races	S	3656	95.2	3656	S	51.0
Children with disabilities (IDEA)	S	9871	92.3	9871	S	26.9
English learners	S	4522	96.3	4522	S	7.7
Economically disadvantaged students	S	20257	95.4	20257	S	33.7
Children in foster care	S	83	94	83	S	31
Children who are homeless	S	868	93	868	S	23
Migratory students	S	37	>=90	37	S	<=10
Military connected students	S	211	>=95	211	S	59
Male	S	31248	96.4	31248	S	51.3
Female	S	29974	96.6	29974	S	57.6

## Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	62009	95.4	62009	S	45.5
American Indian or Alaska Native	S	1080	93	1080	S	24
Asian or Pacific Islander	S	4573	96.9	4573	S	44.7
Asian	S	4512	96.8	4512	S	45.0
Native Hawaiian or other Pacific Islander	S	61	>=95	61	S	21
Black or African American	S	6820	93.4	6820	S	26.3
Hispanic or Latino	S	6633	94.9	6633	S	25.8
White	S	39188	95.9	39188	S	53.0
Two or more races	S	3657	93.4	3657	S	43.2
Children with disabilities (IDEA)	S	9468	90.8	9468	S	21.0
English learners	S	4099	95.6	4099	S	5.9
Economically disadvantaged students	S	20078	93.7	20078	S	26.5
Children in foster care	S	97	92	97	S	17
Children who are homeless	S	790	89	790	S	16
Migratory students	S	28	>=80	28	S	25
Military connected students	S	202	95	202	S	45
Male	S	32024	95.7	32024	S	42.3
Female	S	29985	95.1	29985	S	48.9



## Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	62606	94.0	62606	S	46.4
American Indian or Alaska Native	S	1074	92	1074	S	23
Asian or Pacific Islander	S	4342	95.9	4342	S	47.8
Asian	S	4285	95.9	4285	S	48.1
Native Hawaiian or other Pacific Islander	S	57	>=90	57	S	23
Black or African American	S	6892	91.5	6892	S	29.2
Hispanic or Latino	S	6717	93.9	6717	S	27.7
White	S	40031	94.6	40031	S	53.1
Two or more races	S	3508	90.8	3508	S	44.9
Children with disabilities (IDEA)	S	9194	89.0	9194	S	21.8
English learners	S	4385	95.1	4385	S	6.5
Economically disadvantaged students	S	19751	91.9	19751	S	28.8
Children in foster care	S	86	87	86	S	20
Children who are homeless	S	723	85	723	S	18
Migratory students	S	24	>=80	24	S	<=20
Military connected students	S	182	94	182	S	43
Male	S	32194	94.4	32194	S	42.1
Female	S	30412	93.4	30412	S	50.9

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	56228	85.5	56228	S	55.2
American Indian or Alaska Native	S	801	80	801	S	35
Asian or Pacific Islander	S	3767	87.3	3767	S	58.6
Asian	S	3714	87.3	3714	S	58.9
Native Hawaiian or other Pacific Islander	S	53	87	53	S	34
Black or African American	S	5116	74.6	5116	S	34.9
Hispanic or Latino	S	5746	81.7	5746	S	36.6
White	S	38051	88.1	38051	S	60.9
Two or more races	S	2720	82	2720	S	54
Children with disabilities (IDEA)	S	7511	79.5	7511	S	26.8
English learners	S	3326	80.2	3326	S	7.9
Economically disadvantaged students	S	15130	80.4	15130	S	37.4
Children in foster care	S	75	78	75	S	25
Children who are homeless	S	514	68	514	S	29
Migratory students	S	22	>=80	22	S	<=20
Military connected students	S	124	84	124	S	50
Male	S	29428	87.0	29428	S	51.0
Female	S	26800	83.9	26800	S	59.7

### **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	59773	97.1	59773	S	50.1
American Indian or Alaska Native	S	1018	97	1018	S	24
Asian or Pacific Islander	S	4321	97.7	4321	S	39.9
Asian	S	4259	97.7	4259	S	40.1
Native Hawaiian or other Pacific Islander	S	62	>=95	62	S	26
Black or African American	S	6932	95.7	6932	S	22.4
Hispanic or Latino	S	5994	96.8	5994	S	27.5
White	S	37832	97.4	37832	S	61.0
Two or more races	S	3676	95.9	3676	S	46.5
Children with disabilities (IDEA)	S	10284	93.7	10284	S	30.7
English learners	S	5896	96.7	5896	S	8.4
Economically disadvantaged students	S	19852	96.2	19852	S	28.0
Children in foster care	S	68	>=95	68	S	18
Children who are homeless	S	786	94	786	S	16
Migratory students	S	36	>=90	36	S	19
Military connected students	S	202	>=95	202	S	44
Male	S	30471	96.8	30471	S	52.1
Female	S	29302	97.4	29302	S	48.0

Grade 06

Grade 07



## Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	60606	92.4	60606	S	29.3
American Indian or Alaska Native	S	1008	89	1008	S	9
Asian or Pacific Islander	S	4235	95.3	4235	S	28.5
Asian	S	4184	95.3	4184	S	28.6
Native Hawaiian or other Pacific Islander	S	51	>=90	51	S	14
Black or African American	S	6494	88.1	6494	S	10.1
Hispanic or Latino	S	6400	91.3	6400	S	13.1
White	S	39092	93.5	39092	S	36.1
Two or more races	S	3377	89.3	3377	S	25.6
Children with disabilities (IDEA)	S	8786	87.3	8786	S	17.3
English learners	S	4156	91.9	4156	S	2.7
Economically disadvantaged students	S	18763	89.6	18763	S	13.0
Children in foster care	S	75	87	75	S	7
Children who are homeless	S	638	80	638	S	7
Migratory students	S	21	>=80	21	S	<=20
Military connected students	S	178	93	178	S	23
Male	S	31293	93.2	31293	S	32.2
Female	S	29313	91.7	29313	S	26.3

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	12029	23.2	52778	S	45.6
American Indian or Alaska Native	S	164	21	736	S	24
Asian or Pacific Islander	S	975	28	3591	S	43.6
Asian	S	969	28	3550	S	43.8
Native Hawaiian or other Pacific Islander	S	6	<50	41	S	24
Black or African American	S	1287	24	4442	S	20.1
Hispanic or Latino	S	1366	28	5017	S	24.2
White	S	7696	22.1	36462	S	52.4
Two or more races	S	541	23	2502	S	44
Children with disabilities (IDEA)	S	2089	27	6476	S	23.3
English learners	S	880	31	2826	S	5
Economically disadvantaged students	S	3986	28.7	13365	S	25.7
Children in foster care	S	11	<50	54	S	15
Children who are homeless	S	296	35	403	S	21
Migratory students	S	5	S	18	S	<=20
Military connected students	S	22	31	110	S	46
Male	S	6419	24.1	27588	S	45.3
Female	S	5610	22.4	25190	S	45.9

## 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	5460	8.2
Regular Assessment With Accommodations	12427	18.6
Regular Assessment Without Accommodations	48825	73.2
Total	66712	.

### 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
5460	411422	1.3

### 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	5485	8
Recently arrived ELs, Took ELP	0	0
Regular Assessment With Accommodations	5476	8
Regular Assessment Without Accommodations	57419	84
Total	68380	.

### 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
5485	424019	1.3

#### 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	1701	8
Regular Assessment With Accommodations	3070	14.5
Regular Assessment Without Accommodations	16388	77.5
Total	21159	.

### 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
1701	132408	1.3

#### 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.

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

### 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	69486	9017	S	30.5	S	8.7

### 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	65792	8203	S	30.3	S	8.6
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	11776	2064	S	16.0	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
4849	6.5

### 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
12644	94.7

### 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
3517	6509	5391	4690	20107



### 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	3246	30.7	273	19
Second year	6060	26.9	345	24
Third year	5003	29.7	234	15
Fourth year	4286	36.7	155	22

### 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	3280	44.7	274	25
Second year	6185	42.2	344	31
Third year	5060	42.3	245	23
Fourth year	4351	50.7	154	31

### 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	1621	26	119	21
Second year	1361	36	74	30
Third year	1777	20	114	13
Fourth year	2632	19	92	21

### 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.	No
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the ESEA and academic assessments in languages other than English to meet the State’s obligations under Section 1111(b)(2)(F) of the ESEA.	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.	No
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA in order to integrate engineering design skills and practices into such assessments.	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.	No
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the ESEA, and using the principles of universal design for learning.	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	52958.99	10450.25	19.7

### 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	52958.99	332.69	0.6

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

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

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

School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
Total Schools	52958.99	1347.5	2.5

### 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
52	18	Eligibility for free or reduced-price meals

#### 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	76664
English Learners with Disabilities	13636

#### 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	68355

### 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	59159	Chuukese, English, Karen, Karenni, Spanish, Somali, Russian, Ukrainian, Gujarat, Swahili, Greek, Laotian, Yoruba
Dual Language or Two-way Immersion	3596	English, Hmong, Mandarin, Spanish
ESL or ELD	.	Not applicable
Newcomer programs	2979	English, Spanish, Somali
Other	2532	English, Spanish, Somali
Transitional Bilingual Education or Early-Exit Bilingual Education	89	English, Spanish

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

Comments
The "other" consists of three different types of programs. The first is a language instruction education programs entitled Heritage Language Class. The second "other" is a mix of push-in instruction in center-based special education programming (sometimes in collaboration with our intermediate partner district) and the Learning Lab program. The third "other" is co-teaching which the district did not think should be placed in the content classes with integrated ESL support. Depending upon the local education agency, the language of instruction is English, Spanish and Somali.

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	30290
Cushitic (Other)	16829
Hmong	10962
Karen languages	3745
Arabic	1464



## 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*
1790	1732	500

\*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	55
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	118
Supporting implementation of school wide programs	48
Professional development to teachers and other personnel serving ELs	125
Parent and community engagement activities	125
Supporting the development and implementation of pre-school programs	74
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	87
Improving instruction of ELs with disabilities	125
Providing tutorials, career and technical education	54
Offering programs to help ELs achieve success in post-secondary education	17
Other	12

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
Other activities funded by Title III, Part A that were described by the LEAs include <ul style="list-style-type: none"> <li>• Events that promote the acceleration of ELs English language proficiency including language supports before or after school.</li> <li>• Professional development for the Pre-K staff.</li> <li>• Salaries for EL teacher for additional supplemental support, an EL coach, para educator for classroom support, and a cultural liaison for community support.</li> <li>• EL and academic software for supplemental instruction and proving digital platforms which offer differentiated literacy instruction to accelerate the growth of secondary students who have below grade level reading skills.</li> <li>• Non-instructional materials in the form of a professional development for EL teachers to work through together during their PLC's.</li> </ul>

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.

<b>Comments</b>

<b>Data Quality Comment</b>

## 1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519.

# Immigrant Students Enrolled	# Immigrant Students in LEAs Receiving Funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
7675	1525	15

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	7/6/2021	5

Data Quality Comment

**Table 1.4.8.1 Definitions:**

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

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

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

Comments
.N/A

### 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	18	18
LEAs without subgrants	559	559

Data Quality Comment

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

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

#### 1.6.1.1 Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.



<b>Grade Level</b>	<b>Number of Homeless Enrolled Students</b>
Ungraded	93
Age 3 through 5 (not Kindergarten)	414
Kindergarten	971
Grade 1	1024
Grade 2	1084
Grade 3	1004
Grade 4	1077
Grade 5	942
Grade 6	1017
Grade 7	1021
Grade 8	958
Grade 9	1194
Grade 10	978
Grade 11	1072
Grade 12	1738
Total	14587

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

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

Populated with SEA-LEVEL FS118/DG655.

<b>Primary Nighttime Residence Type</b>	<b>Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth</b>	<b>Number of Homeless Enrolled Students</b>
Shelters and transitional housing	454	2895
Doubled-up (e.g., living with another family)	2516	9911
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	80	394
Hotels/Motels	86	1387
Total	3136	14587

### 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)	3481
English learners	2207
Unaccompanied youth	3136
Migratory students	125

### 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	93
Age 3 through 5 (not Kindergarten)	302

### 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?	18

<b>Data Quality Comment</b>
-----------------------------

--

## 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?	169

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

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

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

Do not include children age birth through 2 years.

Populated with data from MSIX.

<b>Age Grade</b>	<b>Eligible Migratory Children</b>
Age 3 through 5 (not Kindergarten)	207
Kindergarten	129
Grade 1	92
Grade 2	96
Grade 3	91
Grade 4	90
Grade 5	89
Grade 6	83
Grade 7	83
Grade 8	80
Grade 9	87
Grade 10	78
Grade 11	71
Grade 12	40
Out of School	35
<b>Total</b>	<b>1351</b>

### 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

### 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	133

## 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)	51
Kindergarten	56
Grade 1	37
Grade 2	31
Grade 3	41
Grade 4	36
Grade 5	33
Grade 6	34
Grade 7	37
Grade 8	30
Grade 9	42
Grade 10	33
Grade 11	25
Grade 12	1
Out of School	16
Total	503



### 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

### 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	40

## 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

1. The unduplicated count of eligible migrant children, ages 3-21 include children two years of age whose residency in the state has been verified after turning three. Data is entered and edited by Minnesota's Migrant Education Services Data Systems Specialist, who has direct contact with the migrant programs. This editing process includes eliminating duplicate student records by looking at multiple fields (name, date of birth, etc.) to determine whether multiple records are being kept for the same student. If a duplicate record is identified the records for that student are merged. Once Minnesota's Migrant Education Services Data Systems Specialist is done entering and editing the information she pulls the appropriate reports from MIS2000 and enters the information into the data check sheet. Once the information is verified by Minnesota Department of Education and Tri-Valley Opportunity Council (TVOC), it is submitted to the MNIT Team to upload to EDEN for CSPR submission. We follow the file specifications as our business rules to determine the parameters of the file. 2. Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move and had a qualifying activity) QAD plus 3 years was after the StartDate (QAD is within 3 years of the StartDate). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31) Facility ID is MN (count only enrollments in MN schools) and enrollment date is within the performance period. 3. 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 periods' child count. The Minnesota Department of Education will implement a new process for PP 20-21 to ensure that these children are not counted in the subsequent performance periods. 4. 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 EnrollDate in performance period and QAD3Date >= reporting period start date Served date is within summer term during the performance period. 5. Children once per age/grade level for each child count category For children with more than 1 record, if any of the records were identified as LEP, PS, IDEA, MobilityStatusQualifyingMove, MobilityStatusRSY, referralStatus data, the child was counted once and only once. For race and grade, children are being counted in the same age/grade that we're using on the rest of the report. They are counted in a single racial/ethnic code. For the Race/Ethnicity code, MIS2000 does allow entry of one or more races/ethnicities. For reporting, if a child has a single race/ethnicity they are counted in that code. If they have two or more and one of them is HI, they're counted as HI7. Otherwise, they're counted as MU7. 6. Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database. The interviewer generates and reviews the initial COE with the interviewee and verifies that the information is correct. The COE is then submitted to the second reviewer (Migrant Education Services Data Coordinator) for another review. If the COE needs changes, the second reviewer will follow up with the interviewer. If the COE is correctly completed, the second reviewer verifies the child information and submits the COE for a final approval from the SEA. Once the COE is approved, emails go out automatically after each COE is approved at the SEA level to notify the district of the migratory student. The Migrant Education Services Data Coordinator contacts each district to inform them of the newly identified and eligible migratory child. Below is the technical information regarding methods used to count children.

- Viewable Enrollments.USER\_ID = !UserID (The user running the report has privileges to view the data.)
- SH COE.ApprovalStatus = A and Student.ApprovalStatus = A and School History.ApprovalStatus = A (The COE, student, and enrollment are all approved.)
- School History.Type is not null (The enrollment has an enrollment type.)
- Student.Twentysecondbday >= !StartDate (The student turns 22 on or after the beginning of the performance period.)
- Student.BIRTHDATE <= !EndDate (The student was born on or before the end of the performance period.)
- SH COE.QA3Date > !StartDate (The student's three years of eligibility based on their qualifying arrival date ends after the beginning of the performance period.)
- School History.Contsvcsreason = 01 or is null (The enrollment is not flagged as continuation of service or if it is, it must be 01.)
- A date that establishes residency (School History.ENROLLDATE, School History.WITHDRAWDATE, School History.RESDATE, School History.RES\_VER\_DATE) meets all of the criteria below:
  - Date that establishes residency is between !StartDate and !EndDate (The date that establishes residency is in the performance period.)
  - Student.BIRTHDATE <= Date that establishes residency (The student was born on or before the date that establishes residency.)
  - Student.TWENTYSECONDBDAY >= Date that establishes residency (The student turns 22 on or after the date that establishes residency.)
  - Student.GRAD\_HSE\_DATE >= Date that establishes residency or Student.GRAD\_HSE\_DATE is null (The student doesn't have a Graduation/HSE date or that date is on or after the date that establishes residency.)
  - SH COE.QADATE <= Date that establishes residency (The qualifying arrival date is on or before the date that establishes residency.)
  - SH COE.QA3Date >= Date that establishes residency (The student's three years of eligibility based on their qualifying arrival date ends on or after the date that establishes residency.)

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
We use MSIX in a variety of ways. Reports are pulled to compare with the states count and the states database. Work on Include and Excluded list for both Category 1 and Category 2. Check the MSIX Record Issues report and resolve them. Working with staff from the support desk to assist with some of the reports to cross-check and identify issues to also find solutions. Cross-check between our systems. Resolve the data requests and move notifications as they come in. We process and initiate near-matches and merge accounts as needed. View records in the historical view to view qualifying moves and enrollments from other states and within the state of Minnesota. We cross-check for discrepancies in the students' records.

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.	61
The number of eligibility determinations sampled for which a re-interview was completed.	50
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	50

**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**

**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

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
----------

All of the 50 completed re-interviews were found to have been correctly determined to be eligible during the initial recruitment process. There were no discrepancies in eligibility identified during the re-interview process. The zero discrepancies in eligibility found during the re-interview process indicates a potential discrepancy rate of zero (0) percent.
--

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)	123
Kindergarten	85
Grade 1	46
Grade 2	53
Grade 3	41
Grade 4	54
Grade 5	52
Grade 6	55
Grade 7	49
Grade 8	44
Grade 9	51
Grade 10	49
Grade 11	40
Grade 12	22
Out of School	36
Ungraded	.
Total	800

#### 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	56
Kindergarten	82
Grade 1	57
Grade 2	66
Grade 3	53
Grade 4	55
Grade 5	57
Grade 6	49
Grade 7	37
Grade 8	35
Grade 9	38
Grade 10	35
Grade 11	27
Grade 12	15
Out of School	2
Ungraded	.
Total	664

### 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	4
Age 3 through 5 (not Kindergarten)	10
Kindergarten	12
Grade 1	7
Grade 2	10
Grade 3	3
Grade 4	7
Grade 5	7
Grade 6	2
Grade 7	9
Grade 8	8
Grade 9	5
Grade 10	2
Grade 11	3
Grade 12	1
Out of School	.
Ungraded	.
Total	90

### 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	105
Age 3 through 5 (not Kindergarten)	102
Kindergarten	68
Grade 1	36
Grade 2	38
Grade 3	38
Grade 4	45
Grade 5	46
Grade 6	44
Grade 7	48
Grade 8	44
Grade 9	50
Grade 10	46
Grade 11	36
Grade 12	10
Out of School	29
Ungraded	.
Total	785

## 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	3
Grade 8	.
Grade 9	3
Grade 10	6
Grade 11	6
Grade 12	8
Total	26

#### 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
-----------------------

The most recent information available suggests that those who administer these tests do not track migratory status.
---

## 1.7.6 MEP Services - During the Performance Period

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

### FAQ on Services:

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

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

Populated with SEA-LEVEL FS054/DG102.

<b>Age Grade</b>	<b>Served During the Performance Period</b>
Age Birth through 2	47
Age 3 through 5 (not Kindergarte	73
Kindergarten	68
Grade 1	33
Grade 2	45
Grade 3	37
Grade 4	39
Grade 5	43
Grade 6	38
Grade 7	41
Grade 8	30
Grade 9	46
Grade 10	38
Grade 11	32
Grade 12	4
Ungraded	0
Out of School	20
Total	634

### 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	51
Kindergarten	44
Grade 1	19
Grade 2	24
Grade 3	24
Grade 4	31
Grade 5	27
Grade 6	31
Grade 7	23
Grade 8	21
Grade 9	30
Grade 10	30
Grade 11	22
Grade 12	4
Ungraded	0
Out of School	20
Total	401



### 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	5
Age 3 through 5 (not Kindergarten)	20
Kindergarten	52
Grade 1	28
Grade 2	29
Grade 3	26
Grade 4	29
Grade 5	27
Grade 6	26
Grade 7	26
Grade 8	11
Grade 9	20
Grade 10	16
Grade 11	13
Grade 12	.
Ungraded	.
Out of School	.
Total	328

### 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	.	.	.
Age 3 through 5 (not Kindergarten)	17	17	.
Kindergarten	49	49	.
Grade 1	24	24	.
Grade 2	28	28	.
Grade 3	23	23	.
Grade 4	28	28	.
Grade 5	25	25	.
Grade 6	21	21	1
Grade 7	19	20	1
Grade 8	4	4	1
Grade 9	9	8	5
Grade 10	4	4	6
Grade 11	3	4	4
Grade 12	.	.	.
Ungraded	.	.	.
Out of School	.	.	.
Total	254	255	18

#### 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	47	.
Age 3 through 5 (not Kindergarten)	73	.
Kindergarten	68	.
Grade 1	33	.
Grade 2	44	.
Grade 3	37	.
Grade 4	39	.
Grade 5	43	.
Grade 6	38	.
Grade 7	41	3
Grade 8	30	2
Grade 9	46	6
Grade 10	38	5
Grade 11	32	6
Grade 12	4	1
Ungraded	.	.
Out of School	20	2
Total	633	25

#### FAQs on Support Services:

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

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

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

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

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

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

Populated with SCH-LEVEL FS165/DG110.

<b>Number of schools that enrolled eligible migratory children</b>	<b>Number of eligible migratory children enrolled in those schools</b>
225	950

#### **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 3:52:52 PM