

CONSOLIDATED STATE PERFORMANCE REPORT PART I

SCHOOL YEAR 2021-2022

PENNSYLVANIA



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

Paperwork Burden Statement

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1.1 GENERAL INFORMATION

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

1.1.1 State Report Cards

State Report Card URL
https://public.tableau.com/app/profile/padeptofed/viz/ESSA_Dashboard_2022/2022AnnualMeaningfulDifferentiationCSIA-TSI

Data Quality Comment
https://public.tableau.com/app/profile/padeptofed/viz/ESSA_Dashboard_2022/2022AnnualMeaningfulDifferentiationCSIA-TSI

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	119644	95.5	119644	S	46.8
American Indian or Alaska Native	S	189	92	189	S	38
Asian or Pacific Islander	S	6116	97.7	6116	S	67.9
Asian	S	6009	97.8	6009	S	68.4
Native Hawaiian or other Pacific Islander	S	107	94	107	S	39
Black or African American	S	17429	93.1	17429	S	15.8
Hispanic or Latino	S	16895	95.2	16895	S	22.7
White	S	72546	96.1	72546	S	58.5
Two or more races	S	6469	94.0	6469	S	41.7
Children with disabilities (IDEA)	S	22950	92.4	22950	S	23.1
English learners	S	7329	96.5	7329	S	20.2
Economically disadvantaged students	S	57629	94.7	57629	S	28.6
Children in foster care	S	672	95	672	S	22
Children who are homeless	S	1968	90	1968	S	17
Migratory students	S	212	>=95	212	S	21
Military connected students	S	724	96	724	S	53
Male	S	61371	95.2	61371	S	48.6
Female	S	58273	95.8	58273	S	44.9

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	119764	94.9	119764	S	41.8
American Indian or Alaska Native	S	189	90	189	S	44
Asian or Pacific Islander	S	5858	97.6	5858	S	65.4
Asian	S	5748	97.8	5748	S	65.8
Native Hawaiian or other Pacific Islander	S	110	89	110	S	46
Black or African American	S	17260	92.2	17260	S	13.0
Hispanic or Latino	S	17101	94.6	17101	S	19.9
White	S	73278	95.5	73278	S	52.3
Two or more races	S	6078	93.6	6078	S	36.4
Children with disabilities (IDEA)	S	24009	91.6	24009	S	20.7
English learners	S	7196	96.4	7196	S	15.7
Economically disadvantaged students	S	57282	94.2	57282	S	24.3
Children in foster care	S	547	95	547	S	18
Children who are homeless	S	1893	90	1893	S	15
Migratory students	S	202	>=95	202	S	11
Military connected students	S	688	96	688	S	47
Male	S	61446	94.6	61446	S	44.0
Female	S	58318	95.2	58318	S	39.5

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	121181	94.2	121181	S	35.0
American Indian or Alaska Native	S	206	93	206	S	27
Asian or Pacific Islander	S	5680	97.6	5680	S	61.5
Asian	S	5583	97.7	5583	S	62.0
Native Hawaiian or other Pacific Islander	S	97	93	97	S	34
Black or African American	S	17896	91.6	17896	S	9.6
Hispanic or Latino	S	16971	94.1	16971	S	14.5
White	S	74298	94.8	74298	S	44.1
Two or more races	S	6130	92.2	6130	S	30.6
Children with disabilities (IDEA)	S	24399	90.7	24399	S	13.9
English learners	S	6478	96.1	6478	S	8.9
Economically disadvantaged students	S	56942	93.4	56942	S	18.4
Children in foster care	S	556	93	556	S	12
Children who are homeless	S	1782	88	1782	S	11
Migratory students	S	185	>=95	185	S	14
Military connected students	S	660	94	660	S	43
Male	S	61976	94.0	61976	S	36.3
Female	S	59205	94.5	59205	S	33.6

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	120526	92.9	120526	S	31.6
American Indian or Alaska Native	S	185	92	185	S	24
Asian or Pacific Islander	S	5573	97.0	5573	S	59.6
Asian	S	5461	97.1	5461	S	59.9
Native Hawaiian or other Pacific Islander	S	112	92	112	S	43
Black or African American	S	17423	90.1	17423	S	7.4
Hispanic or Latino	S	16917	92.3	16917	S	12.6
White	S	74438	93.7	74438	S	40.0
Two or more races	S	5990	90.4	5990	S	26.5
Children with disabilities (IDEA)	S	24000	88.7	24000	S	9.7
English learners	S	5826	94.9	5826	S	6.0
Economically disadvantaged students	S	56005	91.7	56005	S	15.5
Children in foster care	S	533	90	533	S	8
Children who are homeless	S	1722	86	1722	S	9
Migratory students	S	197	>=95	197	S	9
Military connected students	S	613	95	613	S	37
Male	S	62172	92.8	62172	S	32.1
Female	S	58354	93.1	58354	S	31.2

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	123108	91.9	123108	S	26.4
American Indian or Alaska Native	S	207	88	207	S	23
Asian or Pacific Islander	S	5707	97.0	5707	S	56.9
Asian	S	5610	97.1	5610	S	57.6
Native Hawaiian or other Pacific Islander	S	97	91	97	S	19
Black or African American	S	17794	89.2	17794	S	6.5
Hispanic or Latino	S	17202	91.4	17202	S	9.7
White	S	76437	92.6	76437	S	32.9
Two or more races	S	5761	88.8	5761	S	22.3
Children with disabilities (IDEA)	S	24076	87.6	24076	S	6.6
English learners	S	5526	94.0	5526	S	4.1
Economically disadvantaged students	S	56640	90.3	56640	S	12.6
Children in foster care	S	549	87	549	S	5
Children who are homeless	S	1676	84	1676	S	6
Migratory students	S	165	95	165	S	<=5
Military connected students	S	666	93	666	S	31
Male	S	63349	92.1	63349	S	26.7
Female	S	59759	91.7	59759	S	26.1

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	123481	89.8	123481	S	22.1
American Indian or Alaska Native	S	196	83	196	S	17
Asian or Pacific Islander	S	5530	95.9	5530	S	53.2
Asian	S	5427	96.0	5427	S	53.8
Native Hawaiian or other Pacific Islander	S	103	90	103	S	21
Black or African American	S	17748	87.0	17748	S	5.4
Hispanic or Latino	S	16868	90.1	16868	S	8.1
White	S	77607	90.3	77607	S	27.0
Two or more races	S	5532	85.9	5532	S	18.1
Children with disabilities (IDEA)	S	23962	84.8	23962	S	4.6
English learners	S	5469	93.7	5469	S	3.2
Economically disadvantaged students	S	55254	88.1	55254	S	9.9
Children in foster care	S	538	82	538	S	5
Children who are homeless	S	1636	83	1636	S	5
Migratory students	S	157	>=95	157	S	6
Military connected students	S	704	92	704	S	24
Male	S	64325	90.6	64325	S	21.7
Female	S	59156	88.9	59156	S	22.5

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	61965	88.3	61965	S	62.3
American Indian or Alaska Native	S	90	83	90	S	49
Asian or Pacific Islander	S	3539	93.9	3539	S	84.0
Asian	S	3495	94.0	3495	S	84.3
Native Hawaiian or other Pacific Islander	S	44	88	44	S	59
Black or African American	S	5937	77.0	5937	S	24.3
Hispanic or Latino	S	6128	77.8	6128	S	31.6
White	S	44215	91.7	44215	S	70.3
Two or more races	S	2056	83	2056	S	53
Children with disabilities (IDEA)	S	11232	77.1	11232	S	15.3
English learners	S	1775	70	1775	S	6
Economically disadvantaged students	S	20688	82.9	20688	S	38.1
Children in foster care	S	248	62	248	S	12
Children who are homeless	S	675	70	675	S	18
Migratory students	S	52	61	52	S	<=10
Military connected students	S	281	81	281	S	56
Male	S	31911	87.4	31911	S	59.6
Female	S	30054	89.4	30054	S	65.1

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	118871	94.9	118871	S	51.6
American Indian or Alaska Native	S	184	90	184	S	50
Asian or Pacific Islander	S	6016	96.1	6016	S	67.9
Asian	S	5909	96.1	5909	S	68.3
Native Hawaiian or other Pacific Islander	S	107	94	107	S	44
Black or African American	S	17351	92.6	17351	S	24.7
Hispanic or Latino	S	16465	92.8	16465	S	31.1
White	S	72395	95.9	72395	S	61.5
Two or more races	S	6460	93.9	6460	S	49.5
Children with disabilities (IDEA)	S	22916	92.2	22916	S	23.3
English learners	S	6689	88.1	6689	S	21.8
Economically disadvantaged students	S	57331	94.2	57331	S	35.0
Children in foster care	S	674	96	674	S	27
Children who are homeless	S	1868	86	1868	S	24
Migratory students	S	187	87	187	S	21
Military connected students	S	713	95	713	S	58
Male	S	60987	94.6	60987	S	48.0
Female	S	57884	95.1	57884	S	55.3

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	119060	94.3	119060	S	51.3
American Indian or Alaska Native	S	189	90	189	S	52
Asian or Pacific Islander	S	5772	96.2	5772	S	71.5
Asian	S	5661	96.3	5661	S	71.9
Native Hawaiian or other Pacific Islander	S	111	90	111	S	50
Black or African American	S	17198	91.8	17198	S	22.9
Hispanic or Latino	S	16704	92.5	16704	S	29.6
White	S	73137	95.3	73137	S	61.6
Two or more races	S	6060	93.3	6060	S	47.5
Children with disabilities (IDEA)	S	23968	91.5	23968	S	20.5
English learners	S	6600	88.4	6600	S	19.3
Economically disadvantaged students	S	57034	93.7	57034	S	33.8
Children in foster care	S	550	95	550	S	25
Children who are homeless	S	1795	86	1795	S	23
Migratory students	S	184	90	184	S	17
Military connected students	S	679	95	679	S	60
Male	S	61078	94.0	61078	S	47.7
Female	S	57982	94.6	57982	S	55.0

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	120598	93.8	120598	S	53.0
American Indian or Alaska Native	S	205	92	205	S	49
Asian or Pacific Islander	S	5619	96.5	5619	S	73.0
Asian	S	5521	96.6	5521	S	73.4
Native Hawaiian or other Pacific Islander	S	98	94	98	S	48
Black or African American	S	17828	91.3	17828	S	26.5
Hispanic or Latino	S	16595	92.1	16595	S	31.5
White	S	74206	94.7	74206	S	62.9
Two or more races	S	6145	92.4	6145	S	50.9
Children with disabilities (IDEA)	S	24398	90.7	24398	S	21.5
English learners	S	5938	88.2	5938	S	15.6
Economically disadvantaged students	S	56782	93.1	56782	S	36.1
Children in foster care	S	552	92	552	S	30
Children who are homeless	S	1705	84	1705	S	25
Migratory students	S	173	91	173	S	19
Military connected students	S	656	93	656	S	62
Male	S	61675	93.5	61675	S	49.2
Female	S	58923	94.1	58923	S	57.1

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	120103	92.6	120103	S	55.3
American Indian or Alaska Native	S	181	90	181	S	46
Asian or Pacific Islander	S	5504	95.7	5504	S	76.8
Asian	S	5391	95.8	5391	S	77.1
Native Hawaiian or other Pacific Islander	S	113	93	113	S	60
Black or African American	S	17409	90.1	17409	S	29.9
Hispanic or Latino	S	16571	90.5	16571	S	36.3
White	S	74436	93.7	74436	S	64.2
Two or more races	S	6002	90.5	6002	S	52.5
Children with disabilities (IDEA)	S	24044	88.9	24044	S	20.9
English learners	S	5282	86.2	5282	S	16.3
Economically disadvantaged students	S	55912	91.5	55912	S	39.2
Children in foster care	S	535	91	535	S	27
Children who are homeless	S	1651	82	1651	S	27
Migratory students	S	167	84	167	S	29
Military connected students	S	609	94	609	S	63
Male	S	61887	92.4	61887	S	49.8
Female	S	58216	92.9	58216	S	61.2

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	122773	91.7	122773	S	56.5
American Indian or Alaska Native	S	204	86	204	S	55
Asian or Pacific Islander	S	5668	96.4	5668	S	78.5
Asian	S	5570	96.5	5570	S	78.9
Native Hawaiian or other Pacific Islander	S	98	92	98	S	60
Black or African American	S	17761	89.0	17761	S	32.6
Hispanic or Latino	S	16861	89.7	16861	S	36.0
White	S	76509	92.6	76509	S	65.1
Two or more races	S	5770	88.9	5770	S	53.4
Children with disabilities (IDEA)	S	24104	87.7	24104	S	21.2
English learners	S	4998	85.1	4998	S	14.9
Economically disadvantaged students	S	56585	90.2	56585	S	40.6
Children in foster care	S	560	89	560	S	26
Children who are homeless	S	1595	80	1595	S	29
Migratory students	S	141	81	141	S	17
Military connected students	S	658	92	658	S	66
Male	S	63167	91.8	63167	S	50.6
Female	S	59606	91.5	59606	S	62.7

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	123471	89.7	123471	S	54.9
American Indian or Alaska Native	S	193	82	193	S	43
Asian or Pacific Islander	S	5518	95.7	5518	S	78.9
Asian	S	5417	95.8	5417	S	79.3
Native Hawaiian or other Pacific Islander	S	101	88	101	S	58
Black or African American	S	17842	87.4	17842	S	31.9
Hispanic or Latino	S	16533	88.3	16533	S	35.6
White	S	77826	90.5	77826	S	62.8
Two or more races	S	5559	86.3	5559	S	51.4
Children with disabilities (IDEA)	S	24092	85.2	24092	S	19.2
English learners	S	4989	85.5	4989	S	14.2
Economically disadvantaged students	S	55363	88.2	55363	S	39.1
Children in foster care	S	545	83	545	S	28
Children who are homeless	S	1564	79	1564	S	28
Migratory students	S	144	88	144	S	24
Military connected students	S	701	91	701	S	63
Male	S	64280	90.5	64280	S	48.6
Female	S	59191	88.9	59191	S	61.7

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	105950	88.7	105950	S	64.0
American Indian or Alaska Native	S	169	84	169	S	54
Asian or Pacific Islander	S	4898	90.3	4898	S	81.9
Asian	S	4817	90.4	4817	S	82.3
Native Hawaiian or other Pacific Islander	S	81	85	81	S	61
Black or African American	S	13033	80.7	13033	S	39.3
Hispanic or Latino	S	12025	81.6	12025	S	44.1
White	S	72141	91.8	72141	S	70.9
Two or more races	S	3684	85.2	3684	S	59.4
Children with disabilities (IDEA)	S	18506	82.1	18506	S	24.1
English learners	S	3172	71.6	3172	S	11.3
Economically disadvantaged students	S	40299	85.5	40299	S	47.9
Children in foster care	S	420	69	420	S	23
Children who are homeless	S	1103	73	1103	S	34
Migratory students	S	76	62	76	S	13
Military connected students	S	491	86	491	S	66
Male	S	53880	88.5	53880	S	58.3
Female	S	52070	89.0	52070	S	70.0

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

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	119421	94.6	119421	S	71.9
American Indian or Alaska Native	S	188	90	188	S	75
Asian or Pacific Islander	S	5859	97.6	5859	S	84.1
Asian	S	5749	97.8	5749	S	84.4
Native Hawaiian or other Pacific Islander	S	110	89	110	S	73
Black or African American	S	17138	91.6	17138	S	43.2
Hispanic or Latino	S	17031	94.3	17031	S	51.5
White	S	73141	95.3	73141	S	82.7
Two or more races	S	6064	93.4	6064	S	69.2
Children with disabilities (IDEA)	S	23905	91.3	23905	S	44.0
English learners	S	7182	96.2	7182	S	39.7
Economically disadvantaged students	S	57041	93.8	57041	S	57.8
Children in foster care	S	543	94	543	S	47
Children who are homeless	S	1864	89	1864	S	43
Migratory students	S	202	>=95	202	S	32
Military connected students	S	680	95	680	S	79
Male	S	61280	94.4	61280	S	71.2
Female	S	58141	94.9	58141	S	72.7

Grade 05

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	122809	89.3	122809	S	50.2
American Indian or Alaska Native	S	197	84	197	S	41
Asian or Pacific Islander	S	5528	95.9	5528	S	73.7
Asian	S	5426	96.1	5426	S	74.2
Native Hawaiian or other Pacific Islander	S	102	89	102	S	48
Black or African American	S	17549	86.0	17549	S	22.3
Hispanic or Latino	S	16727	89.4	16727	S	28.4
White	S	77318	90.0	77318	S	59.9
Two or more races	S	5490	85.3	5490	S	45.4
Children with disabilities (IDEA)	S	23799	84.3	23799	S	19.2
English learners	S	5444	93.3	5444	S	11.1
Economically disadvantaged students	S	54825	87.4	54825	S	33.3
Children in foster care	S	532	81	532	S	24
Children who are homeless	S	1617	82	1617	S	22
Migratory students	S	157	>=95	157	S	16
Military connected students	S	702	92	702	S	61
Male	S	64036	90.2	64036	S	49.1
Female	S	58773	88.4	58773	S	51.4

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	65546	85.1	65546	S	40.7
American Indian or Alaska Native	S	122	86	122	S	28
Asian or Pacific Islander	S	2350	90	2350	S	60
Asian	S	2297	91	2297	S	61
Native Hawaiian or other Pacific Islander	S	53	86	53	S	34
Black or African American	S	9225	76.3	9225	S	16.1
Hispanic or Latino	S	9113	78.8	9113	S	21.2
White	S	42475	88.9	42475	S	49.5
Two or more races	S	2261	80	2261	S	34
Children with disabilities (IDEA)	S	14621	80.0	14621	S	14.9
English learners	S	3029	76.9	3029	S	5.3
Economically disadvantaged students	S	28183	81.8	28183	S	26.1
Children in foster care	S	327	61	327	S	10
Children who are homeless	S	907	70	907	S	18
Migratory students	S	86	74	86	S	7
Military connected students	S	281	82	281	S	48
Male	S	34804	85.2	34804	S	40.8
Female	S	30742	85.1	30742	S	40.6

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	16297	10.5
Regular Assessment With Accommodations	89333	57.8
Regular Assessment Without Accommodations	48998	31.7
Total	154628	.

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
16297	789669	2.1

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

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

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

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

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

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	16331	10.1
Recently arrived ELs, Took ELP	.	.
Regular Assessment With Accommodations	93610	57.8
Regular Assessment Without Accommodations	52087	32.1
Total	162028	.

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
16331	830826	2

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

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

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

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

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	6732	10.8
Regular Assessment With Accommodations	34419	55.2
Regular Assessment Without Accommodations	21174	34
Total	62325	.

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
6732	307776	2.2

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

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

Data Quality Comment

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

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

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

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

Populated with SEA-LEVEL FS188/DG589.

1.2.5.1.2 Native language assessments offered

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

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

Data Quality Comment

All of the Spanish exams are translated. They are also trans-adapted. We make sure that different aspects of the translations are in alignment with the language and culture of each exams’ intended audience.

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	76790	3345	S	19.8	S	<=0.1

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	72007	3232	S	20.2	S	3
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	10930	607	S	11	S	0.8

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
4688	6.2

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
19787	94.6

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
1776	2817	32	1581	6206

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	1357	46	306	14
Second year	2265	37	348	9
Third year	20	25	2	S
Fourth year	1181	45	238	6

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	1417	68	313	18
Second year	2376	68	364	20
Third year	28	61	4	S
Fourth year	1226	81	289	19

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	345	77	112	24
Second year	433	74	147	13
Third year	18	28	3	S
Fourth year	586	63	177	10

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

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

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

Purpose	Used for Purpose (Yes No)
Administering assessments required by Section 1111(b) of the ESEA	Yes
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	Yes
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the ESEA.	No
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the ESEA and academic assessments in languages other than English to meet the State’s obligations under Section 1111(b)(2)(F) of the ESEA.	Yes
Ensuring the continued validity and reliability of State assessments.	Yes
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	Yes
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	No
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA in order to integrate engineering design skills and practices into such assessments.	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.	No
Designing report cards and reports under Section 1111(h) of the ESEA in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	Yes
Other	No

Data Quality Comment

1.3 TEACHERS

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

1.3.1 Inexperienced Teachers

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

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

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
Total Schools	121613.02	14834.78	12.2

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	121613.02	2603.98	2.1

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

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

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

School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
Total Schools	121613.02	.	.

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
63	31	Economic Disadvantaged Status

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	77617
English Learners with Disabilities	12106

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	72827

1.4.2 LIEPs

Note: Section 3201(7) The term 'LIEP' means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency while meeting challenging State academic standards and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, for each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA, please provide a comma-separated list of the language(s) of instruction used.

Populated with SEA-LEVEL FS116/DG849.

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	88465	English
Dual Language or Two-way Immersion	570	English, Spanish
ESL or ELD	0	English
Newcomer programs	0	English
Other	0	
Transitional Bilingual Education or Early-Exit Bilingual Education	1315	English, Spanish

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

Comments

Data Quality Comment

1.4.3 Most Common Languages Spoken in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed.

Populated with SEA-LEVEL FS141/DG678.

Language	# ELs
Spanish; Castilian	49623
Arabic	3299
Chinese	3131
Portuguese	2254
Nepali	2233

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*
3277	2708	520

*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	.
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	.
Supporting implementation of school wide programs	271
Professional development to teachers and other personnel serving ELs	563
Parent and community engagement activities	.
Supporting the development and implementation of pre-school programs	.
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	542
Improving instruction of ELs with disabilities	.
Providing tutorials, career and technical education	.
Offering programs to help ELs achieve success in post-secondary education	.
Other	137

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.

Data Quality Comment
Pennsylvania did not collect data under either of these categories: "Supporting the development and implementation of LIEPs" and "Parent and community engagement activities". PDE has made corrections to the data categories for future collections.

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

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

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	X
Helping ELs meet the same challenging State academic standards that all children are expected to meet	X
Identifying or developing, and implementing, measures of English proficiency	X
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	X
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	
Other	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
Implementation of ELD standards, Reclassification procedures for ELs, Data analysis, Identification and screening procedures, compliance with federal and state laws, understanding accountability measures, progress monitoring of ELs, culturally responsive education, sociolinguistics, Engaging Multilingual Newcomers, ELD curriculum development, equity and social justice for ELs

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
24076	19719	12

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

Comments
The reason for the disparity between last year's response for the number of Immigrant programs (38) and this year's (12) is simply that there were a very limited number of LEAs that were eligible for an Immigrant allocation piece in 2021-22.

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
N/A

1.4.9 Title III Subgrantees

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

1.4.9.1 Termination of Title III Language Instruction Educational Programs

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

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

Data Quality Comment

1.5 PERSISTENTLY DANGEROUS SCHOOLS

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

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

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

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

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

Populated with LEA-LEVEL FS170/DG754.

LEAs	#	# LEAs Reporting Data
LEAs with subgrants	715	715
LEAs without subgrants	73	73

Data Quality Comment

LEAs with subgrants include SDs, CSs, and COMCTCs, and IUs. LEAs without subgrants include OCCCTCs and SJCIs, as well as Bryn Athyn SD and closed CSs who all had no enrolled students. Additionally, Philadelphia SD includes Philadelphia AVTS and Philadelphia IU 26, Pittsburgh SD includes Pittsburgh AVTS and Pittsburgh-Mt Oliver IU 2, and Erie SD includes City of Erie Regional Career & Technical School.

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

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

1.6.1.1 Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.

Grade Level	Number of Homeless Enrolled Students
Ungraded	0
Age 3 through 5 (not Kindergarten)	800
Kindergarten	2368
Grade 1	2558
Grade 2	2688
Grade 3	2717
Grade 4	2508
Grade 5	2468
Grade 6	2457
Grade 7	2432
Grade 8	2404
Grade 9	3112
Grade 10	2339
Grade 11	2183
Grade 12	3009
Total	34043

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	543	7041
Doubled-up (e.g., living with another family)	3585	22338
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	83	712
Hotels/Motels	66	3952
Total	4277	34043

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)	9498
English learners	4037
Unaccompanied youth	4277
Migratory students	1053

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	3378
Age 3 through 5 (not Kindergarten)	3382

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?	322

Data Quality Comment
This count includes 9 LEAs receiving direct ARP-HCY I funds, 196 LEAs who are members of a regional consortium, and 117 LEAs who are not.

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?	598

Data Quality Comment
APR-HCY II funding includes 394 LEAs that opted to apply for their own funding allocation, 8 consortia managed by the 8 regions, and 196 LEAs included within a consortium for one of those eight regions.

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
598 total LEAs will receive access to ARP-HCY II funding: 394 LEAs will receive direct funding, and 196 LEAs will receive access to funding through one of 8 consortia.

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
Not Applicable—The PA Migrant Education Program does not have any concerns about the accuracy of the reported child count or underlying eligibility. The PA MEP has a mature data collection system (MIS2000) and Ed/Facts and CSPR processes in place as well as a high quality ID&R quality control process.

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)	705
Kindergarten	315
Grade 1	332
Grade 2	301
Grade 3	306
Grade 4	313
Grade 5	293
Grade 6	290
Grade 7	271
Grade 8	269
Grade 9	400
Grade 10	222
Grade 11	197
Grade 12	145
Out of School	714
Total	5073

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
<p>The PA Migrant Education Program had an increase of greater than 10% for Category 1. The Category 1 count for Performance Periods 19-20 and 20-21 decreased each year due to the Covid-19 pandemic and pandemic-related conditions. The 21-22 Category 1 count is higher than each of those previous Performance Periods. In 18-19 (the last year unaffected by the Covid-19 pandemic), the Category 1 count was 5241. For 21-22, the Category 1 count approaches the number reported in 18-19 (less than 10% difference), showing a shift back to pre-pandemic conditions. There were several factors involved in this increase. Many were related to post-pandemic recovery. The PA MEP found that some employers that were not allowing staff into their facilities during the pandemic once again allowed MEP Staff into their facilities to recruit, interact and promote services to qualifying students. Certain worksites in agriculture that slowed, paused, or shut down operations altogether in the regions due to the pandemic have reopened for business and are hiring migrant workers often eligible for the MEP and its student services. Staff more thoroughly adapted to pandemic-related precautions and restrictions eased, so they were able to more aggressively resume recruitment efforts. The flexibility of conducting virtual or in-person eligibility interviews permitted staff to enroll hard-to-reach eligible students more efficiently due to distance or student schedule time availability. Additionally, since restrictions were eased, recruiters were able to attend multiple large-scale and well attended in-person parent involvement and other program events and meetings that resulted in increased student enrollments from those specific offerings. Many ID&R positions that were vacant were able to be filled, and some new positions were also created and filled. Project areas were once again able to hold Community Outreach Recruitment Events or CORE (formerly known as recruitment sweeps). These events paired experienced and newer Recruiters for training and general performance purposes. Large scale events such as these allow recruiters to reach areas that may not have been targeted otherwise. Statewide and short-term recruiters were used in areas to support ID&R efforts. Several new relationships were built with employers in the agricultural industry, which led to referrals and resources to locate qualifying families. Sites partnered with employers and local school districts to facilitate the identification and recruitment of Migrant students. Recruitment and recruitment coordination positions were added to meet the need. Pennsylvania experienced changing demographics. There was a large increase in the numbers of families and children arriving from Guatemala, Venezuela, Honduras, Chile, Peru, Ecuador, Nicaragua, and Colombia. Many of those who came were referred to the area and the PA MEP by families already enrolled in the program. These conditions combined allowed the PA MEP to recover to nearly pre-pandemic student counts after losses in student counts during the previous two performance periods.</p>

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	279

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)	495
Kindergarten	243
Grade 1	229
Grade 2	201
Grade 3	208
Grade 4	204
Grade 5	171
Grade 6	206
Grade 7	172
Grade 8	166
Grade 9	244
Grade 10	128
Grade 11	116
Grade 12	9
Out of School	333
Total	3125

1.7.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
<p>The PA MEP had a proportional increase in the Category 2 Child Count to the Category 1 Child Count. As with Category 1, the overall reduction in restrictions post-pandemic facilitated the identification, recruitment and provision of services to students and families. Most notably is the overall increase of Migrant students identified. With increases in overall students, there were more students who could be served in summer programs. There was a 15% increase in summer services, which mirrors overall increases in the Category 1 Child Count. Regions planned early in preparation for summer in an attempt to target all students who were available to serve. Additional transportation routes were added to support participation for in-person programs. Projects employed careful tracking of students who were served and yet to be served, and additionally targeted students as they were recruited. Staff and managers used reports and tracking forms and met frequently to monitor service levels. The PA MEP Projects were able to hold mini-camps at partner community agencies to support engagements of students/families in their own community. Staff were able to hold more in-person classes while also utilizing virtual skills honed during the pandemic to reach even more students. They were able to use whichever methods worked best to meet student need and offer services. Many students were eager to return to in-person events and programs. With the relaxing of restrictions, regions were also able to offer an engaging summer field trip schedule at all appropriate age levels, which motivated students to be involved throughout the brick and mortar summer term. Recovery post-pandemic that led to an overall increase in eligible student population available to serve, targeting/tracking efforts, careful summer planning, and the use of in-person and virtual services allowed the PA MEP to increase summer services from 20-21 counts.</p>

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

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

Do not include:

-Children who received only referred services (non-MEP funded).

Populated with data from MSIX.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age Birth through 2	1

1.7.3 Child Count Calculation and Validation Procedures

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

1.7.3.1 Methods Used to Count Children

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

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

Comments

Not Applicable (Submitted via MSIX)

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every ED Facts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required ED Facts data file.

Yes

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

Yes

If MSIX is utilized, please explain how.

Comments

<p>The PA MEP uses MSIX extensively to verify quality of data in multiple ways. First of all, the MSIX matching system helps us identify any potential duplicates, above and beyond our internal controls. Any potential duplicates are addressed urgently. MSIX can also be used as a way to verify prior history to determine eligibility and also to check on prior moves. We also utilize the MSIX child reconciliation reports to compare our counts to MSIX and ensure a match between the Category 1 and 2 counts. This means the students we report must meet the logic requirements for our system and MSIX's, adding an additional level of validation. The PA MEP has staff assigned to daily reviews of worklist items. We review Data Quality and Data logic errors, and regularly use the Reconciliation report. Initially during the early part of the year, we reconcile monthly. As the year progresses, we increase frequency to bi-weekly, weekly, and then nearly daily as the final snapshot draws near. In the event of any discrepancy, the record is identified, researched, and corrected as soon as possible. The PA MEP greatly appreciates the chance to cross examine counts with the MSIX System, and the reports that are provided there for our use.</p>
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Data Quality Comments

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1.7.3.2 Quality Control Processes

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

Results	#
The number of eligibility determinations sampled.	63
The number of eligibility determinations sampled for which a re-interview was completed.	50
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	50

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

Comments
Not Applicable/Not Required

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
Yes, during State Reinterviews, a phone interview was used to verify all student, qualifying move, and qualifying work information on the Certificate of Eligibility(COE). The standard Pennsylvania Migrant Education Reinterview Form was completed at the time of the reinterview and used to verify existing information on the COE. If any information collected during reinterview call did not match preexisting information on COE, a follow-up call with the family was made for clarification. The Pennsylvania Migrant Education Reinterview form is available upon request. Yes, during State Reinterviews, all reinterviews were conducted by the Statewide Recruitment Coordinator. The statewide Recruitment Coordinator is independent of the four Pennsylvania Migrant Education Regions, which employ recruitment personnel. The Statewide Migrant Education Coordinator was not involved in the initial interview and completion of the COE or the quality control committee to approve any of the COEs selected for reinterview.

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

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
No comments or concerns about the quality control process

1.7.4 Eligible Migratory Children

1.7.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having 'Priority for Services'. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	336
Kindergarten	150
Grade 1	158
Grade 2	122
Grade 3	130
Grade 4	108
Grade 5	107
Grade 6	129
Grade 7	119
Grade 8	105
Grade 9	190
Grade 10	85
Grade 11	58
Grade 12	38
Out of School	432
Ungraded	0
Total	2267

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	601
Kindergarten	234
Grade 1	235
Grade 2	202
Grade 3	212
Grade 4	216
Grade 5	187
Grade 6	196
Grade 7	194
Grade 8	192
Grade 9	287
Grade 10	147
Grade 11	135
Grade 12	95
Out of School	629
Ungraded	0
Total	3762

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	1
Age 3 through 5 (not Kindergarten)	25
Kindergarten	10
Grade 1	13
Grade 2	22
Grade 3	20
Grade 4	28
Grade 5	16
Grade 6	17
Grade 7	20
Grade 8	13
Grade 9	17
Grade 10	12
Grade 11	16
Grade 12	7
Out of School	6
Ungraded	0
Total	243

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	174
Age 3 through 5 (not Kindergarten)	246
Kindergarten	99
Grade 1	117
Grade 2	93
Grade 3	107
Grade 4	96
Grade 5	92
Grade 6	101
Grade 7	91
Grade 8	101
Grade 9	154
Grade 10	78
Grade 11	58
Grade 12	25
Out of School	338
Ungraded	0
Total	1970

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	4
Grade 8	1
Grade 9	15
Grade 10	10
Grade 11	9
Grade 12	4
Total	43

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
3

Data Quality Comments

No comments or concerns about the accuracy of HSED reported. Data was checked in multiple ways to confirm this was the accurate number.

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	87
Age 3 through 5 (not Kindergarte	621
Kindergarten	286
Grade 1	296
Grade 2	265
Grade 3	281
Grade 4	277
Grade 5	253
Grade 6	264
Grade 7	239
Grade 8	237
Grade 9	340
Grade 10	188
Grade 11	174
Grade 12	132
Ungraded	0
Out of School	590
Total	4530

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	324
Kindergarten	147
Grade 1	154
Grade 2	120
Grade 3	128
Grade 4	105
Grade 5	102
Grade 6	128
Grade 7	115
Grade 8	100
Grade 9	189
Grade 10	82
Grade 11	56
Grade 12	38
Ungraded	0
Out of School	396
Total	2184

1.7.6.2 Continuation of Services During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2-3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	11
Grade 10	54
Grade 11	89
Grade 12	116
Ungraded	0
Out of School	1
Total	271

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	3
Age 3 through 5 (not Kindergarten)	586
Kindergarten	274
Grade 1	279
Grade 2	246
Grade 3	271
Grade 4	257
Grade 5	234
Grade 6	254
Grade 7	214
Grade 8	218
Grade 9	301
Grade 10	168
Grade 11	159
Grade 12	115
Ungraded	0
Out of School	547
Total	4126

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	0	0	.
Age 3 through 5 (not Kindergarten)	108	106	.
Kindergarten	98	90	.
Grade 1	113	105	.
Grade 2	111	104	.
Grade 3	117	106	.
Grade 4	115	108	.
Grade 5	97	87	.
Grade 6	110	103	.
Grade 7	97	91	.
Grade 8	77	70	0
Grade 9	46	42	0
Grade 10	47	46	0
Grade 11	32	26	0
Grade 12	25	24	2
Ungraded	0	0	0
Out of School	20	3	0
Total	1213	1111	2

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	87	1
Age 3 through 5 (not Kindergarten)	617	17
Kindergarten	285	8
Grade 1	292	17
Grade 2	262	17
Grade 3	279	18
Grade 4	274	19
Grade 5	250	23
Grade 6	255	31
Grade 7	231	35
Grade 8	235	29
Grade 9	335	36
Grade 10	186	34
Grade 11	171	73
Grade 12	130	61
Ungraded	0	0
Out of School	586	116
Total	4475	535

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
455	2903

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

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

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

STATE CERTIFICATION

**Did the State certify
this report?**

YES

**Date the State
certified**

4/5/2023 1:44:48 PM