CONSOLIDATED STATE PERFORMANCE REPORT
PART I

SCHOOL YEAR 2021-2022

TEXAS

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

Paperwork Burden Statement

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1.1 GENERAL INFORMATION

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

1.1.1 State Report Cards

State Report Card URL
https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards

Data Quality Comment

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

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

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

1.2.1 Academic Achievement and Participation in Mathematics Assessment

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

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

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

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

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

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	386781	99.6	386781	S	42.0
American Indian or Alaska Native	S	1089	>=99	1089	S	42
Asian or Pacific Islander	S	20773	99.1	20773	S	71.5
Asian	S	20143	99.1	20143	S	72.4
Native Hawaiian or other Pacific Islander	S	630	99	630	S	41
Black or African American	S	47705	99.6	47705	S	27.0
Hispanic or Latino	S	201522	99.7	201522	S	35.6
White	S	101300	99.6	101300	S	55.2
Two or more races	S	11920	99.4	11920	S	48.3
Children with disabilities (IDEA)	S	55798	99.2	55798	S	26.8
English learners	S	100259	99.6	100259	S	34.9
Economically disadvantaged students	S	235029	99.6	235029	S	32.3
Children in foster care	S	1064	>=99	1064	S	25
Children who are homeless	S	3941	99.5	3941	S	23.2
Migratory students	S	1041	>=99	1041	S	27
Military connected students	S	5422	99.7	5422	S	48.7
Male	S	196992	99.6	196992	S	44.8
Female	S	189082	99.6	189082	S	39.1

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	387573	99.6	387573	S	41.7
American Indian or Alaska Native	S	1117	>=99	1117	S	39
Asian or Pacific Islander	S	20887	99.2	20887	S	72.8
Asian	S	20283	99.2	20283	S	73.7
Native Hawaiian or other Pacific Islander	S	604	99	604	S	44
Black or African American	S	48116	99.5	48116	S	25.3
Hispanic or Latino	S	201778	99.7	201778	S	35.3
White	S	101815	99.6	101815	S	55.3
Two or more races	S	11430	99.5	11430	S	46.8
Children with disabilities (IDEA)	S	56266	99.1	56266	S	24.7
English learners	S	101663	99.7	101663	S	33.8
Economically disadvantaged students	S	234281	99.6	234281	S	31.8
Children in foster care	S	935	>=99	935	S	21
Children who are homeless	S	3877	99.3	3877	S	22.6
Migratory students	S	1052	>=99	1052	S	24
Military connected students	S	5364	99.6	5364	S	47.7
Male	S	197797	99.6	197797	S	44.9
Female	S	189014	99.6	189014	S	38.2

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	390504	99.6	390504	S	46.8
American Indian or Alaska Native	S	1142	>=99	1142	S	43
Asian or Pacific Islander	S	20103	99.3	20103	S	79.1
Asian	S	19458	99.3	19458	S	80.2
Native Hawaiian or other Pacific Islander	S	645	>=99	645	S	46
Black or African American	S	49295	99.5	49295	S	31.3
Hispanic or Latino	S	204660	99.7	204660	S	41.2
White	S	101479	99.6	101479	S	58.7
Two or more races	S	11382	99.4	11382	S	52.2
Children with disabilities (IDEA)	S	55774	99.1	55774	S	25.3
English learners	S	100169	99.7	100169	S	38.5
Economically disadvantaged students	S	235261	99.6	235261	S	37.5
Children in foster care	S	934	>=99	934	S	27
Children who are homeless	S	3889	99.4	3889	S	27.6
Migratory students	S	1143	>=99	1143	S	32
Military connected students	S	5334	99.7	5334	S	55.1
Male	S	199212	99.6	199212	S	47.6
Female	S	190619	99.6	190619	S	45.9

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	393066	99.4	393066	S	37.9
American Indian or Alaska Native	S	1211	>=99	1211	S	36
Asian or Pacific Islander	S	18694	99.2	18694	S	75.7
Asian	S	18082	99.2	18082	S	76.8
Native Hawaiian or other Pacific Islander	S	612	>=99	612	S	42
Black or African American	S	49890	99.2	49890	S	24.1
Hispanic or Latino	S	207482	99.5	207482	S	29.9
White	S	102007	99.5	102007	S	53.4
Two or more races	S	11300	99.3	11300	S	45.6
Children with disabilities (IDEA)	S	53219	98.7	53219	S	20.3
English learners	S	95228	99.5	95228	S	24.1
Economically disadvantaged students	S	236345	99.3	236345	S	27.0
Children in foster care	S	857	99	857	S	19
Children who are homeless	S	4008	98.5	4008	S	19.3
Migratory students	S	1095	>=99	1095	S	17
Military connected students	S	4997	99.5	4997	S	46.1
Male	S	200769	99.4	200769	S	40.1
Female	S	191637	99.5	191637	S	35.6

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	364878	99.3	364878	S	31.8
American Indian or Alaska Native	S	1172	99	1172	S	31
Asian or Pacific Islander	S	17185	99.3	17185	S	74.3
Asian	S	16632	99.3	16632	S	75.6
Native Hawaiian or other Pacific Islander	S	553	99	553	S	34
Black or African American	S	47205	99.2	47205	S	18.4
Hispanic or Latino	S	198027	99.3	198027	S	24.8
White	S	89032	99.2	89032	S	45.9
Two or more races	S	9541	99.0	9541	S	39.0
Children with disabilities (IDEA)	S	49676	98.6	49676	S	18.3
English learners	S	85041	99.4	85041	S	17.7
Economically disadvantaged students	S	225440	99.2	225440	S	22.2
Children in foster care	S	791	98	791	S	14
Children who are homeless	S	3726	98.2	3726	S	15.7
Migratory students	S	1159	>=99	1159	S	18
Military connected students	S	4267	99.2	4267	S	37.6
Male	S	186606	99.2	186606	S	32.8
Female	S	177643	99.3	177643	S	30.7

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	486928	99.3	486928	S	48.7
American Indian or Alaska Native	S	1422	99	1422	S	46
Asian or Pacific Islander	S	26660	99.4	26660	S	84.2
Asian	S	25961	99.5	25961	S	85.2
Native Hawaiian or other Pacific Islander	S	699	99	699	S	48
Black or African American	S	59039	99.2	59039	S	33.1
Hispanic or Latino	S	253660	99.3	253660	S	41.6
White	S	129808	99.4	129808	S	62.2
Two or more races	S	13412	99.2	13412	S	54.7
Children with disabilities (IDEA)	S	49704	98.4	49704	S	21.8
English learners	S	94149	99.3	94149	S	30.5
Economically disadvantaged students	S	276210	99.2	276210	S	37.8
Children in foster care	S	876	98	876	S	26
Children who are homeless	S	4040	97.7	4040	S	26.6
Migratory students	S	1333	99	1333	S	30
Military connected students	S	6104	99.4	6104	S	54.2
Male	S	249742	99.3	249742	S	47.5
Female	S	236499	99.3	236499	S	50.0

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	512407	95.9	512407	S	36.4
American Indian or Alaska Native	S	1620	96	1620	S	35
Asian or Pacific Islander	S	18680	98.1	18680	S	75.5
Asian	S	17940	98.2	17940	S	77.1
Native Hawaiian or other Pacific Islander	S	740	96	740	S	38
Black or African American	S	71995	95.7	71995	S	23.8
Hispanic or Latino	S	283135	95.5	283135	S	31.3
White	S	119369	96.6	119369	S	50.5
Two or more races	S	11813	95.7	11813	S	42.8
Children with disabilities (IDEA)	S	62431	96.0	62431	S	18.4
English learners	S	101313	96.6	101313	S	22.1
Economically disadvantaged students	S	309427	95.4	309427	S	28.3
Children in foster care	S	1230	94	1230	S	19
Children who are homeless	S	5911	92.6	5911	S	20.5
Migratory students	S	1996	97	1996	S	26
Military connected students	S	5885	97.4	5885	S	43.8
Male	S	267929	95.7	267929	S	34.9
Female	S	241491	96.0	241491	S	38.3

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

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

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

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

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

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

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	386745	99.5	386745	S	50.3
American Indian or Alaska Native	S	1089	>=99	1089	S	51
Asian or Pacific Islander	S	20830	99.1	20830	S	74.4
Asian	S	20202	99.1	20202	S	75.2
Native Hawaiian or other Pacific Islander	S	628	98	628	S	48
Black or African American	S	47703	99.6	47703	S	38.9
Hispanic or Latino	S	201454	99.5	201454	S	43.0
White	S	101275	99.6	101275	S	64.6
Two or more races	S	11919	99.5	11919	S	59.7
Children with disabilities (IDEA)	S	55756	99.0	55756	S	30.0
English learners	S	100241	99.3	100241	S	37.0
Economically disadvantaged students	S	234948	99.5	234948	S	40.0
Children in foster care	S	1064	>=99	1064	S	34
Children who are homeless	S	3938	99.1	3938	S	32.9
Migratory students	S	1042	98	1042	S	31
Military connected students	S	5423	99.6	5423	S	60.3
Male	S	197006	99.5	197006	S	48.6
Female	S	189032	99.6	189032	S	52.2

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	387936	99.5	387936	S	53.1
American Indian or Alaska Native	S	1113	99	1113	S	52
Asian or Pacific Islander	S	20963	99.3	20963	S	77.8
Asian	S	20358	99.3	20358	S	78.6
Native Hawaiian or other Pacific Islander	S	605	99	605	S	49
Black or African American	S	48105	99.5	48105	S	41.7
Hispanic or Latino	S	201840	99.6	201840	S	46.3
White	S	102013	99.6	102013	S	66.1
Two or more races	S	11470	99.5	11470	S	60.4
Children with disabilities (IDEA)	S	56260	99.0	56260	S	29.1
English learners	S	101694	99.4	101694	S	40.8
Economically disadvantaged students	S	234366	99.5	234366	S	43.1
Children in foster care	S	936	99	936	S	32
Children who are homeless	S	3878	99.1	3878	S	34.9
Migratory students	S	1050	98	1050	S	32
Military connected students	S	5375	99.5	5375	S	62.7
Male	S	198007	99.5	198007	S	50.8
Female	S	189163	99.6	189163	S	55.5

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	391920	99.5	391920	S	56.6
American Indian or Alaska Native	S	1144	>=99	1144	S	54
Asian or Pacific Islander	S	20468	99.3	20468	S	81.2
Asian	S	19825	99.4	19825	S	82.0
Native Hawaiian or other Pacific Islander	S	643	99	643	S	54
Black or African American	S	49405	99.5	49405	S	45.3
Hispanic or Latino	S	204987	99.5	204987	S	50.4
White	S	102030	99.6	102030	S	69.2
Two or more races	S	11450	99.5	11450	S	64.0
Children with disabilities (IDEA)	S	55766	99.0	55766	S	28.9
English learners	S	100325	99.4	100325	S	43.3
Economically disadvantaged students	S	235507	99.5	235507	S	46.7
Children in foster care	S	935	>=99	935	S	38
Children who are homeless	S	3886	99.0	3886	S	38.7
Migratory students	S	1144	98	1144	S	36
Military connected students	S	5341	99.5	5341	S	66.5
Male	S	200038	99.5	200038	S	53.1
Female	S	191209	99.6	191209	S	60.4

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	399712	99.4	399712	S	42.4
American Indian or Alaska Native	S	1220	>=99	1220	S	42
Asian or Pacific Islander	S	20525	99.4	20525	S	72.4
Asian	S	19904	99.4	19904	S	73.3
Native Hawaiian or other Pacific Islander	S	621	99	621	S	44
Black or African American	S	50122	99.2	50122	S	30.7
Hispanic or Latino	S	209757	99.3	209757	S	34.5
White	S	104066	99.5	104066	S	57.3
Two or more races	S	11523	99.4	11523	S	50.7
Children with disabilities (IDEA)	S	53324	98.6	53324	S	21.0
English learners	S	96030	99.2	96030	S	24.2
Economically disadvantaged students	S	238228	99.2	238228	S	31.5
Children in foster care	S	862	99	862	S	23
Children who are homeless	S	4028	98.4	4028	S	24.6
Migratory students	S	1100	97	1100	S	21
Military connected students	S	5027	99.5	5027	S	50.2
Male	S	204460	99.3	204460	S	39.8
Female	S	194585	99.4	194585	S	45.2

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	416521	99.3	416521	S	54.9
American Indian or Alaska Native	S	1319	99	1319	S	52
Asian or Pacific Islander	S	20427	99.5	20427	S	82.1
Asian	S	19784	99.5	19784	S	83.0
Native Hawaiian or other Pacific Islander	S	643	>=99	643	S	53
Black or African American	S	52365	99.2	52365	S	44.3
Hispanic or Latino	S	221686	99.2	221686	S	47.6
White	S	106557	99.5	106557	S	69.4
Two or more races	S	11324	99.2	11324	S	64.4
Children with disabilities (IDEA)	S	51407	98.5	51407	S	25.2
English learners	S	93745	99.0	93745	S	32.8
Economically disadvantaged students	S	248363	99.1	248363	S	44.5
Children in foster care	S	835	98	835	S	32
Children who are homeless	S	3969	97.6	3969	S	36.2
Migratory students	S	1204	96	1204	S	34
Military connected students	S	5097	99.2	5097	S	64.5
Male	S	212976	99.2	212976	S	50.2
Female	S	202900	99.3	202900	S	59.8

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	422522	99.2	422522	S	57.2
American Indian or Alaska Native	S	1259	99	1259	S	56
Asian or Pacific Islander	S	20991	99.6	20991	S	83.2
Asian	S	20399	99.6	20399	S	84.0
Native Hawaiian or other Pacific Islander	S	592	98	592	S	54
Black or African American	S	53128	99.1	53128	S	46.4
Hispanic or Latino	S	224448	99.1	224448	S	51.5
White	S	108819	99.4	108819	S	68.8
Two or more races	S	11221	99.1	11221	S	65.0
Children with disabilities (IDEA)	S	47575	98.1	47575	S	25.2
English learners	S	83569	98.7	83569	S	33.2
Economically disadvantaged students	S	248443	98.9	248443	S	47.9
Children in foster care	S	816	98	816	S	39
Children who are homeless	S	3763	97.6	3763	S	36.6
Migratory students	S	1267	96	1267	S	37
Military connected students	S	5137	99.3	5137	S	65.0
Male	S	216357	99.2	216357	S	51.6
Female	S	205558	99.1	205558	S	63.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	576246	89.7	576246	S	45.5
American Indian or Alaska Native	S	1767	92	1767	S	44
Asian or Pacific Islander	S	22725	89.2	22725	S	79.1
Asian	S	21901	89.2	21901	S	80.2
Native Hawaiian or other Pacific Islander	S	824	91	824	S	50
Black or African American	S	78679	95.5	78679	S	34.4
Hispanic or Latino	S	322143	85.5	322143	S	38.5
White	S	130370	97.6	130370	S	63.5
Two or more races	S	13305	96.5	13305	S	58.3
Children with disabilities (IDEA)	S	69555	88.3	69555	S	16.8
English learners	S	130249	70.6	130249	S	18.3
Economically disadvantaged students	S	350220	87.2	350220	S	35.2
Children in foster care	S	1368	92	1368	S	26
Children who are homeless	S	6485	86.8	6485	S	25.3
Migratory students	S	2293	80	2293	S	25
Military connected students	S	6642	96.1	6642	S	59.7
Male	S	306446	89.8	306446	S	39.7
Female	S	265562	89.6	265562	S	52.4

1.2.3 Academic Achievement and Participation in Science Assessment

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

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

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

Grade 03

Grade 04

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	391495	99.5	391495	S	37.5
American Indian or Alaska Native	S	1143	>=99	1143	S	35
Asian or Pacific Islander	S	20452	99.2	20452	S	64.6
Asian	S	19808	99.2	19808	S	65.5
Native Hawaiian or other Pacific Islander	S	644	>=99	644	S	36
Black or African American	S	49333	99.4	49333	S	22.7
Hispanic or Latino	S	204820	99.6	204820	S	30.2
White	S	101886	99.5	101886	S	53.5
Two or more races	S	11430	99.3	11430	S	44.8
Children with disabilities (IDEA)	S	55693	99.0	55693	S	22.6
English learners	S	100272	99.6	100272	S	24.1
Economically disadvantaged students	S	235279	99.5	235279	S	27.5
Children in foster care	S	931	>=99	931	S	23
Children who are homeless	S	3880	99.2	3880	S	21.4
Migratory students	S	1143	>=99	1143	S	22
Military connected students	S	5335	99.5	5335	S	46.1
Male	S	199849	99.5	199849	S	40.9
Female	S	190978	99.5	190978	S	33.9

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	426420	99.3	426420	S	45.0
American Indian or Alaska Native	S	1265	99	1265	S	45
Asian or Pacific Islander	S	21321	99.5	21321	S	79.5
Asian	S	20725	99.5	20725	S	80.6
Native Hawaiian or other Pacific Islander	S	596	99	596	S	44
Black or African American	S	53441	99.0	53441	S	30.7
Hispanic or Latino	S	226335	99.2	226335	S	37.7
White	S	110017	99.4	110017	S	59.8
Two or more races	S	11372	99.1	11372	S	53.4
Children with disabilities (IDEA)	S	47752	98.3	47752	S	22.1
English learners	S	84626	99.3	84626	S	23.8
Economically disadvantaged students	S	250544	99.1	250544	S	34.3
Children in foster care	S	817	98	817	S	26
Children who are homeless	S	3779	97.9	3779	S	23.6
Migratory students	S	1275	99	1275	S	26
Military connected students	S	5163	99.4	5163	S	53.9
Male	S	218382	99.3	218382	S	46.4
Female	S	207421	99.3	207421	S	43.6

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	504331	96.8	504331	S	53.0
American Indian or Alaska Native	S	1561	97	1561	S	53
Asian or Pacific Islander	S	21364	97.6	21364	S	84.8
Asian	S	20597	97.6	20597	S	85.9
Native Hawaiian or other Pacific Islander	S	767	97	767	S	55
Black or African American	S	68108	96.0	68108	S	40.0
Hispanic or Latino	S	275988	96.6	275988	S	45.3
White	S	118863	97.8	118863	S	72.6
Two or more races	S	12153	96.7	12153	S	66.3
Children with disabilities (IDEA)	S	58862	95.7	58862	S	25.0
English learners	S	104882	96.6	104882	S	25.7
Economically disadvantaged students	S	297570	96.3	297570	S	41.9
Children in foster care	S	1135	94	1135	S	32
Children who are homeless	S	5414	93.2	5414	S	31.5
Migratory students	S	2029	96	2029	S	29
Military connected students	S	6269	98.3	6269	S	68.7
Male	S	260525	96.7	260525	S	51.5
Female	S	239810	97.0	239810	S	54.9

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	43293	11.3
Regular Assessment With Accommodations	302409	79
Regular Assessment Without Accommodations	37166	9.7
Total	382868	.

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
43293	2922137	1.5

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	43298	11.1
Recently arrived ELs, Took ELP	54	0
Regular Assessment With Accommodations	308345	79.1
Regular Assessment Without Accommodations	38000	9.8
Total	389697	.

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
43298	2987286	1.4

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	17856	11
Regular Assessment With Accommodations	129808	80
Regular Assessment Without Accommodations	14643	9
Total	162307	.

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
17856	1322246	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.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	5684

1.2.5.1.2 Native language assessments offered

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

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

Data Quality Comment

1.2.5.2 Performance of ELs on State ELP Assessment

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

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

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	1081047	34973	S	39.4	S	15.6

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

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

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

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	1080873	34968	S	39.4	S	15.6
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	123439	4632	S	28.4	S	5.8

1.2.5.3.1 ELs in LEAs receiving Title III funds who have exited Language Instruction Educational Program (LIEP) based on attaining ELP

In the table below, please provide, for ELs in LEAs receiving Title III, Part A funds, the number and percentage who have exited an LIEP based on attaining ELP.

Populated with SEA-LEVEL FS211/DG865.

# ELs Exited	Percent ELs Exited
16603	1.4

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
523200	80.4

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
7675	28814	29729	28681	94899

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	7073	68.1	585	78
Second year	26740	64.5	1117	59
Third year	27279	62.3	985	56
Fourth year	24875	62.2	951	56

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	7311	81.3	590	79
Second year	27821	77.4	1143	61
Third year	28192	76.3	1008	60
Fourth year	26840	76.1	969	57

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	3134	71.1	275	75
Second year	12456	66.7	501	60
Third year	13780	63.4	554	53
Fourth year	18311	67.9	660	58

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	40
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	60

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

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

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

Data Quality Comment

1.3 TEACHERS

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

1.3.1 Inexperienced Teachers

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

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

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
Total Schools	367896.26	50529.64	13.7

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	367896.26	15657.99	4.3

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

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

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

School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
Total Schools	367896.26	33974.47	9.2

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
88	46	Economically Disadvantaged Data

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	1093968
English Learners with Disabilities	125673

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	1092763

1.4.2 LIEPs

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

In the table below, for each type of LIEP implemented in the State, as defined under Section3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA, please provide a comma-separated list of the language(s) of instruction used.

Populated with SEA-LEVEL FS116/DG849.

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	116803	English
Dual Language or Two-way Immersion	212557	English, Spanish, Vietnamese, Mandarin, Arabic
ESL or ELD	500953	English
Newcomer programs	0	No Data Available at State Level
Other	45936	English
Transitional Bilingual Education or Early-Exit Bilingual Education	216514	English, Spanish, Vietnamese

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

Comments

Data Quality Comment

1.4.3 Most Common Languages Spoken in the State

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

Populated with SEA-LEVEL FS141/DG678.

Language	# ELs
Spanish; Castilian	980832
Vietnamese	17315
Arabic	13447
Chinese	7183
Urdu	6051

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*
37166	29898	26139

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

Data Quality Comment

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

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

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

Activities of LEAs	Number of LEAs
Supporting the development and implementation of LIEPs	542
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	546
Supporting implementation of school wide programs	308
Professional development to teachers and other personnel serving ELs	930
Parent and community engagement activities	1049
Supporting the development and implementation of pre-school programs	170
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	786
Improving instruction of ELs with disabilities	172
Providing tutorials, career and technical education	295
Offering programs to help ELs achieve success in post-secondary education	145
Other	.

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

Comment

Data Quality Comment

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

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

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

If 'Other' is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

Comments

Data Quality Comment

1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519.

# Immigrant Students Enrolled	# Immigrant Students in LEAs Receiving Funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
108774	51101	26

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

Comments

Data Quality Comment

Table 1.4.7 Definitions:

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

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

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

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

Date State Received Allocation	Date Funds Available to Subgrantees	# Days $$ Distribution
7/1/2021	8/19/2021	49

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
For 2021-2022, funds were made available to grantees in approximately 49 days. This was a decrease of 4 days from 2020-2021. The Texas Education Agency will continue to strive toward making funds available to subgrantees sooner by: Providing state-wide technical assistance training virtually, in-person, or both to the Education Service Centers (ESCs) and Local Education Agencies (LEAs) related to the application; updating Division website to include training videos and increased resource documents; Making improvements to the ESSA Consolidated Federal Grant Application; and Streamlining the application review process.

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	220	213
LEAs without subgrants	1012	651

Data Quality Comment
For the LEAs without subgrants, the number reported only includes LEAs that have 1 or more homeless students enrolled. For the LEAs with subgrants, there are 7 Education Service Centers that are fiscal agents for Shared Service Arrangement grants and they do not enroll students or report student data. Only member districts as part of the Shared Service Arrangements report homeless students enrolled.

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

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

1.6.1.1 Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.

Grade Level	Number of Homeless Enrolled Students
Age 3 through 5 (not Kindergarten)	7625
Kindergarten	7601
Grade 1	7452
Grade 2	6799
Grade 3	6666
Grade 4	6504
Grade 5	6431
Grade 6	6622
Grade 7	6707
Grade 8	6345
Grade 9	9018
Grade 10	6156
Grade 11	5462
Grade 12	7891
Total	97279

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.

Primary Nighttime Residence Type	Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth	Number of Homeless Enrolled Students
Shelters and transitional housing	1256	8288
Doubled-up (e.g., living with another family)	13838	74987
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	607	5336
Hotels/Motels	294	8668
Total	15995	97279

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)	15312
English learners	22975
Unaccompanied youth	15995
Migratory students	752

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Populated with SEA-LEVEL FS194/DG818.

Age Level	Number of Young Homeless Children Served
Age Birth through 2	519
Age 3 through 5 (not Kindergarten)	5998

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?	211

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?	612

Data Quality Comment

1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II

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

Data are published outside the report.

Data Quality Comment

1.7 EDUCATION OF MIGRATORY CHILDREN

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

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

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

1.7.1 Migratory Child Counts

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

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

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

FAQs on Child Count:

a. How is 'out-of-school' defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are 'here-to-work' only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a 'migratory child' are eligible for the MEP.

b. How is 'ungraded' defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)

c. How is reporting 'a child in the age/grade category in which s/he spent the majority of his/her time while residing in the State' defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2021-22. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

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

Comments

1.7.1.1 Category 1 Child Count (Eligible Migratory Children)

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

Do not include children age birth through 2 years.

Populated with data from MSIX.

Age Grade	Eligible Migratory Children
Ungraded	2
Age 3 through 5 (not Kindergarten)	2034
Kindergarten	1163
Grade 1	1239
Grade 2	1203
Grade 3	1291
Grade 4	1262
Grade 5	1376
Grade 6	1381
Grade 7	1513
Grade 8	1518
Grade 9	1934
Grade 10	1544
Grade 11	1518
Grade 12	1412
Out of School	419
Total	20809

1.7.1.2 Category 1 Child Count Increases/Decreases

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

Comments

1.7.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2021 through August 31, 2022.

Populated with data from MSIX.

Age Grade	Eligible Migratory Children
Age Birth through 2	778

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)	265
Kindergarten	250
Grade 1	279
Grade 2	256
Grade 3	324
Grade 4	320
Grade 5	323
Grade 6	292
Grade 7	283
Grade 8	253
Grade 9	178
Grade 10	138
Grade 11	144
Grade 12	6
Out of School	9
Total	3320

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
Increase in Category 2 child count can be attributed to LEAs receiving additional guidance on ways to supplement existing summer and intersession programs and their willingness to explore options for serving the migratory children during the summer and intersession.

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

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

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

Populated with data from MSIX.

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

1.7.3 Child Count Calculation and Validation Procedures

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

1.7.3.1 Methods Used to Count Children

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

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

Comments

Our State Migrant Education Program (MEP) has written guidelines in place as well as regular statewide and regional trainings regarding processes and procedures concerning migrant student eligibility. Guidelines are distributed and trainings held annually. Program eligibility is established using a strict quality control process that includes adherence to the Quality Control section in the Texas MEP Identification and Recruitment (ID&R) Manual. Annually, trained recruiters conduct face-to-face interviews using a paper or electronic COE. Extensive COE reviews are also conducted by trained MEP staff. The COE goes through various levels of quality control that includes review by trained regional/district SEA Reviewers and, if needed, an additional review by a regional/State quality control team before the child/family can be approved as eligible. Children can only be entered into the State's migrant specific database using the State approved COE.   Regional and district MEP staff run MSIX worklists and data quality reports, i.e., Potential Duplicate, Merges and Splits by User, Data Logic, etc., on a monthly/quarterly basis to compare State counts against MSIX counts as a checks and balances for data quality, student merges and potential duplicates. Staff review any discrepancies found. State MEP Staff run the MSIX Child Count Reconciliation Report on a quarterly basis to check for near matches and potential duplicates, as well as to check for completeness, validity and logic issues. These processes and procedures result in strong confidence that every child entered into the database is in fact an eligible migratory child.   Child Eligibility Logic Data for the State's migratory children are recorded and managed using our centralized database: Texas - New Generation System (TX-NGS). When producing data for the Consolidated State Performance Report (CSPR), the programming logic follows the MSIX logic and includes data checks that calculate the following in hierarchical order: 1) That the child resided in the State during the 2021-2022 Performance Period (9/1/2021 – 8/31/2022) is done by checking one or more of the following dates: enrollment date, residency date, recertification/residency verification date, or withdrawal date between 9/1/2021 and 8/31/2022. 2) That the child is only included if he/she is between the ages of 3 through 21 years of age based on the child's birthdate. 3) That the qualifying arrival date (QAD) of the child is within 36 months (QAD must be on or after 9/2/2018) of his/her residency date which occurs between 9/1/2021 and 8/31/2022. 4) If a Graduation/High School Equivalency Diploma (HSED) date is on the system for a previous reporting period or entered during the 2021-2022 performance period, that the child's residency is checked against the Graduation/HSED date.   5) If a Continuation of Services (COS) date is on the system for the 2021-2022 Performance Period, that the child must have been eligible and residing in the State for at least one day during the Performance Period.   Checking for Residency   In order to verify residency in the State during the 2021-2022 Performance Period, MEP staff conducted a home or virtual visit after September 1 and before August 31 for every child in the Category 1 count who was not enrolled in school. For every child who was enrolled in school, MEP staff verified the child's residence via school attendance records. A residency date was recorded in the State's migrant-specific database. For 2-year-old children turning age 3, MEP staff verified the child's residency after turning 3 by a home visit or a virtual visit, when the face-to-face visit was not feasible. That date was entered into the state system to verify residency after the child turned 3 years of age. Local recruiters use the TX-NGS Two-Year-Olds Turning Three report to keep track of the two-year-olds so that upon turning three, families are visited by recruiters to verify residency and to enroll newly turned 3-year-olds. Residency date is then recorded on TX-NGS.   Creating a Unique State ID Numerous checks are also in place to make sure children are not duplicated. Upon initial entry into the migrant-specific database, each child is assigned a unique identifier. MEP data entry specialists conduct initial student searches and checks to ensure that the child is not already in the database before creating a Unique ID for the child on TX-NGS. As part of the process, data entry specialists also search for matches within the national system, MSIX, in order to ensure that the child was not entered into MSIX by the State. If the child is found in MSIX, the data specialist will then search the State system once again with the State ID listed in MSIX. Staff will also run the MSIX Worklist report on a regular basis to check for possible merges and splits.   Checking for Duplication Before a new student record can be created, the TX-NGS system checks for duplication based on the student's last name or similar last name by using a system-generated wild card prompt. Potential duplicates are then checked against additional fields such as first name, birth date and mother's name. Any matches generate further review. As part of the clean-up process before the TX-NGS snapshot is run, the TX-NGS Help Desk works with districts to review their TX-NGS Duplicate Student reports to ensure that all potential duplicates have been checked and any duplicates have been merged into a single student record. In addition, District and Regional MEP staff run the MSIX Potential Duplicate Report to search for possible student duplicates. If any children appear on the report as a potential duplicate, MEP Staff manually review all the information available to ensure potential duplicates were in fact different children. If at any time it is determined that a child had been entered twice, the data is merged via the merge process on the MSIX database which merges the two children into one child and assigns one State ID to the child, deleting the second State ID.   The TX-NGS Help Desk uses this report to verify information for the students and allows for consolidation if more than one record is found. If a child is enrolled in multiple grades during the year, the system calculates a single grade using CSPR Guidelines ensuring that a child is only counted once per grade level. The state system is programmed to capture the age/grade category that the student spent the majority of the reporting period, with the exception of 3-5 and OSY. In addition, grade levels are totaled and compared to overall counts to ensure they match, as part of a report-quality check.   Category 2 Count Children must be eligible as determined above, as well as enrolled in the State migrant database with an "S" enrollment type for 2 or more days to indicate that the child was enrolled in an MEP-funded summer/intersession project and should be included in the Category 2 count. The State migrant database has an edit check to ensure that children are between the ages of 3 through 21 at the time of enrollment into the MEP-funded summer/intersession project. Summer enrollment information is entered into the system only after the student is enrolled and physically present in a summer migrant program. As part of its quality control process, State MEP staff through the regional education centers verify that children included in Category 2 actually received a summer service by a quality control checklist review of local documentation, including, but not limited to summer project enrollment lists, attendance rosters, and teacher logs, to confirm that districts and/or regions actually served all the children included in the State's Category 2 count. Finally, State MEP staff run the MSIX Child Count Reconciliation report to check the State Category 2 child counts against MSIX Category 2 child counts. All discrepancies are resolved before the State's EDFacts file submission.

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

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

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

If MSIX is utilized, please explain how.

Comments
Accuracy of EDFacts Data Files: The Texas- New Generation System (TX-NGS) submits a request twice per year to the Texas Education Agency (TEA) for the latest State Assessment data. A file of TX-NGS students, with a current enrollment in TX-NGS, is created and provided to TEA for data matching. TEA performs a match of the TX- NGS students against the State's database. TEA returns the list of matched students with their assessment data to the TX-NGS programmers for upload into the TX-NGS Migrant Student database. TX-NGS data specialists will be notified that State Assessment data has been uploaded into NGS. The data specialists can verify assessment data on TX-NGS and run reports to identify any students with missing assessment data. TX- NGS data specialists will then enter any missing data for the identified students. The State will then make a request for EDEN files to be created by a certain date. TX-NGS will then create a unique list of migrant students in the TX-NGS database that will serve as the Migrant Student population that all CSPR counts are derived from. The EDEN files are created and sent to the State for review and submission to EDEN. These processes and procedures result in strong confidence that every child entered into the database is in fact an eligible migratory child. Use of MSIX to Verify Data Quality: State, regional and district MEP staff run MSIX worklists and data quality reports, i.e., Potential Duplicate, Merges and Splits by User, Data Logic, etc., on a monthly/quarterly basis to compare State counts against MSIX counts as a checks and balances for data quality, student merges and potential duplicates. Staff review any discrepancies found. State MEP Staff run the MSIX Child Count Reconciliation Report on a quarterly basis to check for near matches and potential duplicates, as well as to check for completeness, validity and logic issues.

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.	100
The number of eligibility determinations sampled for which a re-interview was completed.	98
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	98

What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the Comment row at the end of this table.
2019-20

Comments

FAQ on independent prospective re-interviews:

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

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

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

Comments

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

Comments

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

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

Data Quality Comments

1.7.4 Eligible Migratory Children

1.7.4.1 Priority for Services

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

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarte	63
Kindergarten	339
Grade 1	445
Grade 2	553
Grade 3	754
Grade 4	832
Grade 5	935
Grade 6	898
Grade 7	1006
Grade 8	1038
Grade 9	1304
Grade 10	1007
Grade 11	761
Grade 12	764
Out of School	54
Ungraded	1
Total	10754

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	406
Kindergarten	462
Grade 1	568
Grade 2	568
Grade 3	608
Grade 4	610
Grade 5	682
Grade 6	679
Grade 7	732
Grade 8	696
Grade 9	877
Grade 10	701
Grade 11	579
Grade 12	684
Out of School	7
Ungraded	0
Total	8859

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 Kindergarte	30
Kindergarten	59
Grade 1	89
Grade 2	93
Grade 3	115
Grade 4	136
Grade 5	167
Grade 6	176
Grade 7	180
Grade 8	166
Grade 9	264
Grade 10	200
Grade 11	186
Grade 12	217
Out of School	48
Ungraded	0
Total	2126

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	354
Age 3 through 5 (not Kindergarte	760
Kindergarten	512
Grade 1	527
Grade 2	508
Grade 3	513
Grade 4	558
Grade 5	641
Grade 6	599
Grade 7	665
Grade 8	672
Grade 9	879
Grade 10	703
Grade 11	634
Grade 12	471
Out of School	104
Ungraded	1
Total	9101

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.
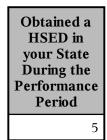
Populated with SEA-LEVEL FS032/DG326.

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

1.7.5.2 HSED (High School Equivalency Diploma)

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

Obtained a HSED in your State During the Performance Period
5

> **Data Quality Comments**

1.7.6 MEP Services - During the Performance Period

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

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

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

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Served During the Performance Period
Age Birth through 2	46
Age 3 through 5 (not Kindergarte	850
Kindergarten	748
Grade 1	913
Grade 2	855
Grade 3	939
Grade 4	939
Grade 5	1040
Grade 6	1037
Grade 7	1143
Grade 8	1165
Grade 9	1471
Grade 10	1212
Grade 11	1084
Grade 12	1520
Ungraded	1
Out of School	173
Total	15136

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	58
Kindergarten	284
Grade 1	373
Grade 2	443
Grade 3	596
Grade 4	659
Grade 5	744
Grade 6	731
Grade 7	803
Grade 8	853
Grade 9	1045
Grade 10	791
Grade 11	582
Grade 12	602
Ungraded	0
Out of School	26
Total	8590

1.7.6.2 Continuation of Services During the Performance Period

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

Populated with SEA-LEVEL FS054/DG102.

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

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

1.7.6.3 Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	3
Age 3 through 5 (not Kindergarte	418
Kindergarten	328
Grade 1	484
Grade 2	447
Grade 3	494
Grade 4	523
Grade 5	546
Grade 6	534
Grade 7	552
Grade 8	571
Grade 9	672
Grade 10	511
Grade 11	463
Grade 12	741
Ungraded	0
Out of School	17
Total	7304

1.7.6.4 Type of Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2	0	0	0
Age 3 through 5 (not Kindergarte	79	54	0
Kindergarten	104	96	0
Grade 1	158	172	0
Grade 2	142	154	0
Grade 3	175	166	0
Grade 4	213	203	0
Grade 5	227	239	0
Grade 6	186	231	0
Grade 7	215	263	0
Grade 8	225	269	0
Grade 9	223	280	53
Grade 10	157	163	76
Grade 11	135	123	79
Grade 12	148	125	100
Ungraded	0	0	0
Out of School	4	6	1
Total	2391	2544	309

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	43	0
Age 3 through 5 (not Kindergarte	792	30
Kindergarten	707	73
Grade 1	865	141
Grade 2	808	131
Grade 3	892	162
Grade 4	894	192
Grade 5	993	180
Grade 6	993	318
Grade 7	1099	438
Grade 8	1136	456
Grade 9	1420	617
Grade 10	1163	529
Grade 11	1049	501
Grade 12	1479	798
Ungraded	1	0
Out of School	172	43
Total	14506	4609

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

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

1.7.7 School Data during the Regular School Year

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

1.7.7.1 Schools and Enrollment – During the Regular School Year

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

Populated with SCH-LEVEL FS165/DG110.

Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
2283	21271

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 5:41:09 PM