

# CONSOLIDATED STATE PERFORMANCE REPORT PART I

## SCHOOL YEAR 2021-2022

### TENNESSEE



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

#### **Paperwork Burden Statement**

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## 1.1 GENERAL INFORMATION

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

### 1.1.1 State Report Cards

State Report Card URL
<a href="https://reportcard.tnedu.gov/">https://reportcard.tnedu.gov/</a>

Data Quality Comment

## **1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS**

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

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

### **1.2.1 Academic Achievement and Participation in Mathematics Assessment**

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

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

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

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

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

## Grade 03

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	71858	97.6	71858	S	36.8
American Indian or Alaska Native	S	322	97	322	S	47
Asian or Pacific Islander	S	2107	96	2107	S	64
Asian	S	1912	95	1912	S	66
Native Hawaiian or other Pacific Islander	S	195	>=95	195	S	44
Black or African American	S	17200	97.6	17200	S	19.9
Hispanic or Latino	S	9267	93.5	9267	S	25.6
White	S	42951	98.6	42951	S	44.5
Children with disabilities (IDEA)	S	10116	97.6	10116	S	17.2
English learners	S	5135	87.2	5135	S	14.6
Economically disadvantaged students	S	23055	97.4	23055	S	20.4
Children in foster care	S	282	>=95	282	S	20
Children who are homeless	S	1258	91	1258	S	18
Migratory students	S	35	80	35	S	11
Military connected students	S	845	98	845	S	50
Male	S	36512	97.6	36512	S	38.3
Female	S	35343	97.7	35343	S	35.1

## Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	71878	97.7	71878	S	38.7
American Indian or Alaska Native	S	325	97	325	S	48
Asian or Pacific Islander	S	2152	96	2152	S	67
Asian	S	1953	96	1953	S	69
Native Hawaiian or other Pacific Islander	S	199	>=95	199	S	47
Black or African American	S	16688	97.9	16688	S	19.0
Hispanic or Latino	S	9593	94.4	9593	S	26.8
White	S	43115	98.6	43115	S	47.4
Children with disabilities (IDEA)	S	9718	97.4	9718	S	17.8
English learners	S	4855	87.7	4855	S	12.2
Economically disadvantaged students	S	22598	97.5	22598	S	20.7
Children in foster care	S	319	96	319	S	23
Children who are homeless	S	1125	90	1125	S	19
Migratory students	S	43	88	43	S	<=10
Military connected students	S	826	98	826	S	54
Male	S	36878	97.6	36878	S	40.5
Female	S	34999	97.9	34999	S	36.8

## Grade 05

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	71361	97.8	71361	S	37.6
American Indian or Alaska Native	S	324	98	324	S	42
Asian or Pacific Islander	S	2016	96	2016	S	69
Asian	S	1852	96	1852	S	71
Native Hawaiian or other Pacific Islander	S	164	>=95	164	S	48
Black or African American	S	16643	97.9	16643	S	18.5
Hispanic or Latino	S	9581	94.0	9581	S	26.5
White	S	42792	98.7	42792	S	46.0
Children with disabilities (IDEA)	S	9103	97.6	9103	S	14.2
English learners	S	3815	84.8	3815	S	8.2
Economically disadvantaged students	S	22187	97.4	22187	S	19.5
Children in foster care	S	303	94	303	S	21
Children who are homeless	S	1104	89	1104	S	16
Migratory students	S	29	>=80	29	S	<=20
Military connected students	S	694	98	694	S	56
Male	S	36469	97.6	36469	S	39.3
Female	S	34892	97.9	34892	S	35.8

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	70737	97.5	70737	S	32.7
American Indian or Alaska Native	S	284	>=95	284	S	34
Asian or Pacific Islander	S	1974	97	1974	S	63
Asian	S	1800	97	1800	S	65
Native Hawaiian or other Pacific Islander	S	174	>=95	174	S	44
Black or African American	S	16701	97.2	16701	S	14.7
Hispanic or Latino	S	9393	94.4	9393	S	22.5
White	S	42380	98.5	42380	S	40.6
Children with disabilities (IDEA)	S	8344	97.0	8344	S	12.2
English learners	S	2824	83	2824	S	3
Economically disadvantaged students	S	21390	96.9	21390	S	15.5
Children in foster care	S	320	94	320	S	13
Children who are homeless	S	1017	90	1017	S	13
Migratory students	S	25	>=80	25	S	<=20
Military connected students	S	675	98	675	S	48
Male	S	36394	97.5	36394	S	33.1
Female	S	34341	97.6	34341	S	32.3

## Grade 07

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	71264	97.3	71264	S	31.2
American Indian or Alaska Native	S	298	95	298	S	32
Asian or Pacific Islander	S	1986	97	1986	S	61
Asian	S	1844	97	1844	S	63
Native Hawaiian or other Pacific Islander	S	142	94	142	S	40
Black or African American	S	16833	96.8	16833	S	14.2
Hispanic or Latino	S	9327	93.9	9327	S	21.0
White	S	42809	98.2	42809	S	38.7
Children with disabilities (IDEA)	S	8122	96.2	8122	S	11.1
English learners	S	2568	81	2568	S	4
Economically disadvantaged students	S	21153	96.3	21153	S	14.1
Children in foster care	S	316	89	316	S	10
Children who are homeless	S	976	88	976	S	11
Migratory students	S	33	81	33	S	12
Military connected students	S	634	97	634	S	40
Male	S	36505	97.2	36505	S	32.1
Female	S	34756	97.4	34756	S	30.2



## Grade 08

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	74107	97.0	74107	S	35.5
American Indian or Alaska Native	S	350	98	350	S	36
Asian or Pacific Islander	S	2018	97	2018	S	66
Asian	S	1844	97	1844	S	68
Native Hawaiian or other Pacific Islander	S	174	95	174	S	45
Black or African American	S	17342	96.5	17342	S	17.7
Hispanic or Latino	S	9759	93.0	9759	S	26.2
White	S	44632	98.1	44632	S	43.0
Children with disabilities (IDEA)	S	8205	96.3	8205	S	13.9
English learners	S	2479	78	2479	S	5
Economically disadvantaged students	S	21567	96.1	21567	S	18.8
Children in foster care	S	383	86	383	S	15
Children who are homeless	S	1072	90	1072	S	15
Migratory students	S	37	86	37	S	11
Military connected students	S	621	98	621	S	47
Male	S	38041	96.9	38041	S	35.0
Female	S	36066	97.1	36066	S	35.9

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	196314	95.2	196314	S	21.5
American Indian or Alaska Native	S	892	97	892	S	24
Asian or Pacific Islander	S	4870	96.0	4870	S	48.1
Asian	S	4373	96.1	4373	S	50.7
Native Hawaiian or other Pacific Islander	S	497	95	497	S	25
Black or African American	S	45832	94.4	45832	S	8.8
Hispanic or Latino	S	25651	87.8	25651	S	13.3
White	S	119038	97.2	119038	S	27.0
Children with disabilities (IDEA)	S	17520	93.3	17520	S	6.4
English learners	S	6145	66.4	6145	S	1.6
Economically disadvantaged students	S	50598	93.6	50598	S	9.1
Children in foster care	S	1154	86	1154	S	5
Children who are homeless	S	2173	82	2173	S	7
Migratory students	S	77	84	77	S	5
Military connected students	S	1316	97	1316	S	26
Male	S	99731	94.7	99731	S	20.8
Female	S	96580	95.7	96580	S	22.2

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

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

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

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

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

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

## Grade 03

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	72012	97.8	72012	S	36.0
American Indian or Alaska Native	S	324	98	324	S	45
Asian or Pacific Islander	S	2111	96	2111	S	59
Asian	S	1918	96	1918	S	61
Native Hawaiian or other Pacific Islander	S	193	>=95	193	S	44
Black or African American	S	17238	97.8	17238	S	22.4
Hispanic or Latino	S	9279	93.6	9279	S	23.6
White	S	43049	98.8	43049	S	42.9
Children with disabilities (IDEA)	S	10148	97.9	10148	S	14.9
English learners	S	5166	87.6	5166	S	10.6
Economically disadvantaged students	S	23134	97.7	23134	S	20.6
Children in foster care	S	285	>=95	285	S	19
Children who are homeless	S	1259	91	1259	S	17
Migratory students	S	34	77	34	S	<=10
Military connected students	S	845	98	845	S	50
Male	S	36568	97.7	36568	S	32.6
Female	S	35441	97.9	35441	S	39.4

## Grade 04

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	71949	97.8	71949	S	39.6
American Indian or Alaska Native	S	329	98	329	S	45
Asian or Pacific Islander	S	2152	96	2152	S	64
Asian	S	1953	96	1953	S	66
Native Hawaiian or other Pacific Islander	S	199	>=95	199	S	45
Black or African American	S	16662	97.7	16662	S	23.5
Hispanic or Latino	S	9581	94.3	9581	S	28.1
White	S	43220	98.8	43220	S	47.1
Children with disabilities (IDEA)	S	9750	97.6	9750	S	14.3
English learners	S	4846	87.6	4846	S	11.3
Economically disadvantaged students	S	22627	97.5	22627	S	22.9
Children in foster care	S	316	96	316	S	26
Children who are homeless	S	1132	90	1132	S	21
Migratory students	S	43	88	43	S	14
Military connected students	S	822	98	822	S	55
Male	S	36885	97.6	36885	S	34.7
Female	S	35063	98.1	35063	S	44.7

## Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	71437	97.9	71437	S	38.0
American Indian or Alaska Native	S	322	97	322	S	41
Asian or Pacific Islander	S	2021	96	2021	S	61
Asian	S	1855	96	1855	S	62
Native Hawaiian or other Pacific Islander	S	166	>=95	166	S	52
Black or African American	S	16642	97.8	16642	S	21.8
Hispanic or Latino	S	9564	93.9	9564	S	25.3
White	S	42883	98.9	42883	S	46.0
Children with disabilities (IDEA)	S	9113	97.6	9113	S	12.1
English learners	S	3796	84.3	3796	S	4.2
Economically disadvantaged students	S	22215	97.5	22215	S	21.5
Children in foster care	S	303	94	303	S	22
Children who are homeless	S	1114	90	1114	S	18
Migratory students	S	29	>=80	29	S	<=20
Military connected students	S	695	99	695	S	53
Male	S	36500	97.7	36500	S	34.1
Female	S	34937	98.1	34937	S	42.1

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	70714	97.5	70714	S	36.8
American Indian or Alaska Native	S	283	>=95	283	S	41
Asian or Pacific Islander	S	1981	97	1981	S	62
Asian	S	1805	97	1805	S	64
Native Hawaiian or other Pacific Islander	S	176	>=95	176	S	46
Black or African American	S	16691	97.1	16691	S	20.0
Hispanic or Latino	S	9355	94.0	9355	S	25.1
White	S	42398	98.5	42398	S	44.9
Children with disabilities (IDEA)	S	8342	96.9	8342	S	12.6
English learners	S	2797	82	2797	S	1
Economically disadvantaged students	S	21395	96.8	21395	S	19.9
Children in foster care	S	317	93	317	S	18
Children who are homeless	S	1013	89	1013	S	16
Migratory students	S	25	>=80	25	S	<=20
Military connected students	S	676	98	676	S	48
Male	S	36355	97.4	36355	S	32.9
Female	S	34357	97.6	34357	S	41.0

## Grade 07

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	71219	97.2	71219	S	36.2
American Indian or Alaska Native	S	296	94	296	S	39
Asian or Pacific Islander	S	1984	97	1984	S	60
Asian	S	1841	97	1841	S	62
Native Hawaiian or other Pacific Islander	S	143	95	143	S	39
Black or African American	S	16820	96.7	16820	S	21.5
Hispanic or Latino	S	9285	93.5	9285	S	25.2
White	S	42823	98.3	42823	S	43.1
Children with disabilities (IDEA)	S	8102	95.8	8102	S	10.8
English learners	S	2550	80	2550	S	2
Economically disadvantaged students	S	21147	96.3	21147	S	19.7
Children in foster care	S	318	89	318	S	17
Children who are homeless	S	978	88	978	S	15
Migratory students	S	33	81	33	S	15
Military connected students	S	632	97	632	S	44
Male	S	36460	97.0	36460	S	29.7
Female	S	34756	97.4	34756	S	43.0



## Grade 08

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	74188	97.1	74188	S	26.5
American Indian or Alaska Native	S	348	97	348	S	27
Asian or Pacific Islander	S	2021	97	2021	S	55
Asian	S	1843	97	1843	S	57
Native Hawaiian or other Pacific Islander	S	178	>=95	178	S	34
Black or African American	S	17407	96.8	17407	S	13.4
Hispanic or Latino	S	9735	92.8	9735	S	17.2
White	S	44671	98.1	44671	S	32.3
Children with disabilities (IDEA)	S	8194	96.1	8194	S	9.2
English learners	S	2437	77	2437	S	1
Economically disadvantaged students	S	21603	96.2	21603	S	12.5
Children in foster care	S	384	87	384	S	9
Children who are homeless	S	1066	89	1066	S	9
Migratory students	S	37	86	37	S	<=10
Military connected students	S	619	97	619	S	34
Male	S	38067	96.9	38067	S	21.5
Female	S	36121	97.2	36121	S	31.7

## High School

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	144826	96.7	144826	S	40.8
American Indian or Alaska Native	S	660	98	660	S	44
Asian or Pacific Islander	S	3958	98.0	3958	S	66.4
Asian	S	3592	98.2	3592	S	68.2
Native Hawaiian or other Pacific Islander	S	366	96	366	S	48
Black or African American	S	33056	95.2	33056	S	24.1
Hispanic or Latino	S	17833	94.3	17833	S	29.7
White	S	89293	97.8	89293	S	48.1
Children with disabilities (IDEA)	S	14454	95.1	14454	S	10.8
English learners	S	3324	82.2	3324	S	2.3
Economically disadvantaged students	S	37710	94.9	37710	S	22.9
Children in foster care	S	912	87	912	S	15
Children who are homeless	S	1574	87	1574	S	20
Migratory students	S	37	>=90	37	S	19
Military connected students	S	1004	98	1004	S	52
Male	S	73872	96.4	73872	S	35.0
Female	S	70951	97.1	70951	S	46.9

### **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

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	71738	97.4	71738	S	38.5
American Indian or Alaska Native	S	321	97	321	S	52
Asian or Pacific Islander	S	2110	96	2110	S	62
Asian	S	1915	96	1915	S	63
Native Hawaiian or other Pacific Islander	S	195	>=95	195	S	47
Black or African American	S	17127	97.2	17127	S	20.6
Hispanic or Latino	S	9271	93.5	9271	S	26.5
White	S	42908	98.5	42908	S	47.0
Children with disabilities (IDEA)	S	10135	97.5	10135	S	23.1
English learners	S	5132	87.1	5132	S	14.4
Economically disadvantaged students	S	23043	97.3	23043	S	22.3
Children in foster care	S	281	>=95	281	S	22
Children who are homeless	S	1248	90	1248	S	20
Migratory students	S	35	80	35	S	14
Military connected students	S	841	98	841	S	62
Male	S	36442	97.3	36442	S	39.6
Female	S	35296	97.5	35296	S	37.4

## Grade 04

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	71775	97.6	71775	S	48.6
American Indian or Alaska Native	S	323	97	323	S	58
Asian or Pacific Islander	S	2159	96	2159	S	70
Asian	S	1959	96	1959	S	72
Native Hawaiian or other Pacific Islander	S	200	>=95	200	S	56
Black or African American	S	16656	97.6	16656	S	28.8
Hispanic or Latino	S	9579	94.3	9579	S	33.7
White	S	43058	98.4	43058	S	58.4
Children with disabilities (IDEA)	S	9748	97.7	9748	S	26.9
English learners	S	4849	87.7	4849	S	15.3
Economically disadvantaged students	S	22598	97.4	22598	S	31.5
Children in foster care	S	321	96	321	S	33
Children who are homeless	S	1125	90	1125	S	29
Migratory students	S	43	88	43	S	12
Military connected students	S	825	98	825	S	72
Male	S	36831	97.4	36831	S	51.7
Female	S	34944	97.8	34944	S	45.3

## Grade 05

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	71309	97.7	71309	S	39.3
American Indian or Alaska Native	S	323	98	323	S	44
Asian or Pacific Islander	S	2015	96	2015	S	64
Asian	S	1851	96	1851	S	66
Native Hawaiian or other Pacific Islander	S	164	>=95	164	S	49
Black or African American	S	16636	97.7	16636	S	19.8
Hispanic or Latino	S	9568	93.9	9568	S	26.1
White	S	42767	98.7	42767	S	48.6
Children with disabilities (IDEA)	S	9118	97.6	9118	S	17.2
English learners	S	3808	84.6	3808	S	8.0
Economically disadvantaged students	S	22191	97.4	22191	S	21.8
Children in foster care	S	305	95	305	S	24
Children who are homeless	S	1116	90	1116	S	17
Migratory students	S	29	>=80	29	S	21
Military connected students	S	693	98	693	S	62
Male	S	36456	97.6	36456	S	40.4
Female	S	34853	97.8	34853	S	38.2

## Grade 06

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	70730	97.5	70730	S	40.2
American Indian or Alaska Native	S	281	>=95	281	S	44
Asian or Pacific Islander	S	1973	97	1973	S	67
Asian	S	1801	97	1801	S	69
Native Hawaiian or other Pacific Islander	S	172	>=95	172	S	50
Black or African American	S	16726	97.3	16726	S	20.5
Hispanic or Latino	S	9377	94.2	9377	S	27.9
White	S	42371	98.5	42371	S	49.4
Children with disabilities (IDEA)	S	8365	97.3	8365	S	17.2
English learners	S	2794	82	2794	S	5
Economically disadvantaged students	S	21396	96.9	21396	S	22.0
Children in foster care	S	320	93	320	S	25
Children who are homeless	S	1009	89	1009	S	20
Migratory students	S	25	>=80	25	S	<=20
Military connected students	S	677	98	677	S	59
Male	S	36390	97.5	36390	S	41.6
Female	S	34339	97.6	34339	S	38.7

## Grade 07

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	71271	97.3	71271	S	38.7
American Indian or Alaska Native	S	299	>=95	299	S	42
Asian or Pacific Islander	S	1991	97	1991	S	67
Asian	S	1848	98	1848	S	68
Native Hawaiian or other Pacific Islander	S	143	95	143	S	48
Black or African American	S	16871	97.1	16871	S	20.7
Hispanic or Latino	S	9328	93.9	9328	S	27.2
White	S	42777	98.1	42777	S	47.0
Children with disabilities (IDEA)	S	8161	96.4	8161	S	15.3
English learners	S	2543	80	2543	S	5
Economically disadvantaged students	S	21150	96.3	21150	S	20.4
Children in foster care	S	314	89	314	S	18
Children who are homeless	S	971	87	971	S	18
Migratory students	S	33	81	33	S	12
Military connected students	S	638	98	638	S	54
Male	S	36522	97.2	36522	S	37.6
Female	S	34749	97.4	34749	S	39.8



## Grade 08

<b>Student Group</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percent Participating</b>	<b># Students Tested</b>	<b># Students Proficient</b>	<b>Percent Proficient</b>
All students	S	71274	97.0	71274	S	33.3
American Indian or Alaska Native	S	342	97	342	S	42
Asian or Pacific Islander	S	1792	97	1792	S	60
Asian	S	1623	97	1623	S	62
Native Hawaiian or other Pacific Islander	S	169	95	169	S	41
Black or African American	S	16681	96.9	16681	S	15.3
Hispanic or Latino	S	9443	93.0	9443	S	21.5
White	S	43016	98.0	43016	S	41.7
Children with disabilities (IDEA)	S	8182	96.7	8182	S	13.7
English learners	S	2456	78	2456	S	2
Economically disadvantaged students	S	21178	96.2	21178	S	17.0
Children in foster care	S	388	88	388	S	16
Children who are homeless	S	1055	89	1055	S	15
Migratory students	S	37	86	37	S	<=10
Military connected students	S	597	98	597	S	52
Male	S	36727	96.9	36727	S	34.2
Female	S	34547	97.1	34547	S	32.3

## High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	72020	95.7	72020	S	41.5
American Indian or Alaska Native	S	334	97	334	S	50
Asian or Pacific Islander	S	1895	97	1895	S	69
Asian	S	1727	97	1727	S	71
Native Hawaiian or other Pacific Islander	S	168	93	168	S	51
Black or African American	S	16474	94.4	16474	S	22.1
Hispanic or Latino	S	9318	90.5	9318	S	29.0
White	S	43996	97.3	43996	S	50.1
Children with disabilities (IDEA)	S	7791	94.5	7791	S	17.5
English learners	S	2245	73	2245	S	4
Economically disadvantaged students	S	18501	93.6	18501	S	23.4
Children in foster care	S	444	84	444	S	16
Children who are homeless	S	731	82	731	S	21
Migratory students	S	31	>=90	31	S	13
Military connected students	S	484	97	484	S	57
Male	S	36811	95.2	36811	S	40.1
Female	S	35209	96.1	35209	S	42.9

## 1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

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

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

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

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

Populated with SEA-LEVEL FS185/DG588.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	6567	9.2
Regular Assessment With Accommodations	49550	69.7
Regular Assessment Without Accommodations	15011	21.1
Total	71128	.

### 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
6567	627519	1

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

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

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

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

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

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	6575	9.7
Recently arrived ELs, Took ELP	.	.
Regular Assessment With Accommodations	47118	69.2
Regular Assessment Without Accommodations	14410	21.2
Total	68103	.

### 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
6575	576345	1.1

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

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

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

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

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	6869	11.2
Regular Assessment With Accommodations	41077	66.8
Regular Assessment Without Accommodations	13554	22
Total	61500	.

### 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
6869	500117	1.4

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

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

Data Quality Comment

### 1.2.5 Assessments for ELs

This section collects information on EL assessment results.

#### 1.2.5.1 EL Provisions for Content Assessments

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

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

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

Populated with SEA-LEVEL FS188/DG589.

### 1.2.5.1.2 Native language assessments offered

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

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

#### Data Quality Comment

Students are not tested in their native language. Assessments are administered in English.

### 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	59956	2268	S	42.9	S	8.9

### 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	59320	2217	S	43	S	8.9
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	6439	211	S	27.5	S	4.5

### 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
5283	100

### 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
2975	47.2

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

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

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

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

Populated with SEA-LEVEL FS126/DG668.

First year	Second year	Third year	Fourth year	Total
3659	3654	6742	6176	20231



### 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	2652	35	68	16
Second year	2664	34	97	18
Third year	5407	30.6	158	10
Fourth year	5049	30.8	112	18

### 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	2664	31	76	12
Second year	2648	31	96	7
Third year	5397	29.1	154	7
Fourth year	4456	32	90	17

### 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	2634	36	72	18
Second year	2669	36	100	28
Third year	5388	30.8	155	14
Fourth year	4581	34.7	97	26

### 1.2.6 Grants for State Assessments and Related Activities

#### 1.2.6.1 Grants for State Assessments and Related Activities

This section requests information on your State's use of funds under Section 1201 of ESEA.

##### 1.2.6.1.1 Percentages of funds used for standards and assessment development and other purposes

For funds your State had available under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) during SY2021-22, estimate what percentage of the funds your State used for the following (round to the nearest 10 percent).

Purpose	Percentage (Rounded to the Nearest 10 Percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA	30
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	70

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

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

Purpose	Used for Purpose (Yes No)
Administering assessments required by Section 1111(b) of the ESEA	Yes
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	No
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the ESEA.	Yes
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the ESEA and academic assessments in languages other than English to meet the State’s obligations under Section 1111(b)(2)(F) of the ESEA.	No
Ensuring the continued validity and reliability of State assessments.	Yes
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	Yes
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	Yes
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA in order to integrate engineering design skills and practices into such assessments.	Yes
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the ESEA and other assessments not required under Section 1111(b)(2) of the ESEA.	No
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the ESEA, and using the principles of universal design for learning.	Yes
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the ESEA.	No
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.	No
Other	No

Data Quality Comment

## 1.3 TEACHERS

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

### 1.3.1 Inexperienced Teachers

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

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

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
Total Schools	63213	11791	18.7

### 1.3.2 Teachers Teaching with Emergency or Provisional Credentials

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

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

School Poverty Level	Total Teachers	Teachers Teaching with an Emergency or Provisional Credential	Percent Teachers Teaching with an Emergency or Provisional Credential
Total Schools	63213	924	1.5

### 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	63213	277	0.4

### 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
.	.	Not applicable. These data are related to data collected previously in FS103-Accountability. FS103 is retired as of SY 2021-22.

#### 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	57799
English Learners with Disabilities	7283

#### 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	57190

### 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	2709	English
Dual Language or Two-way Immersion	.	Not applicable
ESL or ELD	9682	English
Newcomer programs	.	English
Other	304	English
Transitional Bilingual Education or Early-Exit Bilingual Education	.	Not applicable

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

Comments
Newcomer programs were offered in the state and provided in English, but LIEP counts were available for only roughly half of Title III LEAs and no newcomer programs. The other category includes Structured English Immersion, Specifically Designed Academic instruction in English (SDAIE), and Heritage Language Spanish as well as virtual ESL classes in virtual schools.

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	47042
Arabic	3171
Swahili	678
Vietnamese	493
Mayan languages	469



## 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*
2012	1757	556

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

Data Quality Comment

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

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

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

<b>Activities of LEAs</b>	<b>Number of LEAs</b>
Supporting the development and implementation of LIEPs	74
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	29
Supporting implementation of school wide programs	51
Professional development to teachers and other personnel serving ELs	93
Parent and community engagement activities	93
Supporting the development and implementation of pre-school programs	16
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	61
Improving instruction of ELs with disabilities	51
Providing tutorials, career and technical education	29
Offering programs to help ELs achieve success in post-secondary education	32
Other	3

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

<b>Comment</b>
Other activities include WIDA training (standards and data analysis), training and implementation of sheltered Instruction, mentoring new teachers, strategic planning, forecast planning, fostering PLCs (Professional Learning Communities), and supporting newcomers in newcomer programs.

<b>Data Quality Comment</b>

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

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

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	X
Helping ELs meet the same challenging State academic standards that all children are expected to meet	X
Identifying or developing, and implementing, measures of English proficiency	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.

<b>Comments</b>
Other activities included improving individual learning plans (ILPs) for English learners.

<b>Data Quality Comment</b>

## 1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519.

# Immigrant Students Enrolled	# Immigrant Students in LEAs Receiving Funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
19758	3247	6

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 number of Title III immigrant subgrants decreased from eight in 2020-21 to six 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
Not applicable. Funds were distributed upon receipt.

### 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	24	24
LEAs without subgrants	124	124

Data Quality Comment

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

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

#### 1.6.1.1 Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.



<b>Grade Level</b>	<b>Number of Homeless Enrolled Students</b>
Age 3 through 5 (not Kindergarten)	434
Kindergarten	1864
Grade 1	1436
Grade 2	1477
Grade 3	1512
Grade 4	1402
Grade 5	1366
Grade 6	1258
Grade 7	1232
Grade 8	1341
Grade 9	1324
Grade 10	927
Grade 11	901
Grade 12	1038
Total	17512

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

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

Populated with SEA-LEVEL FS118/DG655.

<b>Primary Nighttime Residence Type</b>	<b>Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth</b>	<b>Number of Homeless Enrolled Students</b>
Shelters and transitional housing	49	855
Doubled-up (e.g., living with another family)	1286	13526
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	38	680
Hotels/Motels	41	2451
Total	1414	17512

### 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)	3041
English learners	2082
Unaccompanied youth	1414
Migratory students	50

### 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 3 through 5 (not Kindergarten)	264

### 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?	20

Data Quality Comment

## 1.6.4 ARP-Homeless II Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?	106

Data Quality Comment
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## 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
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## 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
No concerns. All recruiting staff were trained on identification and recruitment practices, received ongoing training, and completed Migrant Recruiter Certification and Guidance tests. To ensure the completeness and accuracy of its submissions, TN MEP checked the ED Facts files generated by MIS2000 against enrollment, service, and other data in MIS2000 and state databases, investigated discrepancies, and resolved them by modifying the business rules in the reports or correcting errors in the databases. MIS2000 and state data were also checked against the MSIX Data Reconciliation report for Category 1 and Category 2.

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

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

Do not include children age birth through 2 years.

Populated with data from MSIX.

<b>Age Grade</b>	<b>Eligible Migratory Children</b>
Age 3 through 5 (not Kindergarten)	136
Kindergarten	55
Grade 1	66
Grade 2	54
Grade 3	64
Grade 4	76
Grade 5	56
Grade 6	63
Grade 7	64
Grade 8	77
Grade 9	67
Grade 10	52
Grade 11	43
Grade 12	26
Out of School	308
<b>Total</b>	<b>1207</b>

### 1.7.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
Tennessee's Category 1 child count increased from 979 students in 2020-21 to 1,207 students in 2021-22 or by 23%. The increase in the Category 1 count reflected the return to in-person recruitment as COVID transmission rates subsided. The impact was most significant on out-of-school youth (OSY), a hard-to-reach population, that consists largely of H-2A workers who arrive in Tennessee for a short time during the summer months. OSY participation recovered in 2021-22 as recruiting visits to farms and housing sites were more effective than the telephone outreach conducted in 2020-21.

### 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	38

## 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)	75
Kindergarten	13
Grade 1	22
Grade 2	10
Grade 3	15
Grade 4	21
Grade 5	15
Grade 6	12
Grade 7	17
Grade 8	17
Grade 9	11
Grade 10	12
Grade 11	10
Grade 12	1
Out of School	122
Total	373



### 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
In 2021-22, 373 students were reported for Category 2, as compared to 372 Category 2 students in the 2020-21 performance period, a 0% difference.

### 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	16

## 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. MSIX data establishes a uniform count methodology.

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
The TN MEP used MSIX to verify the quality of migrant data by using move to and from notifications to exchange information between states. The MSIX student record function was used to confirm student data from other states to assess the needs of a student upon arrival to Tennessee. Data requests were used to support states in verifying migrant data. MSIX was also used to identify students whose duplicate records required merging. The TN MEP used MSIX Category 1 and Category 2 data reconciliation reports to ensure data accuracy prior to submitting CSPR data. TN MEP also reviewed the MSIX potential duplicates and the reports available under the MDE and system data.

Data Quality Comments

### 1.7.3.2 Quality Control Processes

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

Results	#
The number of eligibility determinations sampled.	198
The number of eligibility determinations sampled for which a re-interview was completed.	85
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	84

**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

Independent re-interviews were conducted in SY 2018-19 and are no longer 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
Independent re-interviews were conducted in SY 2018-19 and are no longer required.

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.

<b>Comments</b>
The Tennessee Migrant Education Program (TN MEP) conducted internal re-interviews during the 2021-2022 performance period on a rolling, quarterly basis. During the 2021-22 re-interview process, TN MEP attempted to re-interview 198 migratory children identified through a random sample of COEs. Eighty-five re-interviews were completed; 84 of the 85 migratory students (98.8%) re-interviewed had been properly identified and were eligible for MEP services. The TN MEP followed these corrective actions to address the student incorrectly identified as migrant: Informed the family that the child was not eligible for the TN MEP Ceased services for the ineligible child Removed the ineligible child from the TN MEP data system Updated MSIX Ensured the student was not included in the state's migrant child count Increased eligibility and COE completion training for recruitment staff including weekly meetings for recruitment staff on ID&R topics

In the space below, please respond to the following question:

<b>Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?</b>
Yes

<b>Data Quality Comments</b>



## 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)	7
Kindergarten	22
Grade 1	30
Grade 2	14
Grade 3	24
Grade 4	23
Grade 5	21
Grade 6	21
Grade 7	27
Grade 8	34
Grade 9	27
Grade 10	19
Grade 11	14
Grade 12	7
Out of School	1
Ungraded	0
Total	291

#### 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	13
Kindergarten	36
Grade 1	49
Grade 2	39
Grade 3	44
Grade 4	53
Grade 5	27
Grade 6	34
Grade 7	39
Grade 8	43
Grade 9	44
Grade 10	26
Grade 11	26
Grade 12	15
Out of School	0
Ungraded	0
Total	488

### 1.7.4.3 Children with Disabilities (IDEA)

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

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	1
Kindergarten	0
Grade 1	1
Grade 2	5
Grade 3	3
Grade 4	7
Grade 5	5
Grade 6	3
Grade 7	6
Grade 8	1
Grade 9	4
Grade 10	0
Grade 11	2
Grade 12	1
Out of School	0
Ungraded	0
Total	39

### 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	30
Age 3 through 5 (not Kindergarten)	50
Kindergarten	19
Grade 1	26
Grade 2	13
Grade 3	15
Grade 4	23
Grade 5	18
Grade 6	24
Grade 7	29
Grade 8	24
Grade 9	22
Grade 10	24
Grade 11	11
Grade 12	3
Out of School	257
Ungraded	0
Total	588

## 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	1
Grade 8	1
Grade 9	0
Grade 10	0
Grade 11	1
Grade 12	2
Total	5

#### FAQ on Dropouts:

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

### 1.7.5.2 HSED (High School Equivalency Diploma)

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

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments
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No migratory students were identified as having earned a high school equivalency diploma in 2021-22.
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## 1.7.6 MEP Services - During the Performance Period

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

### FAQ on Services:

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

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

Populated with SEA-LEVEL FS054/DG102.

<b>Age Grade</b>	<b>Served During the Performance Period</b>
Age Birth through 2	22
Age 3 through 5 (not Kindergarte	96
Kindergarten	36
Grade 1	42
Grade 2	35
Grade 3	43
Grade 4	53
Grade 5	35
Grade 6	37
Grade 7	46
Grade 8	47
Grade 9	42
Grade 10	39
Grade 11	27
Grade 12	16
Ungraded	0
Out of School	126
Total	742

### 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	6
Kindergarten	14
Grade 1	14
Grade 2	8
Grade 3	16
Grade 4	13
Grade 5	11
Grade 6	13
Grade 7	17
Grade 8	16
Grade 9	16
Grade 10	15
Grade 11	8
Grade 12	7
Ungraded	0
Out of School	0
Total	174



### 1.7.6.2 Continuation of Services During the Performance Period

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

Populated with SEA-LEVEL FS054/DG102.

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

#### FAQ on Continuation of Services:

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

### 1.7.6.3 Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	14
Age 3 through 5 (not Kindergarten)	74
Kindergarten	22
Grade 1	30
Grade 2	16
Grade 3	29
Grade 4	38
Grade 5	22
Grade 6	22
Grade 7	25
Grade 8	35
Grade 9	23
Grade 10	25
Grade 11	13
Grade 12	7
Ungraded	0
Out of School	116
Total	511

### 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	6	0	0
Age 3 through 5 (not Kindergarten)	35	1	0
Kindergarten	6	0	0
Grade 1	16	0	0
Grade 2	3	0	0
Grade 3	10	0	0
Grade 4	13	0	0
Grade 5	7	1	0
Grade 6	7	1	0
Grade 7	7	0	0
Grade 8	7	3	0
Grade 9	6	2	0
Grade 10	3	0	0
Grade 11	4	1	0
Grade 12	0	0	0
Ungraded	0	0	0
Out of School	3	0	0
Total	133	9	0

#### 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	12	0
Age 3 through 5 (not Kindergarten)	67	0
Kindergarten	28	0
Grade 1	27	0
Grade 2	31	0
Grade 3	34	0
Grade 4	42	0
Grade 5	27	0
Grade 6	27	0
Grade 7	32	1
Grade 8	43	2
Grade 9	32	0
Grade 10	32	1
Grade 11	25	1
Grade 12	11	0
Ungraded	0	0
Out of School	60	0
Total	530	5

#### FAQs on Support Services:

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

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

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

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

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

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

Populated with SCH-LEVEL FS165/DG110.

<b>Number of schools that enrolled eligible migratory children</b>	<b>Number of eligible migratory children enrolled in those schools</b>
261	796

#### **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**

4/4/2023 11:13:13 AM