

# CONSOLIDATED STATE PERFORMANCE REPORT PART I

SCHOOL YEAR 2021-2022

NORTH CAROLINA



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

## Paperwork Burden Statement

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## 1.1 GENERAL INFORMATION

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

### 1.1.1 State Report Cards

State Report Card URL
<a href="https://www.dpi.nc.gov/data-reports/school-report-cards">https://www.dpi.nc.gov/data-reports/school-report-cards</a>

Data Quality Comment
Please note that the final release of NC 2021-22 SCR site is scheduled for March 2023; Phase 1, which included all Accountability data was released on 12/9/2022.

## **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	112456	99.4	112456	S	57.1
American Indian or Alaska Native	S	1190	>=99	1190	S	46
Asian or Pacific Islander	S	4980	99.1	4980	S	83.3
Asian	S	4821	99.1	4821	S	84.2
Native Hawaiian or other Pacific Islander	S	159	>=95	159	S	55
Black or African American	S	28144	99.1	28144	S	39.1
Hispanic or Latino	S	22627	99.4	22627	S	47.4
White	S	48998	99.6	48998	S	69.9
Two or more races	S	6517	99.3	6517	S	54.8
Children with disabilities (IDEA)	S	15672	98.8	15672	S	29.2
English learners	S	13186	99.3	13186	S	40.0
Economically disadvantaged students	S	47032	99.2	47032	S	41.2
Children in foster care	S	540	98	540	S	46
Children who are homeless	S	1930	97	1930	S	27
Migratory students	S	185	>=95	185	S	38
Military connected students	S	3408	99.3	3408	S	69.9
Male	S	57620	99.3	57620	S	57.9
Female	S	54836	99.4	54836	S	56.2

## Grade 04

<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	112871	99.4	112871	S	49.8
American Indian or Alaska Native	S	1180	>=99	1180	S	31
Asian or Pacific Islander	S	4901	99.0	4901	S	79.8
Asian	S	4732	99.0	4732	S	80.9
Native Hawaiian or other Pacific Islander	S	169	>=95	169	S	47
Black or African American	S	27944	99.0	27944	S	28.4
Hispanic or Latino	S	22954	99.5	22954	S	40.8
White	S	49499	99.5	49499	S	63.9
Two or more races	S	6393	99.3	6393	S	47.3
Children with disabilities (IDEA)	S	15980	98.9	15980	S	21.8
English learners	S	13490	99.4	13490	S	32.9
Economically disadvantaged students	S	46074	99.1	46074	S	32.6
Children in foster care	S	519	98	519	S	33
Children who are homeless	S	1860	97	1860	S	19
Migratory students	S	170	>=95	170	S	26
Military connected students	S	3475	99.6	3475	S	62.7
Male	S	57783	99.3	57783	S	51.9
Female	S	55088	99.4	55088	S	47.7

## Grade 05

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	113571	99.3	113571	S	51.1
American Indian or Alaska Native	S	1182	>=99	1182	S	31
Asian or Pacific Islander	S	4874	99.1	4874	S	80.7
Asian	S	4702	99.1	4702	S	81.9
Native Hawaiian or other Pacific Islander	S	172	>=95	172	S	48
Black or African American	S	28192	99.0	28192	S	30.3
Hispanic or Latino	S	23023	99.5	23023	S	42.1
White	S	49908	99.5	49908	S	64.8
Two or more races	S	6392	99.0	6392	S	49.6
Children with disabilities (IDEA)	S	15918	98.7	15918	S	18.9
English learners	S	11937	99.4	11937	S	28.3
Economically disadvantaged students	S	45496	99.1	45496	S	33.6
Children in foster care	S	519	98	519	S	30
Children who are homeless	S	1825	97	1825	S	20
Migratory students	S	170	>=95	170	S	28
Military connected students	S	3405	99.4	3405	S	62.9
Male	S	58171	99.3	58171	S	52.2
Female	S	55400	99.3	55400	S	50.0

## 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	115018	98.9	115018	S	50.3
American Indian or Alaska Native	S	1194	>=99	1194	S	34
Asian or Pacific Islander	S	4814	99.3	4814	S	81.1
Asian	S	4635	99.3	4635	S	82.3
Native Hawaiian or other Pacific Islander	S	179	>=95	179	S	50
Black or African American	S	28936	98.3	28936	S	29.2
Hispanic or Latino	S	23771	99.0	23771	S	39.8
White	S	50276	99.2	50276	S	65.0
Two or more races	S	6027	98.5	6027	S	49.0
Children with disabilities (IDEA)	S	15381	97.9	15381	S	16.8
English learners	S	10351	98.7	10351	S	19.6
Economically disadvantaged students	S	46099	98.4	46099	S	32.5
Children in foster care	S	520	97	520	S	24
Children who are homeless	S	1678	95	1678	S	17
Migratory students	S	153	>=95	153	S	29
Military connected students	S	3143	99.3	3143	S	61.9
Male	S	58928	98.8	58928	S	51.1
Female	S	56090	99.0	56090	S	49.5

## Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	119606	98.7	119606	S	48.7
American Indian or Alaska Native	S	1328	98	1328	S	32
Asian or Pacific Islander	S	4657	99.4	4657	S	81.6
Asian	S	4487	99.5	4487	S	82.9
Native Hawaiian or other Pacific Islander	S	170	>=95	170	S	47
Black or African American	S	30711	98.1	30711	S	27.9
Hispanic or Latino	S	24870	98.7	24870	S	38.8
White	S	51968	99.0	51968	S	63.5
Two or more races	S	6072	98.2	6072	S	46.2
Children with disabilities (IDEA)	S	15543	97.5	15543	S	16.2
English learners	S	10178	98.4	10178	S	16.0
Economically disadvantaged students	S	46878	98.0	46878	S	30.7
Children in foster care	S	494	96	494	S	28
Children who are homeless	S	1775	94	1775	S	19
Migratory students	S	144	>=95	144	S	20
Military connected students	S	3060	99.4	3060	S	60.0
Male	S	61652	98.6	61652	S	49.3
Female	S	57954	98.8	57954	S	48.1



## 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	121357	98.4	121357	S	42.2
American Indian or Alaska Native	S	1222	98	1222	S	26
Asian or Pacific Islander	S	4372	98.1	4372	S	76.3
Asian	S	4196	98.2	4196	S	78.1
Native Hawaiian or other Pacific Islander	S	176	>=95	176	S	34
Black or African American	S	30921	97.8	30921	S	23.4
Hispanic or Latino	S	25092	98.5	25092	S	31.6
White	S	53609	98.7	53609	S	55.9
Two or more races	S	6141	97.9	6141	S	39.0
Children with disabilities (IDEA)	S	15311	97.1	15311	S	11.1
English learners	S	10675	98.0	10675	S	13.1
Economically disadvantaged students	S	45609	97.6	45609	S	24.6
Children in foster care	S	534	94	534	S	15
Children who are homeless	S	1729	93	1729	S	14
Migratory students	S	143	>=95	143	S	18
Military connected students	S	2799	>=99	2799	S	52
Male	S	62194	98.2	62194	S	41.0
Female	S	59163	98.5	59163	S	43.4

## High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	52638	93.9	52638	S	64.3
American Indian or Alaska Native	S	496	95	496	S	49
Asian or Pacific Islander	S	2156	91	2156	S	86
Asian	S	2095	91	2095	S	87
Native Hawaiian or other Pacific Islander	S	61	>=95	61	S	54
Black or African American	S	10550	92.1	10550	S	41.2
Hispanic or Latino	S	8850	93.7	8850	S	54.7
White	S	28425	94.9	28425	S	74.7
Two or more races	S	2161	94	2161	S	61
Children with disabilities (IDEA)	S	4700	88.9	4700	S	18.3
English learners	S	1586	86	1586	S	14
Economically disadvantaged students	S	12969	93.8	12969	S	44.3
Children in foster care	S	136	89	136	S	24
Children who are homeless	S	486	86	486	S	32
Migratory students	S	33	>=90	33	S	36
Military connected students	S	1068	95	1068	S	69
Male	S	26239	93.8	26239	S	61.6
Female	S	26399	94.1	26399	S	67.0

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

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

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

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

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

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

## Grade 03

<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	112603	99.5	112603	S	46.4
American Indian or Alaska Native	S	1192	>=99	1192	S	31
Asian or Pacific Islander	S	4984	99.1	4984	S	69.9
Asian	S	4824	99.2	4824	S	70.6
Native Hawaiian or other Pacific Islander	S	160	>=95	160	S	48
Black or African American	S	28201	99.3	28201	S	31.0
Hispanic or Latino	S	22655	99.5	22655	S	32.8
White	S	49037	99.7	49037	S	59.6
Two or more races	S	6534	99.5	6534	S	47.0
Children with disabilities (IDEA)	S	15701	99.0	15701	S	20.0
English learners	S	13201	99.5	13201	S	20.8
Economically disadvantaged students	S	47141	99.4	47141	S	30.9
Children in foster care	S	540	98	540	S	33
Children who are homeless	S	1945	98	1945	S	19
Migratory students	S	186	>=95	186	S	16
Military connected students	S	3415	99.5	3415	S	58.6
Male	S	57713	99.5	57713	S	44.8
Female	S	54890	99.5	54890	S	48.2

## Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	112920	99.4	112920	S	51.3
American Indian or Alaska Native	S	1181	>=99	1181	S	35
Asian or Pacific Islander	S	4907	99.1	4907	S	73.4
Asian	S	4737	99.1	4737	S	74.5
Native Hawaiian or other Pacific Islander	S	170	>=95	170	S	44
Black or African American	S	27958	99.0	27958	S	34.8
Hispanic or Latino	S	22959	99.5	22959	S	38.1
White	S	49518	99.6	49518	S	64.7
Two or more races	S	6397	99.3	6397	S	52.8
Children with disabilities (IDEA)	S	15991	99.0	15991	S	20.0
English learners	S	13499	99.5	13499	S	24.7
Economically disadvantaged students	S	46110	99.2	46110	S	35.2
Children in foster care	S	518	97	518	S	35
Children who are homeless	S	1866	97	1866	S	22
Migratory students	S	171	>=95	171	S	20
Military connected students	S	3476	99.7	3476	S	64.8
Male	S	57809	99.4	57809	S	49.5
Female	S	55111	99.4	55111	S	53.1

## Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	113616	99.4	113616	S	45.7
American Indian or Alaska Native	S	1182	>=99	1182	S	28
Asian or Pacific Islander	S	4880	99.2	4880	S	70.2
Asian	S	4707	99.2	4707	S	71.4
Native Hawaiian or other Pacific Islander	S	173	>=95	173	S	38
Black or African American	S	28198	99.0	28198	S	28.4
Hispanic or Latino	S	23024	99.5	23024	S	31.8
White	S	49938	99.6	49938	S	59.9
Two or more races	S	6394	99.0	6394	S	46.5
Children with disabilities (IDEA)	S	15922	98.8	15922	S	15.3
English learners	S	11933	99.4	11933	S	13.1
Economically disadvantaged students	S	45509	99.2	45509	S	29.2
Children in foster care	S	519	98	519	S	29
Children who are homeless	S	1827	97	1827	S	18
Migratory students	S	171	>=95	171	S	15
Military connected students	S	3405	99.4	3405	S	57.6
Male	S	58186	99.4	58186	S	44.9
Female	S	55430	99.4	55430	S	46.6

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	115125	99.0	115125	S	47.5
American Indian or Alaska Native	S	1194	>=99	1194	S	33
Asian or Pacific Islander	S	4821	99.4	4821	S	74.5
Asian	S	4642	99.5	4642	S	75.7
Native Hawaiian or other Pacific Islander	S	179	>=95	179	S	44
Black or African American	S	28986	98.4	28986	S	31.3
Hispanic or Latino	S	23785	99.1	23785	S	34.9
White	S	50299	99.3	50299	S	60.4
Two or more races	S	6040	98.7	6040	S	48.3
Children with disabilities (IDEA)	S	15409	98.1	15409	S	14.0
English learners	S	10365	98.8	10365	S	10.2
Economically disadvantaged students	S	46165	98.5	46165	S	31.5
Children in foster care	S	523	98	523	S	27
Children who are homeless	S	1690	96	1690	S	19
Migratory students	S	154	>=95	154	S	18
Military connected students	S	3144	99.4	3144	S	60.7
Male	S	58965	98.9	58965	S	44.2
Female	S	56160	99.1	56160	S	50.8

## 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	119693	98.8	119693	S	48.8
American Indian or Alaska Native	S	1331	99	1331	S	36
Asian or Pacific Islander	S	4659	99.5	4659	S	77.1
Asian	S	4490	99.6	4490	S	78.0
Native Hawaiian or other Pacific Islander	S	169	>=95	169	S	53
Black or African American	S	30724	98.1	30724	S	32.6
Hispanic or Latino	S	24891	98.8	24891	S	36.8
White	S	52020	99.1	52020	S	62.0
Two or more races	S	6068	98.1	6068	S	48.7
Children with disabilities (IDEA)	S	15543	97.5	15543	S	15.1
English learners	S	10172	98.3	10172	S	9.9
Economically disadvantaged students	S	46899	98.1	46899	S	32.6
Children in foster care	S	494	96	494	S	30
Children who are homeless	S	1773	94	1773	S	21
Migratory students	S	145	>=95	145	S	17
Military connected students	S	3063	99.5	3063	S	63.3
Male	S	61689	98.7	61689	S	46.2
Female	S	58004	98.9	58004	S	51.6



## 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	121877	98.6	121877	S	50.6
American Indian or Alaska Native	S	1225	98	1225	S	34
Asian or Pacific Islander	S	4540	99.3	4540	S	77.4
Asian	S	4363	99.4	4363	S	78.8
Native Hawaiian or other Pacific Islander	S	177	>=95	177	S	42
Black or African American	S	31020	98.1	31020	S	34.4
Hispanic or Latino	S	25126	98.6	25126	S	38.4
White	S	53804	99.0	53804	S	63.6
Two or more races	S	6162	98.2	6162	S	51.7
Children with disabilities (IDEA)	S	15336	97.2	15336	S	15.0
English learners	S	10674	98.0	10674	S	12.4
Economically disadvantaged students	S	45742	97.8	45742	S	34.6
Children in foster care	S	537	95	537	S	28
Children who are homeless	S	1738	93	1738	S	24
Migratory students	S	141	>=95	141	S	21
Military connected students	S	2810	>=99	2810	S	63
Male	S	62472	98.5	62472	S	46.9
Female	S	59405	98.8	59405	S	54.4

## 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	111816	96.9	111816	S	59.4
American Indian or Alaska Native	S	1097	95	1097	S	43
Asian or Pacific Islander	S	4370	98.3	4370	S	82.6
Asian	S	4217	98.5	4217	S	83.6
Native Hawaiian or other Pacific Islander	S	153	>=95	153	S	55
Black or African American	S	26878	95.2	26878	S	41.5
Hispanic or Latino	S	21653	95.2	21653	S	48.0
White	S	52584	98.5	52584	S	71.6
Two or more races	S	5234	96.6	5234	S	59.9
Children with disabilities (IDEA)	S	12765	94.5	12765	S	17.7
English learners	S	5613	90.4	5613	S	11.7
Economically disadvantaged students	S	34860	94.9	34860	S	42.3
Children in foster care	S	416	88	416	S	31
Children who are homeless	S	1207	87	1207	S	31
Migratory students	S	99	93	99	S	26
Military connected students	S	2457	99	2457	S	71
Male	S	56592	96.5	56592	S	54.6
Female	S	55224	97.3	55224	S	64.3

### **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

<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	113502	99.3	113502	S	63.0
American Indian or Alaska Native	S	1180	99	1180	S	52
Asian or Pacific Islander	S	4874	99.1	4874	S	82.3
Asian	S	4702	99.1	4702	S	83.2
Native Hawaiian or other Pacific Islander	S	172	>=95	172	S	56
Black or African American	S	28152	98.8	28152	S	44.0
Hispanic or Latino	S	23015	99.4	23015	S	52.8
White	S	49886	99.5	49886	S	76.6
Two or more races	S	6395	99.1	6395	S	64.7
Children with disabilities (IDEA)	S	15899	98.6	15899	S	30.3
English learners	S	11929	99.4	11929	S	34.2
Economically disadvantaged students	S	45434	99.0	45434	S	47.9
Children in foster care	S	518	98	518	S	47
Children who are homeless	S	1821	97	1821	S	32
Migratory students	S	170	>=95	170	S	35
Military connected students	S	3410	99.6	3410	S	76.8
Male	S	58128	99.3	58128	S	64.7
Female	S	55374	99.3	55374	S	61.2

Grade 06

Grade 07



## Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	121567	98.4	121567	S	73.3
American Indian or Alaska Native	S	1217	98	1217	S	65
Asian or Pacific Islander	S	4531	99.1	4531	S	90.2
Asian	S	4357	99.2	4357	S	91.1
Native Hawaiian or other Pacific Islander	S	174	>=95	174	S	66
Black or African American	S	30892	97.7	30892	S	57.8
Hispanic or Latino	S	25052	98.3	25052	S	64.4
White	S	53728	98.8	53728	S	84.8
Two or more races	S	6147	98.0	6147	S	75.3
Children with disabilities (IDEA)	S	15274	96.8	15274	S	36.9
English learners	S	10609	97.4	10609	S	38.2
Economically disadvantaged students	S	45518	97.4	45518	S	60.2
Children in foster care	S	534	94	534	S	54
Children who are homeless	S	1726	92	1726	S	46
Migratory students	S	143	>=95	143	S	48
Military connected students	S	2807	>=99	2807	S	87
Male	S	62327	98.3	62327	S	72.1
Female	S	59240	98.5	59240	S	74.5

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	84561	95.8	84561	S	47.6
American Indian or Alaska Native	S	903	96	903	S	39
Asian or Pacific Islander	S	2561	95	2561	S	70
Asian	S	2450	95	2450	S	71
Native Hawaiian or other Pacific Islander	S	111	>=95	111	S	45
Black or African American	S	20641	93.5	20641	S	28.5
Hispanic or Latino	S	16130	95.1	16130	S	36.5
White	S	40628	97.3	40628	S	60.5
Two or more races	S	3698	95.8	3698	S	47.5
Children with disabilities (IDEA)	S	9722	92.3	9722	S	17.4
English learners	S	3957	90.8	3957	S	9.0
Economically disadvantaged students	S	25694	94.4	25694	S	31.5
Children in foster care	S	271	90	271	S	22
Children who are homeless	S	909	88	909	S	24
Migratory students	S	77	>=95	77	S	27
Military connected students	S	1803	98	1803	S	63
Male	S	42762	95.6	42762	S	47.2
Female	S	41799	96.0	41799	S	48.0

## 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	8201	8.3
Regular Assessment With Accommodations	60990	61.9
Regular Assessment Without Accommodations	29314	29.8
Total	98505	.

### 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
8201	747517	1.1

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

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

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

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

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

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	8422	7.9
Recently arrived ELs, Took ELP	0	0
Regular Assessment With Accommodations	60984	57.2
Regular Assessment Without Accommodations	37261	34.9
Total	106667	.

### 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
8422	807650	1

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

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

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

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

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	3292	8
Regular Assessment With Accommodations	25266	61.8
Regular Assessment Without Accommodations	12337	30.2
Total	40895	.

## 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
3292	319630	1

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

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

Data Quality Comment

## 1.2.5 Assessments for ELs

This section collects information on EL assessment results.

### 1.2.5.1 EL Provisions for Content Assessments

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

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

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

Populated with SEA-LEVEL FS188/DG589.

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

### 1.2.5.1.2 Native language assessments offered

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

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

#### Data Quality Comment

North Carolina does not offer any assessments in a student's native language.

### 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	129832	3710	S	15	S	5

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

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

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

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	126850	3566	S	15.1	S	5
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	20315	745	S	7.2	S	1.0

### 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
4056	2.9

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

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

Populated with SEA-LEVEL FS210/DG864.

# ELs Not Proficient	Percent ELs Not Proficient
45420	67.2

### 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
4107	7959	7151	4469	23686



### 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	3348	71.8	96	50
Second year	6976	65.5	197	49
Third year	6496	58.3	167	39
Fourth year	3611	64.1	34	50

### 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	3488	62.5	100	48
Second year	7106	60.8	205	45
Third year	6557	60.5	167	46
Fourth year	3641	71.1	36	50

### 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	1746	84	51	73
Second year	1217	86	22	77
Third year	3213	83.7	117	76
Fourth year	2401	90	24	>=80

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

### 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.	Yes
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA in order to integrate engineering design skills and practices into such assessments.	No
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the ESEA and other assessments not required under Section 1111(b)(2) of the ESEA.	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	99713.71	16607.85	16.7

### 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	99713.71	5279.43	5.3

### 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	99713.71	29022.37	29.1

### 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

#### 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
NC is opting out of this measure for the 2021-22 CSPR I report

## 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	121496
English Learners with Disabilities	19664

#### 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	116265

### 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	.	English, Spanish
Dual Language or Two-way Immersion	.	Spanish, Chinese, Greek, French, Japanese, German, Cherokee
ESL or ELD	116265	English
Newcomer programs	.	Spanish
Other	.	Heritage Language
Transitional Bilingual Education or Early-Exit Bilingual Education	.	Spanish, Chinese, Greek, Cherokee

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

Comments
Greek, Chinese, French, Spanish, Cherokee, German, Japanese

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	102410
Arabic	3048
Vietnamese	1259
Chinese	1038
Russian	900



## 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*
2008	2008	1228

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

Data Quality Comment

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

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

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

<b>Activities of LEAs</b>	<b>Number of LEAs</b>
Supporting the development and implementation of LIEPs	169
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	147
Supporting implementation of school wide programs	142
Professional development to teachers and other personnel serving ELs	161
Parent and community engagement activities	138
Supporting the development and implementation of pre-school programs	23
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	199
Improving instruction of ELs with disabilities	66
Providing tutorials, career and technical education	60
Offering programs to help ELs achieve success in post-secondary education	36
Other	0

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

<b>Comment</b>

<b>Data Quality Comment</b>

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

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

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

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>
Weekly Office Hours, Standards and Installation PDs, EL and Immigrant Headcount training, EL data SIS training, Program Quality Review document, LIEP training, summer EL conference, ELD Standards Hub for new ELD resources, e-Learning Club, and additional Technical Assistance as requested.

<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
33025	4571	103

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	9/23/2021	85

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
NC DPI utilizes a consolidated grant application platform, CCIP, and qualifying grants by an LEA, i.e. Title I, II, III & IV, are part of a consolidated application and all grants are approved at the same time. TA is provided by the Office of Federal Program Monitoring and Support and by the Office of Academic Standards for these Titles to target needed assistance based on prior year's feedback to help mitigate and shorten the process for grant approval and subsequent distribution of federal funds.

### 1.4.9 Title III Subgrantees

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

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

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

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

Data Quality Comment

## 1.5 PERSISTENTLY DANGEROUS SCHOOLS

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

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

## 1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

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

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

Populated with LEA-LEVEL FS170/DG754.

LEAs	#	# LEAs Reporting Data
LEAs with subgrants	60	60
LEAs without subgrants	268	268

### Data Quality Comment

There is one consortium included in the total count of LEAs with a subgrant. The consortium is made up of three LEAs.

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

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

#### 1.6.1.1 Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.



Grade Level	Number of Homeless Enrolled Students
Ungraded	1
Age 3 through 5 (not Kindergarten)	1420
Kindergarten	2463
Grade 1	2180
Grade 2	2314
Grade 3	2252
Grade 4	2169
Grade 5	2086
Grade 6	1976
Grade 7	2113
Grade 8	2066
Grade 9	2754
Grade 10	1737
Grade 11	1451
Grade 12	1634
Grade 13	15
Total	28631

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

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

Populated with SEA-LEVEL FS118/DG655.

Primary Nighttime Residence Type	Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth	Number of Homeless Enrolled Students
Shelters and transitional housing	71	1944
Doubled-up (e.g., living with another family)	2936	20047
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	67	1032
Hotels/Motels	118	5608
Total	3192	28631

### 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)	4948
English learners	2995
Unaccompanied youth	3188
Migratory students	158

### 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	322
Age 3 through 5 (not Kindergarten)	589

### 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?	115

Data Quality Comment
There is one consortium consisting of three LEAs.

## 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?	123

Data Quality Comment
There is one consortium consisting of 16 LEAs.

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

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

Data are published outside the report.

Data Quality Comment

## 1.7 EDUCATION OF MIGRATORY CHILDREN

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

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

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

There are two exceptions to this rule:

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

### 1.7.1 Migratory Child Counts

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

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

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

**FAQs on Child Count:**

- a. How is 'out-of-school' defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are 'here-to-work' only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a 'migratory child' are eligible for the MEP.
- b. How is 'ungraded' defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting 'a child in the age/grade category in which s/he spent the majority of his/her time while residing in the State' defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2021-22. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

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

Comments
<p>There is no concern at the moment. All of our data is entered in a timely manner and is reviewed by our data specialist at the state level, as well as by the State MEP Program Administrators (PA). Once a COE is reviewed and approved, it is entered into NC PowerSchool (PS) in less than 10 days. As a result, NC is in compliance. School Districts have been instructed to conduct monthly MEP roster review to verify that children in the program are actually eligible to receive services. In the event that there are discrepancies between the number of migratory children in the state specific migrant data base, which in NC is PowerSchool, local maintained rosters, and MSIX, they are sent to one of the three (3) NC Data Specialists for corrections. School Districts are required to report to a data specialist and to NC MEP PAs any withdrawals within their district in order to keep accurate number of eligible migratory children, especially Out of School (OSY) which don't follow a normal enrollment and withdrawal from a brick-and-mortar school. Beginning 22-23SY, NC has made it mandatory the inclusion of the Occupational Survey (OS), which asks about history in migratory work, in the students' enrollment packets to screen potential migratory families upon students' arrival to new schools. These OS are reviewed by MEP staff who later contact potential families, and according to the first screening questions, schedule a face-to-face interview at the place of residence to verify residency in the district. If a family is found eligible to receive MEP services, the district would send the state approved COE to a data specialist, who would then enter it in PS. NC PowerSchool is the authoritative source to keep students' information, which also includes migratory children.</p>

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

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

Do not include children age birth through 2 years.

Populated with data from MSIX.

Age Grade	Eligible Migratory Children
Ungraded	1
Age 3 through 5 (not Kindergarten)	352
Kindergarten	302
Grade 1	272
Grade 2	237
Grade 3	236
Grade 4	252
Grade 5	238
Grade 6	225
Grade 7	212
Grade 8	210
Grade 9	256
Grade 10	165
Grade 11	129
Grade 12	69
Out of School	962
Total	4118

### 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
NC did not have a decrease or increase in the category 1 child count.

### 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	155

## 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)	115
Kindergarten	125
Grade 1	155
Grade 2	139
Grade 3	103
Grade 4	124
Grade 5	115
Grade 6	157
Grade 7	115
Grade 8	127
Grade 9	135
Grade 10	93
Grade 11	69
Grade 12	34
Out of School	273
Total	1879



### 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
NC had a decrease in the category 2 child count by 11%, in contrast to our previous year where we had an increase. The reasons for this drop were due to the high exit of MEP personnel to other areas of employment with better salaries during the summer period. NC has 31 subgrantees and they hire their own personnel who are responsible for ID&R and provide services. Although there were more migratory children in NC during the summer term than the number that was reported, many of them were not served due to the lack of personnel and therefore they were not count for Cat 2, which represented in a decrease in our summer term count. NC continues working closely with subgrantees to provide technical assistance, support, and guidance on how to better serve its migrant population, and that includes helping with potential candidates that may serve as MEP staff. NC will continue working with subgrantees and regional districts to improve not only the quantity, but the quality of our services to our migratory children in the state. Since the implementation of the Occupational Survey as a required document in NC, the expectation is that the state count will increase and that should be reflected in next year's count.

### 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	22

## 1.7.3 Child Count Calculation and Validation Procedures

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

### 1.7.3.1 Methods Used to Count Children

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

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

### Comments

The unduplicated count of eligible migrant children includes children and youth ages 3-21. The student's age must be between 3-21 years during the reporting year. Children 2 years of age whose residency in the state has been verified after turning 3 during the program year are also included, along with those students who reached their 22nd birthday within the program year. Reports from PowerSchool (PS) compute the fields "Student Third Bday" is less than the end date of the reporting period and the "Student 22nd Bday" is greater than the start date of the reporting period. In addition, validations have been built into PS Migrant functions to prevent entering over-age students. A child will be counted if they turn 3 or 22 during the reporting period and meet the program eligibility criteria. The End of Eligibility (EOE) date must be greater than the beginning of the reporting period. The QAD must be equal to or greater than 09/01/18 and be within 36 months of the Residency date. The EOE date must be greater than the QAD. The exceptions are Withdraw which is defined as ending an enrollment period in the school history line. In PS, the supplemental program section has a field named "End Date." This date can be the same as the Withdraw date from a history line, but it can stand on its own if the LEA ends a supplemental program before the student is withdrawn from a school history enrollment line. EOE is not the same as Program End Date. EOE occurs when the student has ended 36 months of eligibility, has reached their 22nd birthday, has graduated, or has died. A child will be counted in the A1 count if the QAD plus 36 months is equal or greater than the beginning of the reporting period and if any of the following dates falls within the reporting range period 09/01/20 to 08/31/21: Enroll Date, Withdraw Date, Supplemental Program Start Date, or Supplemental Program End Date. The interview date must also be before or equal to the last date of the reporting period. If a Graduation/High School Equivalency Diploma (HSED) date is in the system for a student previous reporting period or entered during the 2021-2022 performance period, the child's residency is checked against the Graduation/HSED date. "Enrollment" means the student has a school history line in PS showing enrollment in a school or in the migrant program (for OSY children and youth or children only enrolled in summer/not in regular schools). Supplemental Programs are defined in NC as services above and beyond the basic educational programs provided by the local school district. Students who were residents in NC for at least one day during the reporting period (09/01/21-08/31/22) and who have activity in PS in any of the fields listed above will be counted in the Category 1 count. For this purpose, the reporting period for the A1 count and for Intercession in the A2 count goes from 09/01/21 to 08/31/22. The reporting period for summer in the A2 count goes from 06/16/22 to 08/31/22. A child will be counted in the A2 count if, in addition to the criteria for the A1 count, the child's EOE is equal to or greater than the beginning of the summer program (defined as 06/16/22) and if the child's summer services were paid in whole or part with MEP funds. For a child to be counted in Category 2 count the "enrollment type" must be summer. Summer participants are defined as children receiving supplemental programs as supportive services or instructional programs provided by the local MEP during 06/16-08/31. For a child with summer "enrollment type" to be counted, one of the following dates must fall within the specified summertime frame (06/16 to 08/31): Enroll Date, Withdraw Date, Supplemental Program Start Date, or Supplemental Program End Date. PS must confirm activity in any of the field named above for children to be counted in Category 2. Children are counted once per age/grade level for each child count category. Each student is counted only one time for the state regardless of the number of school history lines on the student's record for the state or the number of LEAs in which that student has resided in NC. Migrant children in the state are assigned a unique ID, which remains the same as the student moves within this state. Student's duplicate records are merged if the student's last name, student's first name, student's middle initial, student's DOB, mother's last name, and mother's first name match more than one record. If the student has been in more than one LEA during the same reporting period, the student is counted in the last LEA where he/she resided during that time. Student data is uploaded from LEAs and Regional Recruiters to a secure server maintained at DPI. It is the highly secure accountability server. The Migrant Data Specialists then retrieve the data forms (COEs, Service Reports, or Enrollment Verification Reports) and enter data into PS. There is a maximum of ten calendar days that may occur between MEP enrollment and entry into the PS system. The PS record can then be reviewed by the Data Specialist or State staff after it has been created or modified. Data Specialists and State staff will be using the same system of periodic review of data quality by checking several reports that are either generated within PS or extracted from PS. Because our state student database, PS, is the same system for all students in the state, including OSY and pre-K students who are not in school, the same process is used to generate all tables for EDfacts; hence there is no need for matching between a migrant database and the state database. NC addresses the accuracy of migrant student data in the following ways: 1. NC conducts an enrollment verification process twice per year (during September and June) in which each child's home is visited or contacted by a local, regional, or state-level MEP staff member to verify residence in the state. The state's enrollment methodology also ensures that only students with a residency date between September 1, 2021 and August 31, 2022 are included in the Category 1 child count. The enrollment process also avoids duplicate students by having as its first step the investigation of the Unique ID to ensure that there is only one ID per child. 2. NC enters student service data into the PS system, which is the same database as for all students (including OSY and Pre-K children) throughout the state. 3. NC has written guidelines in place that are shared during regional and statewide meetings as well as during trainings to MEP and non-MEP staff regarding student eligibility. 4. Procedures to establish program eligibility is done by following quality control which include the use of the ID&R manual. NC conducts a face-to-face annual ID&R training which is mandatory for all recruiters and COE reviewers. NC has been moving to the use of electronic COEs, but still relies on the use of pen & paper in areas and situations that are more convenient to recruiters. The COE goes through a process of quality control that may include peer review, district's official reviewer, NC Data Specialist, and NC MEP Administrator when needed. Once it is signed and reviewed by all the parties, the COE is entered into the State Student's Information System (SSIS) also called PowerSchool. Districts periodically use PS to review their current MEP roster against the COEs written as system of checks and balances. Districts have been instructed to conduct a migratory roster "self-audit" on a monthly basis and to notify MEP Program Administrators of any discrepancies. MEP Data Administrator conducts MSIX student count comparisons with the State's migrant specific database PS. Districts have also been instructed to compare their MSIX student count to their PS MEP roster on a quarterly basis. Any discrepancies are sent to both the Data Specialist and NC MEP MSIX Data Administrator, who reviews it and communicates with the MSIX help desk when needed.

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.

<b>Comments</b>
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<p>NC continues to input migratory student data into the State's authoritative data source, PowerSchool, which uploads migratory student data to MSIX on a 24 – 48 hours basis. Districts complete under normal circumstances move notifications, data requests, students' mergers, and review notifications sent to them. Also, NC MEP Administrators continue to provide face-to-face (prefer) or virtual MSIX training for MSIX User Access, as well as refresher training for regular users, which is provided to new MEP staff and non-MEP staff at the district level who interact with migratory children. Every time a COE is completed, a NC MEP data specialist enters that information into PowerSchool, which uploads migratory student data to MSIX within 24 - 48 hours. In order to maintain the most accurate data possible districts have been instructed to review their MSIX student count and then to compare it with their PowerSchool MEP roster. The NC MEP MSIX Data Administrator reviews move notices, merge record requests, and shares reports that districts may need such as the "Missed Enrollment Report."</p>
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<b>Data Quality Comments</b>
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### 1.7.3.2 Quality Control Processes

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

Results	#
The number of eligibility determinations sampled.	322
The number of eligibility determinations sampled for which a re-interview was completed.	181
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	168

**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	Face-to-face re-interviews
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

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

Comments
N/A

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

Comments
<p>NC MEP Program Administrators made a random selection of COEs by district and regional level, and then proceeded to conduct the face-to-face re-interview. The re-interviewer used the original COE that was submitted to the state for approval to conduct the re-interview and followed the re-interview questionnaire. 322 COEs were selected, and 181 families, children were re-interviewed. Only two (2) were found not being eligible for a 99% accuracy in the COEs eligibility determination. Although the accuracy is high (99%), MEP Program Administrators at the SEA addressed the issue with both recruiters and Fed. Prog. Directors so corrections were made at the district level. Also, MEP Program Administrators at the SEA conducted ID&amp;R training which included eligibility determinations as well as the correct completion of COEs. In case that NC MEP Program Administrators find a pattern of errors at the district level, a mandatory training and review is scheduled for all MEP staff in that particular district. NC has a process of check and balances regarding COE eligibility and corrections which include:</p> <ul style="list-style-type: none"> <li>• Initial mandatory training to new recruiters and COE reviewers</li> <li>• Random COE review during Federal Programs Consolidated Monitoring Visits</li> <li>• Random COE review during MEP Program Quality Review visit to subgrantees</li> <li>• Mandatory annual ID&amp;R training</li> <li>• Technical review by NC Data Specialists before entering the COE in NC authoritative data source: PowerSchool</li> <li>• Consultation with NC ID&amp;R Coordinator when there are questions regarding COE eligibility determinations</li> <li>• PowerSchool data collection source features that prevent technical errors from being entered like over 22YO</li> </ul>

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 Kindergarte	3
Kindergarten	24
Grade 1	38
Grade 2	57
Grade 3	42
Grade 4	48
Grade 5	60
Grade 6	53
Grade 7	50
Grade 8	49
Grade 9	65
Grade 10	52
Grade 11	31
Grade 12	29
Out of School	40
Ungraded	.
Total	641

#### 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	.
Kindergarten	55
Grade 1	144
Grade 2	176
Grade 3	152
Grade 4	169
Grade 5	158
Grade 6	142
Grade 7	119
Grade 8	124
Grade 9	164
Grade 10	117
Grade 11	75
Grade 12	73
Out of School	4
Ungraded	.
Total	1672

### 1.7.4.3 Children with Disabilities (IDEA)

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

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarten)	2
Kindergarten	5
Grade 1	8
Grade 2	13
Grade 3	12
Grade 4	12
Grade 5	16
Grade 6	15
Grade 7	15
Grade 8	4
Grade 9	10
Grade 10	9
Grade 11	12
Grade 12	5
Out of School	1
Ungraded	.
Total	139

### 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	93
Age 3 through 5 (not Kindergarten)	75
Kindergarten	87
Grade 1	86
Grade 2	74
Grade 3	62
Grade 4	71
Grade 5	68
Grade 6	75
Grade 7	70
Grade 8	70
Grade 9	74
Grade 10	57
Grade 11	33
Grade 12	31
Out of School	578
Ungraded	.
Total	1604

## 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	0
Grade 8	1
Grade 9	10
Grade 10	7
Grade 11	5
Grade 12	0
Total	23

#### 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
5

Data Quality Comments

## 1.7.6 MEP Services - During the Performance Period

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

### FAQ on Services:

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

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

Populated with SEA-LEVEL FS054/DG102.

<b>Age Grade</b>	<b>Served During the Performance Period</b>
Age Birth through 2	33
Age 3 through 5 (not Kindergarte	152
Kindergarten	182
Grade 1	207
Grade 2	223
Grade 3	186
Grade 4	190
Grade 5	201
Grade 6	192
Grade 7	178
Grade 8	167
Grade 9	202
Grade 10	168
Grade 11	111
Grade 12	107
Ungraded	0
Out of School	743
Total	3242

### 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	3
Kindergarten	24
Grade 1	38
Grade 2	57
Grade 3	42
Grade 4	48
Grade 5	60
Grade 6	53
Grade 7	50
Grade 8	49
Grade 9	65
Grade 10	52
Grade 11	31
Grade 12	29
Ungraded	0
Out of School	40
Total	641



### 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	1
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	2
Grade 12	0
Ungraded	0
Out of School	1
Total	4

#### 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	13
Age 3 through 5 (not Kindergarten)	97
Kindergarten	113
Grade 1	154
Grade 2	170
Grade 3	134
Grade 4	133
Grade 5	140
Grade 6	140
Grade 7	128
Grade 8	112
Grade 9	133
Grade 10	117
Grade 11	79
Grade 12	74
Ungraded	.
Out of School	358
Total	2095

### 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	3	.	.
Age 3 through 5 (not Kindergarten)	34	24	.
Kindergarten	43	38	.
Grade 1	72	51	.
Grade 2	91	76	.
Grade 3	66	53	.
Grade 4	76	61	.
Grade 5	74	59	.
Grade 6	79	74	.
Grade 7	67	63	.
Grade 8	66	61	3
Grade 9	68	59	10
Grade 10	52	49	8
Grade 11	29	25	9
Grade 12	30	24	5
Ungraded	.	.	.
Out of School	29	22	.
Total	879	739	35

#### 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	32	25
Age 3 through 5 (not Kindergarten)	143	86
Kindergarten	168	102
Grade 1	190	134
Grade 2	203	142
Grade 3	175	107
Grade 4	176	118
Grade 5	183	123
Grade 6	182	125
Grade 7	168	115
Grade 8	155	96
Grade 9	184	127
Grade 10	152	106
Grade 11	97	68
Grade 12	93	59
Ungraded	.	.
Out of School	627	265
Total	2928	1798

#### 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>
504	2199

#### **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**

4/3/2023 5:02:15 PM