CONSOLIDATED STATE PERFORMANCE REPORT
PART I

SCHOOL YEAR 2021-2022

OHIO

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).

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1.1 GENERAL INFORMATION

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

1.1.1 State Report Cards

State Report Card URL
https://reportcard.education.ohio.gov/

Data Quality Comment

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

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

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

1.2.1 Academic Achievement and Participation in Mathematics Assessment

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

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

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

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

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

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	120956	99.3	120956	S	58.7
American Indian or Alaska Native	S	160	>=95	160	S	54
Asian or Pacific Islander	S	3842	99.0	3842	S	74.3
Black or African American	S	20958	98.5	20958	S	28.3
Hispanic or Latino	S	8664	99.3	8664	S	42.8
White	S	79391	99.6	79391	S	68.4
Two or more races	S	7941	99.0	7941	S	51.5
Children with disabilities (IDEA)	S	19131	98.7	19131	S	26.9
English learners	S	6192	99.2	6192	S	28.7
Economically disadvantaged students	S	60584	99.0	60584	S	42.0
Children in foster care	S	4491	99.3	4491	S	45.4
Children who are homeless	S	1662	97	1662	S	27
Migratory students	S	42	>=90	42	S	38
Military connected students	S	1084	>=99	1084	S	80
Male	S	61725	99.3	61725	S	60.3
Female	S	59231	99.4	59231	S	57.0

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	119276	99.2	119276	S	63.6
American Indian or Alaska Native	S	133	>=95	133	S	58
Asian or Pacific Islander	S	3632	99.4	3632	S	79.6
Black or African American	S	20450	98.1	20450	S	28.9
Hispanic or Latino	S	8607	99.1	8607	S	49.0
White	S	79012	99.5	79012	S	74.2
Two or more races	S	7442	98.8	7442	S	56.0
Children with disabilities (IDEA)	S	19807	98.4	19807	S	29.3
English learners	S	5050	99.1	5050	S	29.2
Economically disadvantaged students	S	59255	98.8	59255	S	45.7
Children in foster care	S	6336	>=99.9	6336	S	53.0
Children who are homeless	S	1667	97	1667	S	31
Migratory students	S	20	>=80	20	S	35
Military connected students	S	811	>=99	811	S	81
Male	S	61571	99.2	61571	S	65.0
Female	S	57705	99.2	57705	S	62.1

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	120163	99.1	120163	S	53.5
American Indian or Alaska Native	S	158	>=95	158	S	45
Asian or Pacific Islander	S	3342	99.6	3342	S	72.6
Black or African American	S	21111	97.9	21111	S	20.7
Hispanic or Latino	S	8661	98.9	8661	S	37.4
White	S	79511	99.5	79511	S	64.2
Two or more races	S	7380	98.6	7380	S	43.7
Children with disabilities (IDEA)	S	20294	98.3	20294	S	20.1
English learners	S	4385	98.9	4385	S	16.8
Economically disadvantaged students	S	59926	98.7	59926	S	34.8
Children in foster care	S	6624	99.7	6624	S	35.2
Children who are homeless	S	1574	96	1574	S	21
Migratory students	S	42	>=90	42	S	45
Military connected students	S	870	>=99	870	S	69
Male	S	61790	99.1	61790	S	54.4
Female	S	58373	99.1	58373	S	52.6

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	120825	98.8	120825	S	49.6
American Indian or Alaska Native	S	132	>=95	132	S	36
Asian or Pacific Islander	S	3181	99.2	3181	S	71.2
Black or African American	S	20694	97.4	20694	S	18.5
Hispanic or Latino	S	8472	98.4	8472	S	33.2
White	S	81058	99.2	81058	S	59.2
Two or more races	S	7288	98.6	7288	S	40.9
Children with disabilities (IDEA)	S	20127	97.7	20127	S	13.9
English learners	S	3512	98.5	3512	S	11.2
Economically disadvantaged students	S	58673	98.2	58673	S	30.6
Children in foster care	S	6502	99.5	6502	S	32.9
Children who are homeless	S	1538	96	1538	S	19
Migratory students	S	33	>=90	33	S	36
Military connected students	S	1055	>=99	1055	S	74
Male	S	62251	98.7	62251	S	50.1
Female	S	58574	98.8	58574	S	49.1

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	124176	98.3	124176	S	47.1
American Indian or Alaska Native	S	144	>=95	144	S	37
Asian or Pacific Islander	S	3241	99.4	3241	S	70.5
Black or African American	S	21056	96.3	21056	S	17.0
Hispanic or Latino	S	8945	98.1	8945	S	31.4
White	S	83283	98.9	83283	S	56.3
Two or more races	S	7507	97.4	7507	S	38.3
Children with disabilities (IDEA)	S	20027	97.0	20027	S	12.5
English learners	S	3372	98.0	3372	S	10.2
Economically disadvantaged students	S	59043	97.3	59043	S	27.9
Children in foster care	S	5939	98.1	5939	S	26.8
Children who are homeless	S	1554	94	1554	S	20
Migratory students	S	36	>=90	36	S	36
Military connected students	S	817	>=99	817	S	64
Male	S	63674	98.3	63674	S	48.5
Female	S	60502	98.3	60502	S	45.6

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	133887	98.0	133887	S	53.2
American Indian or Alaska Native	S	147	>=95	147	S	43
Asian or Pacific Islander	S	3985	98.9	3985	S	77.7
Black or African American	S	20631	95.8	20631	S	21.0
Hispanic or Latino	S	9399	97.8	9399	S	38.0
White	S	92349	98.5	92349	S	61.7
Two or more races	S	7376	96.8	7376	S	44.0
Children with disabilities (IDEA)	S	19695	96.2	19695	S	15.0
English learners	S	3326	97.5	3326	S	13.0
Economically disadvantaged students	S	59069	96.9	59069	S	32.7
Children in foster care	S	6434	98.1	6434	S	28.7
Children who are homeless	S	1485	93	1485	S	20
Migratory students	S	26	>=80	26	S	39
Military connected students	S	936	>=99	936	S	72
Male	S	68529	98.0	68529	S	52.6
Female	S	65358	98.0	65358	S	53.9

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	121377	95.8	121377	S	39.7
American Indian or Alaska Native	S	161	>=95	161	S	25
Asian or Pacific Islander	S	2940	98	2940	S	60
Black or African American	S	19302	91.1	19302	S	12.6
Hispanic or Latino	S	8477	94.7	8477	S	24.7
White	S	84317	97.1	84317	S	47.3
Two or more races	S	6180	93.9	6180	S	31.6
Children with disabilities (IDEA)	S	18212	92.5	18212	S	10.0
English learners	S	3681	93.1	3681	S	6.9
Economically disadvantaged students	S	51709	93.1	51709	S	20.7
Children in foster care	S	2890	94	2890	S	21
Children who are homeless	S	1382	86	1382	S	11
Migratory students	S	30	>=80	30	S	<=20
Military connected students	S	546	97	546	S	56
Male	S	61732	95.7	61732	S	39.6
Female	S	59645	95.9	59645	S	39.8

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

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

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

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

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

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

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	124800	99.4	124800	S	59.8
American Indian or Alaska Native	S	168	>=95	168	S	54
Asian or Pacific Islander	S	4032	99.3	4032	S	70.7
Black or African American	S	22057	98.8	22057	S	35.7
Hispanic or Latino	S	8994	99.3	8994	S	44.5
White	S	81263	99.6	81263	S	68.0
Two or more races	S	8286	99.1	8286	S	54.7
Children with disabilities (IDEA)	S	19798	99.0	19798	S	28.7
English learners	S	6460	99.3	6460	S	24.5
Economically disadvantaged students	S	63276	99.2	63276	S	44.8
Children in foster care	S	4798	99.8	4798	S	59.7
Children who are homeless	S	1843	98	1843	S	29
Migratory students	S	51	>=90	51	S	35
Military connected students	S	1327	>=99	1327	S	84
Male	S	63725	99.4	63725	S	57.9
Female	S	61075	99.4	61075	S	61.8

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	119733	99.2	119733	S	62.5
American Indian or Alaska Native	S	135	>=95	135	S	59
Asian or Pacific Islander	S	3704	99.3	3704	S	75.4
Black or African American	S	20463	98.1	20463	S	35.7
Hispanic or Latino	S	8614	99.1	8614	S	48.9
White	S	79352	99.5	79352	S	70.6
Two or more races	S	7465	98.8	7465	S	58.9
Children with disabilities (IDEA)	S	19820	98.4	19820	S	26.3
English learners	S	5037	99.1	5037	S	22.4
Economically disadvantaged students	S	59258	98.8	59258	S	46.8
Children in foster care	S	5702	99.6	5702	S	51.4
Children who are homeless	S	1662	97	1662	S	34
Migratory students	S	19	>=80	19	S	47
Military connected students	S	867	>=99	867	S	75
Male	S	61850	99.1	61850	S	60.4
Female	S	57883	99.2	57883	S	64.7

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	121423	99.1	121423	S	64.4
American Indian or Alaska Native	S	158	>=95	158	S	58
Asian or Pacific Islander	S	3507	99.6	3507	S	75.4
Black or African American	S	21155	97.9	21155	S	37.8
Hispanic or Latino	S	8677	98.9	8677	S	49.4
White	S	80478	99.5	80478	S	73.0
Two or more races	S	7448	98.5	7448	S	59.6
Children with disabilities (IDEA)	S	20329	98.4	20329	S	26.1
English learners	S	4369	99.0	4369	S	18.7
Economically disadvantaged students	S	60054	98.7	60054	S	48.7
Children in foster care	S	6746	98.9	6746	S	51.9
Children who are homeless	S	1569	96	1569	S	35
Migratory students	S	43	>=90	43	S	44
Military connected students	S	1138	>=99	1138	S	79
Male	S	62585	99.1	62585	S	61.5
Female	S	58838	99.1	58838	S	67.5

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	122088	98.8	122088	S	55.8
American Indian or Alaska Native	S	135	>=95	135	S	42
Asian or Pacific Islander	S	3348	99.1	3348	S	73.3
Black or African American	S	20757	97.5	20757	S	28.9
Hispanic or Latino	S	8475	98.3	8475	S	41.1
White	S	82043	99.2	82043	S	63.9
Two or more races	S	7330	98.5	7330	S	50.6
Children with disabilities (IDEA)	S	20161	97.8	20161	S	15.6
English learners	S	3484	98.1	3484	S	9.8
Economically disadvantaged students	S	58799	98.2	58799	S	38.4
Children in foster care	S	6688	99.5	6688	S	44.3
Children who are homeless	S	1533	95	1533	S	26
Migratory students	S	34	>=90	34	S	38
Military connected students	S	962	>=99	962	S	74
Male	S	63015	98.7	63015	S	51.3
Female	S	59073	98.9	59073	S	60.6

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	126190	98.4	126190	S	60.3
American Indian or Alaska Native	S	147	>=95	147	S	54
Asian or Pacific Islander	S	3319	99.5	3319	S	75.7
Black or African American	S	21174	96.5	21174	S	34.0
Hispanic or Latino	S	9055	98.2	9055	S	47.0
White	S	84912	98.9	84912	S	68.2
Two or more races	S	7583	97.7	7583	S	55.2
Children with disabilities (IDEA)	S	20069	97.2	20069	S	18.2
English learners	S	3363	98.0	3363	S	12.2
Economically disadvantaged students	S	59688	97.5	59688	S	43.5
Children in foster care	S	5711	97.9	5711	S	51.3
Children who are homeless	S	1568	94	1568	S	33
Migratory students	S	35	>=90	35	S	51
Military connected students	S	837	>=99	837	S	75
Male	S	64417	98.3	64417	S	55.1
Female	S	61773	98.4	61773	S	65.8

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	128396	98.1	128396	S	52.7
American Indian or Alaska Native	S	136	94	136	S	43
Asian or Pacific Islander	S	3409	99.0	3409	S	71.1
Black or African American	S	20526	96.2	20526	S	26.8
Hispanic or Latino	S	9197	97.8	9197	S	38.6
White	S	87947	98.7	87947	S	60.1
Two or more races	S	7181	97.3	7181	S	46.5
Children with disabilities (IDEA)	S	19678	96.4	19678	S	12.4
English learners	S	3292	97.4	3292	S	5.8
Economically disadvantaged students	S	58367	97.2	58367	S	35.6
Children in foster care	S	6452	98.2	6452	S	36.9
Children who are homeless	S	1492	94	1492	S	25
Migratory students	S	23	>=80	23	S	22
Military connected students	S	916	>=99	916	S	66
Male	S	65657	98.1	65657	S	47.5
Female	S	62739	98.2	62739	S	58.2

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	136494	97.0	136494	S	61.3
American Indian or Alaska Native	S	184	>=95	184	S	52
Asian or Pacific Islander	S	3661	98.9	3661	S	74.8
Black or African American	S	22748	93.6	22748	S	33.3
Hispanic or Latino	S	9872	96.4	9872	S	46.3
White	S	93048	98.0	93048	S	69.6
Two or more races	S	6981	95.7	6981	S	56.3
Children with disabilities (IDEA)	S	20820	94.5	20820	S	18.8
English learners	S	4452	95.6	4452	S	10.3
Economically disadvantaged students	S	59214	95.0	59214	S	43.0
Children in foster care	S	3249	94.1	3249	S	45.5
Children who are homeless	S	1645	89	1645	S	31
Migratory students	S	39	>=90	39	S	33
Military connected students	S	978	>=99	978	S	85
Male	S	69982	96.9	69982	S	57.0
Female	S	66512	97.1	66512	S	65.8

1.2.3 Academic Achievement and Participation in Science Assessment

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

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

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

Grade 03

Grade 04

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	121296	98.9	121296	S	62.9
American Indian or Alaska Native	S	158	>=95	158	S	53
Asian or Pacific Islander	S	3515	99.6	3515	S	77.2
Black or African American	S	21041	97.5	21041	S	30.4
Hispanic or Latino	S	8676	98.8	8676	S	47.7
White	S	80468	99.4	80468	S	73.1
Two or more races	S	7438	98.5	7438	S	55.7
Children with disabilities (IDEA)	S	20233	98.0	20233	S	29.4
English learners	S	4374	98.8	4374	S	21.1
Economically disadvantaged students	S	59865	98.4	59865	S	45.6
Children in foster care	S	6567	99.8	6567	S	45.8
Children who are homeless	S	1562	96	1562	S	31
Migratory students	S	42	>=90	42	S	50
Military connected students	S	958	>=99	958	S	87
Male	S	62502	98.9	62502	S	65.4
Female	S	58794	99.0	58794	S	60.3

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	127850	97.9	127850	S	63.0
American Indian or Alaska Native	S	137	>=95	137	S	55
Asian or Pacific Islander	S	3432	99.2	3432	S	79.3
Black or African American	S	20326	95.5	20326	S	32.0
Hispanic or Latino	S	9171	97.7	9171	S	48.8
White	S	87652	98.5	87652	S	71.7
Two or more races	S	7132	96.7	7132	S	56.1
Children with disabilities (IDEA)	S	19541	95.9	19541	S	23.8
English learners	S	3297	97.3	3297	S	17.0
Economically disadvantaged students	S	58027	96.7	58027	S	45.5
Children in foster care	S	6219	98.2	6219	S	44.5
Children who are homeless	S	1451	91	1451	S	34
Migratory students	S	26	>=80	26	S	31
Military connected students	S	902	>=99	902	S	83
Male	S	65395	97.9	65395	S	62.6
Female	S	62455	97.9	62455	S	63.5

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	133403	96.2	133403	S	63.7
American Indian or Alaska Native	S	188	>=95	188	S	56
Asian or Pacific Islander	S	3558	98.6	3558	S	79.3
Black or African American	S	21727	91.7	21727	S	34.0
Hispanic or Latino	S	9369	95.0	9369	S	49.5
White	S	91618	97.5	91618	S	72.1
Two or more races	S	6943	94.8	6943	S	57.6
Children with disabilities (IDEA)	S	20508	93.6	20508	S	24.8
English learners	S	4103	93.7	4103	S	19.0
Economically disadvantaged students	S	57607	93.6	57607	S	45.5
Children in foster care	S	3086	90.8	3086	S	42.4
Children who are homeless	S	1569	87	1569	S	33
Migratory students	S	33	>=90	33	S	42
Military connected students	S	636	>=99	636	S	83
Male	S	68403	96.1	68403	S	61.7
Female	S	65000	96.3	65000	S	65.9

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

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

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

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

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

Populated with SEA-LEVEL FS185/DG588.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	8572	6.2
Regular Assessment With Accommodations	87670	63.9
Regular Assessment Without Accommodations	41051	29.9
Total	137293	.

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
8572	860660	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	8578	6.1
Recently arrived ELs, Took ELP	.	.
Regular Assessment With Accommodations	88598	63
Regular Assessment Without Accommodations	43499	30.9
Total	140675	.

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
8578	879124	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	3939	6.5
Regular Assessment With Accommodations	37626	62.4
Regular Assessment Without Accommodations	18717	31
Total	60282	.

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
3939	382549	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
Waiver Approval Received on 01/27/2022

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

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

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

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

Populated with SEA-LEVEL FS188/DG589.

1.2.5.1.2 Native language assessments offered

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

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

Data Quality Comment

1.2.5.2 Performance of ELs on State ELP Assessment

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

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

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	64776	3117	S	57.0	S	21.6

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	62726	2833	S	57.2	S	21.6
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	9270	554	S	41,4	S	11.4

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
12832	17.9

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
6981	52.7

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

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

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

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

Populated with SEA-LEVEL FS126/DG668.

First year	Second year	Third year	Fourth year	Total
5734	6848	3396	3740	19718

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	3232	61.1	169	42
Second year	5152	57.4	211	27
Third year	2694	58	116	27
Fourth year	2923	58	129	32

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	3247	69.7	169	42
Second year	5209	66.2	216	36
Third year	2701	68	109	37
Fourth year	3007	68.1	129	37

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	877	61	48	56
Second year	1458	61	75	47
Third year	1079	66	48	31
Fourth year	1416	70	63	38

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	80
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	20

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

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

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

Data Quality Comment

1.3 TEACHERS

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

1.3.1 Inexperienced Teachers

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

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

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
Total Schools	94010.31	9056.24	9.6

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	94010.31	.	.

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	94010.31	1587.52	1.7

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
99	23	Poverty metric used: Rank schools by percent of student enrollment reported as Economically Disadvantaged

FAQ:How are the poverty quartiles determined?

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

Data Quality Comment

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.4.1 EL Enrollment Data

1.4.1.1 Number of All ELs Enrolled in the State

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

-Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.
-Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the ESEA) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the ESEA) in the all EL student count in this table.

Populated with SEA-LEVEL FS141/DG678.

Total ELs	#
Total English Learners in State	63879
English Learners with Disabilities	9509

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	61764

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 Section3201(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	4045	English, Somalian, Spanish, Albanian, Marshallese
Dual Language or Two-way Immersion	542	English, Spanish, Arabic, Hmong, Visayan
ESL or ELD	43584	Spanish, Ukrainian, Mandarin, Chinese, Arabic, Wolof, Somali, Swahili, Fulani, Nepali, English, Russian, Korean, Hebrew, Greek, Haitian, Creole, Vietnamese, French, Marshallese, German, Japanese, Avokaya, Albanian, Chaldean, Cambodian, Canto
Newcomer programs	641	English, Spanish, Arabic, Chinese, Nepali, Somali, Swahili, Marshallese, Turkish, Hmong, Kinyarwanda
Other	12703	Somali, French, Spanish, Nepali, Arabic, Vietnamese, Chinese, Cantonese, Mandarin, Filipino, Dutch, Urdu
Transitional Bilingual Education or Early-Exit Bilingual Education	249	English, Chinese, Arabic, Spanish, Vietnamese, Russian, Urdu, Hmong, Visayan

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

Comments
Examples of other programs include: (1) EL pull out services; (2) ESL summer tutoring program; (3) Full immersion with small group support; and (4) EL tutoring.

Data Quality Comment
Additional languages of instruction used in English as Second language (ESL) or English Language Development (ELD) LIEPs include Bhutanese, Pulaar, Lithuanian, Bengali, and Akateko.

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	25029
English	12088
Undetermined	5145
Somali	3393
Arabic	3127

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*
681	666	384

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

Data Quality Comment

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

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

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

Activities of LEAs	Number of LEAs
Supporting the development and implementation of LIEPs	133
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	59
Supporting implementation of school wide programs	66
Professional development to teachers and other personnel serving ELs	161
Parent and community engagement activities	112
Supporting the development and implementation of pre-school programs	8
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	104
Improving instruction of ELs with disabilities	44
Providing tutorials, career and technical education	21
Offering programs to help ELs achieve success in post-secondary education	16
Other	16

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

Comment
Additional activities indicated by Local Education Agencies included cross-cutting supplemental professional development, supplemental phonics programs, cultural competency and equity training, tiered supplemental supports to EL students, supplemental family supports, culture education and community activities for EL students.

Data Quality Comment

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

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

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

Comments
Assisting LEAs to build capacity through community partnerships and networking with similar schools and districts.   *Providing guidance on student enrollment processes that include the state Language Usage Survey. The Department clarified communications around the Language Usage Survey. This included revising Department webpages, planning professional learning for school staff, and initiating projects to develop multi-media materials to support families in the school enrollment process.   *Addressing the whole child needs of ELs with limited or interrupted formal education (SLIFE). The SEA has added a webpage dedicated to integrating services for Newcomer students. The SEA addressed the needs of SLIFE students through professional learning delivered at the state conferences for federal programs (OAASFEP) and Ohio TESOL webinars.   *Increasing supports for lower populations of English learners who often attend rural and community (charter) schools. As data indicate an increasing number of English learners attending rural and community schools, the SEA is using the One Plan process to understand and plan statewide improvement of EL services in schools with lower populations of English learners.   *Support for non-academic areas. The SEA includes English learners among groups targeted as "vulnerable youth" to assure that culturally and linguistically diverse students and families are included in initiatives (e.g., school climate, positive behavior supports, and health-related supports).   *Providing recognition to LEAs that welcome English learners and provide quality instructional supports. While the SEA does not provide monetary recognition to schools and districts that demonstrate improvement, the SEA provides non-monetary recognition of school achievements relevant to English learner progress at the Ohio Dual Language Summit and the Ohio TESOL conference.

Data Quality Comment

1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519.

# Immigrant Students Enrolled	# Immigrant Students in LEAs Receiving Funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
17798	5382	17

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

Comments

Data Quality Comment

Table 1.4.7 Definitions:

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

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

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

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

Date State Received Allocation	Date Funds Available to Subgrantees	# Days $$ Distribution
7/1/2021	7/1/2021	0

Data Quality Comment

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
The allocations team in the Office of Federal Programs works on preliminary estimates once the grant estimate is available from USDoE in the spring. Those funds become available in the Comprehensive Continuous Improvement Plan (CCIP), which is the electronic grant application and planning system, by mid-June, with an earliest possible substantially approved date of July 1st (obtained once an Ohio subgrantee submits their CCIP online grant application as authorized representative/superintendent approved to Ohio SEA). Reallocations then occur in the fall/winter once we have the actual USDoE allocation amounts on July 1st and any additional reported EL and Immigrant student numbers from new community schools.

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	33	33
LEAs without subgrants	1013	1013

Data Quality Comment

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

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

1.6.1.1 Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.

Grade Level	Number of Homeless Enrolled Students
Age 3 through 5 (not Kindergarten)	554
Kindergarten	2127
Grade 1	1808
Grade 2	2102
Grade 3	2108
Grade 4	2089
Grade 5	1999
Grade 6	1990
Grade 7	2058
Grade 8	1964
Grade 9	2675
Grade 10	1965
Grade 11	1732
Grade 12	2162
Total	27333

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	142	3202
Doubled-up (e.g., living with another family)	1867	21089
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	28	425
Hotels/Motels	23	2617
Total	2060	27333

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)	6391
English learners	1557
Unaccompanied youth	2060
Migratory students	23

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	835
Age 3 through 5 (not Kindergarten)	1111

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?	30

Data Quality Comment

1.6.4 ARP-Homeless II Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?	688

Data Quality Comment

1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II

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

Data are published outside the report.

Data Quality Comment

1.7 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2021 through August 31, 2022. This section is composed of the following subsections:
-Population data of eligible migratory children
-Academic data of eligible migratory students
-Data of migratory children served during the performance period
-School data
-Project data
-Personnel data

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

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

1.7.1 Migratory Child Counts

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

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

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

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

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

Comments
Ohio has no concerns about the accuracy of reported child counts or eligibility determinations for the 2021-2022 school year.

1.7.1.1 Category 1 Child Count (Eligible Migratory Children)

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

Do not include children age birth through 2 years.

Populated with data from MSIX.

Age Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarten)	74
Kindergarten	30
Grade 1	38
Grade 2	39
Grade 3	41
Grade 4	34
Grade 5	30
Grade 6	44
Grade 7	34
Grade 8	43
Grade 9	42
Grade 10	38
Grade 11	32
Grade 12	30
Out of School	132
Total	681

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
The -9.56% difference between the 2020-2021 data and the 2021-2022 data has been verified as correct.

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	35

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)	32
Kindergarten	19
Grade 1	24
Grade 2	24
Grade 3	23
Grade 4	17
Grade 5	10
Grade 6	22
Grade 7	9
Grade 8	18
Grade 9	18
Grade 10	13
Grade 11	9
Grade 12	2
Out of School	40
Total	280

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
The -7.89% decrease between the 2020-2021 data and the 2021-2022 data has been verified as correct.

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

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

Do not include:
-Children who received only referred services (non-MEP funded).

Populated with data from MSIX.

1.7.3 Child Count Calculation and Validation Procedures

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

1.7.3.1 Methods Used to Count Children

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

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

Comments

A query is run against the Ohio Migrant Student Information System (OMSIS2) database to calculate the Category 1 child count. The query identifies those students who meet three requirements: 1) those who are between the ages of 3 and 21 (as shown in the Student Identification Table); 2) those who have made a qualifying move within the past 36 months (as shown in the Educational Enrollment History Data Table); and 3) those who have had a third birthday either before the end date of the program in which they participated (as shown in the Educational Enrollment History Data Table, the Student Identification Table, and the Supplemental Program Information Table) or before the end of their residency in Ohio. A similar query that includes all of the above information is run to calculate the Category 2 child count, but it also has a summer service indicator. The fields used to run this particular query are SID.OHID, SID.LastName, SID.FirstName, ENR.OHID, SID.DeceasedDate, SID.GraduationDate, SID.BirthDate, ENR.LastQualifyingMove, ENR.EnrollmentDate, ENR.WithdrawalDate, ENR.OhioArrivalDate, and several flag fields that serve to exclude specific instances (e.g., children who turn three during the school year, but for whom no Ohio residency can be guaranteed except at the age of two).   The database administrator (or the administrator's representative) at the Ohio Migrant Education Center (OMEC) executes these queries and updates a series of flags in a specific order. Each September, a residency verification is made for each student for whom a valid Certificate of Eligibility (COE) exists to determine if the student is still a resident in the state. The verification data are added to our database, and they serve as an indication that the student is eligible to be included in Category 1 for the new program year. All students added through a new COE during the program year are also counted.   When a student is identified in Ohio for the first time, the OMSIS2 data system generates a unique ID for that student called the OHID. Every student has a unique OHID number that ensures the child is only counted once. As part of the quality control process at OMEC, "new" students are double-checked to ensure that they have not already been assigned a different OHID. Some of the quality control criteria used to ensure the unique identity of a "new" child include surname, parent first names, alternate spellings of surnames, migratory histories of families with similar names, and date of birth. If a student has been identified previously, then his/her new records are always entered using the student's existing OHID to avoid duplication. This check of the OMSIS2 system is accomplished before any record is entered into the system as new. When eligible students are first identified and entered into the database, they are all Category 1 students. The Data Director works to verify with the district or recruiter that they have resided in the state at least one day after their third birthday. If the district/recruiter is unable to verify that each 3-year-old resided in the district for one day during the reporting period, that student is not included in the count for that performance period or in future years unless a new qualified COE is completed.   When an eligible migrant student graduates or receives a high school equivalency diploma, the school/MEP staff informs the Data Director, who then updates the system to ensure that it shows the child graduated or got their high school equivalency. This ensures that children who graduate or receive their high school equivalency diploma are not counted in future years.   Students are not counted in Category 2 unless they also are eligible for and receive funded summer services. Summer program students are flagged in the Student Information Table. A query is run against these data to generate a list of all students served during the summer. These students are served in one or more of the following ways: district site-based summer programs, in-home instruction, and EL programs. Recorded participation in a funding-eligible instructional service during the summer/intersession period is required and must be documented before an indicator can be updated in OMSIS2 that triggers the inclusion of a particular student in the child count. The timing of this participation is verified when the queries used for the child counts screen by the date of the service(s) provided. If the date shown for the service(s) does not fall during the designated summer period, then that child will not qualify to be counted. Each child who is counted always has at least one qualifying service for which a qualifying date has been documented. Services provided to children whose eligibility has just expired may be reported at the local level, but quality control procedures at OMEC are in place to exclude these records from being entered into OMSIS2.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts 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 EDFacts data file.
Yes

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

If MSIX is utilized, please explain how.

Comments
Use of MSIX to Verify Data Quality: The MSIX database offers a Reconciliation Report for both the Category 1 and Category 2 counts. These reports allow for a one-to-one comparison by student, for each individual counted as Category 1 and/or Category 2, between OMSIS2 and MSIX. Ohio makes these comparisons, notes any discrepancies, and takes appropriate action on a student-by-student basis to ensure that 100% of the Category 1/Category 2 data in MSIX matches the corresponding data in OMSIS2, and to identify any potential opportunities to improve on the data exchange process.   Accuracy of EDFacts Data Files: For example, each child record contains query-relevant birth date and current age fields. Each enrollment and service record contains query-relevant fields such as date of service or date of enrollment, residency date, and qualifying move date. One example of a companion field that is used during reporting uses query-relevant fields to calculate the age a student was at the time of residency and service. This produces a flag that is used to exclude, for example, current three-year-olds who were three at the end of the reporting cycle, but not necessarily a resident in Ohio when their third birthday arrived. Such a child is excluded from the Category 1 count. All three-year-olds are examined using the companion calculation field in this way to separate those who are proven and not proven eligible. Similar companion calculation fields exist that guard against incorrect date values being entered in the query-relevant fields. Duplications are prevented through the use of a combination of FileMaker database features, including extensive use of the "Go to Related Records" script command. Searches are initially performed in a related table while seeking funded services delivered during the current reporting period. When this script is run, it results in a found set of students (not services). All counts for the CSPR are then generated from the Students Table, where each student has only one grade level and one unique identifier, in order to ensure that no student can possibly be counted twice in any cell of any CSPR table.   Eligibility for Category 1 is first established for the majority of students using the "Constrain Found Set" tool repeatedly for each criterion that could possibly exclude a student from eligibility for the current reporting period. Students who qualify based on this more rigorous screening compose the first group of students marked as qualifying. Students who qualify but whose eligibility for the current reporting period must be confirmed on a case-by-case basis are excluded from this first group by the stringency of the initial queries. Instead, these students are individually marked as qualifying only after their record is carefully reviewed to confirm, for example, that their age qualified them to be counted as eligible for the reporting period. After all Category 1 eligibility has been marked, an export of data from the Student Table into an empty Reporting Table is executed. The Reporting Table contains many true-or false fields that correspond to each category of the CSPR. A database relationship links the Student Table to the Reporting Table on the key field OHID. By updating each of the Reporting Table's true-or-false fields directly from within the Student Table, and by doing so only after the Reporting Table already contains exclusively Category 1-eligible records, it is possible to know with certainty that: 1) only eligible students are contained in any individual count; and 2) there is absolutely no duplication within counts.   Accuracy checks are also performed using the Reporting Table as a source and the Student Table as the destination for a "Go to Related Records" script. This technique could be used to find instantly the exact group of students reported as being in the 7th Grade and also receiving Math instruction in the summer. This group can be scrolled through to verify that each student is a 7th grader and when and where they received Math instruction.

Data Quality Comments

1.7.3.2 Quality Control Processes

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

Results	#
The number of eligibility determinations sampled.	84
The number of eligibility determinations sampled for which a re-interview was completed.	57
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	56

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

Comments
Ohio is not required to conduct independent re-interviews again since the State conducted them in 2018-19 and there has not been a "major statutory or regulatory change that directly impacts child eligibility" since September 1, 2020.

FAQ on independent prospective re-interviews:

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

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

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

Comments

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
Sampling was conducted without replacements. All students qualified in Ohio from September 1, 2021 through August 31, 2022 were part of the total population sampled for the re-interview. A percentage of eligibility determinations (COEs) were pulled from the state database (OMSIS2) to generate a random sample and given to the re-interviewer to initiate the re-interview process. Every eligibility determination (COE) entered into the database had exactly one chance to be pulled for the re-interview. Interviewers were independent from the original interviewers. Only one interview sampled found a child who was not eligible due to a date verification error in the electronic COE. This child was found to be overage. Steps are being taken to enforce date validation in the eCOE so this will not occur again in the future. This student was not included in our child counts for this performance period.

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	.
Kindergarten	5
Grade 1	8
Grade 2	9
Grade 3	7
Grade 4	9
Grade 5	7
Grade 6	5
Grade 7	5
Grade 8	13
Grade 9	7
Grade 10	3
Grade 11	5
Grade 12	4
Out of School	17
Ungraded	.
Total	104

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	7
Grade 1	12
Grade 2	14
Grade 3	12
Grade 4	7
Grade 5	3
Grade 6	7
Grade 7	3
Grade 8	10
Grade 9	4
Grade 10	3
Grade 11	1
Grade 12	1
Out of School	.
Ungraded	.
Total	84

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 Kindergarte	.
Kindergarten	.
Grade 1	.
Grade 2	1
Grade 3	.
Grade 4	3
Grade 5	1
Grade 6	.
Grade 7	1
Grade 8	1
Grade 9	1
Grade 10	1
Grade 11	.
Grade 12	1
Out of School	.
Ungraded	.
Total	10

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	.
Age 3 through 5 (not Kindergarte	37
Kindergarten	22
Grade 1	24
Grade 2	21
Grade 3	17
Grade 4	19
Grade 5	16
Grade 6	18
Grade 7	9
Grade 8	23
Grade 9	18
Grade 10	12
Grade 11	15
Grade 12	6
Out of School	83
Ungraded	.
Total	340

1.7.5 Academic Status

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

1.7.5.1 Dropouts

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

Populated with SEA-LEVEL FS032/DG326.

Grade	Dropouts During the Performance Period
Grade 7	3
Grade 8	2
Grade 9	5
Grade 10	2
Grade 11	5
Grade 12	7
Total	24

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

1.7.5.2 HSED (High School Equivalency Diploma)

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

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments

1.7.6 MEP Services - During the Performance Period

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

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

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

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Served During the Performance Period
Age Birth through 2	0
Age 3 through 5 (not Kindergarte	31
Kindergarten	20
Grade 1	28
Grade 2	28
Grade 3	24
Grade 4	23
Grade 5	18
Grade 6	23
Grade 7	12
Grade 8	31
Grade 9	24
Grade 10	21
Grade 11	17
Grade 12	11
Ungraded	.
Out of School	39
Total	350

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	0
Kindergarten	5
Grade 1	8
Grade 2	9
Grade 3	7
Grade 4	9
Grade 5	7
Grade 6	5
Grade 7	5
Grade 8	13
Grade 9	7
Grade 10	3
Grade 11	5
Grade 12	4
Ungraded	.
Out of School	17
Total	104

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 Kindergarte	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded	.
Out of School	0
Total	0

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

1.7.6.3 Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarte	30
Kindergarten	19
Grade 1	28
Grade 2	28
Grade 3	24
Grade 4	23
Grade 5	17
Grade 6	23
Grade 7	12
Grade 8	30
Grade 9	24
Grade 10	21
Grade 11	16
Grade 12	11
Ungraded	.
Out of School	39
Total	345

1.7.6.4 Type of Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2	.	.	.
Age 3 through 5 (not Kindergarte	30	19	.
Kindergarten	19	13	.
Grade 1	25	21	.
Grade 2	25	26	.
Grade 3	21	21	.
Grade 4	21	17	.
Grade 5	15	14	.
Grade 6	19	18	.
Grade 7	11	10	.
Grade 8	26	24	.
Grade 9	20	18	.
Grade 10	14	14	6
Grade 11	16	14	2
Grade 12	7	7	4
Ungraded	.	.	.
Out of School	.	.	.
Total	269	236	12

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	.	.
Age 3 through 5 (not Kindergarte	13	.
Kindergarten	10	3
Grade 1	21	5
Grade 2	19	3
Grade 3	17	1
Grade 4	14	4
Grade 5	10	4
Grade 6	12	1
Grade 7	9	2
Grade 8	18	6
Grade 9	10	1
Grade 10	11	.
Grade 11	11	1
Grade 12	2	.
Ungraded	.	.
Out of School	.	.
Total	177	31

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

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

1.7.7 School Data during the Regular School Year

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

1.7.7.1 Schools and Enrollment – During the Regular School Year

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

Populated with SCH-LEVEL FS165/DG110.

Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
15	165

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

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

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

STATE CERTIFICATION

Did the State certify this report?
YES

Date the State certified
4/6/2023 12:25:41 PM