CONSOLIDATED STATE PERFORMANCE REPORT
PART I

SCHOOL YEAR 2021-2022

WASHINGTON

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://washingtonstatereportcard.ospi.k12.wa.us/

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	76518	94.9	76518	S	50.8
American Indian or Alaska Native	S	904	95	904	S	26
Asian or Pacific Islander	S	8022	95.1	8022	S	67.0
Asian	S	6968	95.7	6968	S	74.2
Native Hawaiian or other Pacific Islander	S	1054	92	1054	S	19
Black or African American	S	3528	92.6	3528	S	32.9
Hispanic or Latino	S	18979	95.1	18979	S	32.0
White	S	37835	94.9	37835	S	58.5
Two or more races	S	7243	94.9	7243	S	53.5
Children with disabilities (IDEA)	S	12173	91.7	12173	S	28.0
English learners	S	12204	92.3	12204	S	22.0
Economically disadvantaged students	S	37550	94.4	37550	S	32.8
Children in foster care	S	388	91	388	S	25
Children who are homeless	S	2076	87	2076	S	22
Migratory students	S	1469	96	1469	S	20
Military connected students	S	2757	94	2757	S	55
Male	S	39108	94.5	39108	S	52.7
Female	S	37346	95.2	37346	S	48.8

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	76072	95.0	76072	S	47.2
American Indian or Alaska Native	S	850	94	850	S	23
Asian or Pacific Islander	S	7962	95.2	7962	S	66.1
Asian	S	6910	95.6	6910	S	72.9
Native Hawaiian or other Pacific Islander	S	1052	93	1052	S	22
Black or African American	S	3421	92.8	3421	S	28.6
Hispanic or Latino	S	19304	95.7	19304	S	28.2
White	S	37349	94.8	37349	S	54.7
Two or more races	S	7180	95.0	7180	S	50.5
Children with disabilities (IDEA)	S	11648	91.7	11648	S	22.9
English learners	S	10491	92.1	10491	S	15.6
Economically disadvantaged students	S	37366	94.6	37366	S	29.3
Children in foster care	S	359	94	359	S	20
Children who are homeless	S	2082	88	2082	S	20
Migratory students	S	1587	96	1587	S	19
Military connected students	S	2591	95	2591	S	54
Male	S	38840	94.7	38840	S	49.6
Female	S	37153	95.3	37153	S	44.7

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	77126	95.0	77126	S	39.6
American Indian or Alaska Native	S	886	95	886	S	18
Asian or Pacific Islander	S	7789	95.5	7789	S	60.9
Asian	S	6780	96.0	6780	S	67.5
Native Hawaiian or other Pacific Islander	S	1009	92	1009	S	16
Black or African American	S	3727	93.5	3727	S	21.2
Hispanic or Latino	S	19776	95.5	19776	S	22.0
White	S	37937	94.8	37937	S	46.2
Two or more races	S	7008	94.4	7008	S	41.8
Children with disabilities (IDEA)	S	11777	91.6	11777	S	17.4
English learners	S	9391	91.5	9391	S	8.9
Economically disadvantaged students	S	37954	94.5	37954	S	22.4
Children in foster care	S	363	93	363	S	17
Children who are homeless	S	2022	87	2022	S	14
Migratory students	S	1662	97	1662	S	13
Military connected students	S	2455	95	2455	S	44
Male	S	39593	94.7	39593	S	41.9
Female	S	37446	95.3	37446	S	37.0

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	76301	93.9	76301	S	36.0
American Indian or Alaska Native	S	848	92	848	S	14
Asian or Pacific Islander	S	7636	94.9	7636	S	57.2
Asian	S	6607	95.5	6607	S	64.1
Native Hawaiian or other Pacific Islander	S	1029	92	1029	S	12
Black or African American	S	3313	91.3	3313	S	17.4
Hispanic or Latino	S	19738	94.2	19738	S	18.8
White	S	37797	93.8	37797	S	42.5
Two or more races	S	6965	93.1	6965	S	37.8
Children with disabilities (IDEA)	S	10612	89.1	10612	S	12.8
English learners	S	7900	90.1	7900	S	7.1
Economically disadvantaged students	S	37600	93.0	37600	S	19.8
Children in foster care	S	320	88	320	S	12
Children who are homeless	S	1913	82	1913	S	12
Migratory students	S	1762	95	1762	S	14
Military connected students	S	2284	94	2284	S	39
Male	S	39125	93.8	39125	S	37.9
Female	S	36985	94.0	36985	S	34.0

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	77966	92.7	77966	S	37.8
American Indian or Alaska Native	S	903	90	903	S	17
Asian or Pacific Islander	S	7701	94.9	7701	S	60.2
Asian	S	6698	95.8	6698	S	67.0
Native Hawaiian or other Pacific Islander	S	1003	90	1003	S	14
Black or African American	S	3523	90.2	3523	S	19.9
Hispanic or Latino	S	20434	92.6	20434	S	20.1
White	S	38418	92.5	38418	S	44.6
Two or more races	S	6984	92.6	6984	S	39.0
Children with disabilities (IDEA)	S	10524	87.9	10524	S	12.9
English learners	S	7330	88.3	7330	S	6.6
Economically disadvantaged students	S	38068	91.3	38068	S	21.2
Children in foster care	S	317	91	317	S	15
Children who are homeless	S	1819	80	1819	S	12
Migratory students	S	1798	95	1798	S	14
Military connected students	S	2147	93	2147	S	41
Male	S	40202	92.9	40202	S	39.9
Female	S	37524	92.4	37524	S	35.5

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	79438	92.0	79438	S	34.4
American Indian or Alaska Native	S	919	89	919	S	15
Asian or Pacific Islander	S	8001	94.5	8001	S	56.4
Asian	S	6956	95.4	6956	S	63.2
Native Hawaiian or other Pacific Islander	S	1045	89	1045	S	11
Black or African American	S	3495	89.1	3495	S	15.6
Hispanic or Latino	S	20856	92.4	20856	S	17.9
White	S	39163	91.9	39163	S	40.7
Two or more races	S	6998	91.3	6998	S	35.1
Children with disabilities (IDEA)	S	10266	87.0	10266	S	8.9
English learners	S	7000	87.6	7000	S	6.0
Economically disadvantaged students	S	38133	90.5	38133	S	18.1
Children in foster care	S	309	83	309	S	8
Children who are homeless	S	1928	80	1928	S	10
Migratory students	S	1857	94	1857	S	12
Military connected students	S	1993	92	1993	S	35
Male	S	40858	92.3	40858	S	35.5
Female	S	38281	91.9	38281	S	33.2

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	73356	86.0	73356	S	35.2
American Indian or Alaska Native	S	809	81	809	S	12
Asian or Pacific Islander	S	7236	89.1	7236	S	57.7
Asian	S	6396	91.2	6396	S	63.9
Native Hawaiian or other Pacific Islander	S	840	76	840	S	10
Black or African American	S	3104	77.6	3104	S	16.4
Hispanic or Latino	S	18374	84.2	18374	S	17.3
White	S	37796	87.4	37796	S	41.2
Two or more races	S	6037	85.2	6037	S	37.3
Children with disabilities (IDEA)	S	8310	77.7	8310	S	9.2
English learners	S	5935	76.4	5935	S	5.5
Economically disadvantaged students	S	32233	81.9	32233	S	18.4
Children in foster care	S	233	68	233	S	9
Children who are homeless	S	1545	66	1545	S	11
Migratory students	S	1723	88	1723	S	9
Military connected students	S	1721	89	1721	S	34
Male	S	37801	86.3	37801	S	36.5
Female	S	35213	85.9	35213	S	33.8

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

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

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

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

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

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

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	76551	94.9	76551	S	49.0
American Indian or Alaska Native	S	905	95	905	S	26
Asian or Pacific Islander	S	8011	95.0	8011	S	63.3
Asian	S	6950	95.5	6950	S	69.8
Native Hawaiian or other Pacific Islander	S	1061	92	1061	S	21
Black or African American	S	3546	93.1	3546	S	34.3
Hispanic or Latino	S	18973	95.1	18973	S	30.4
White	S	37865	95.0	37865	S	56.5
Two or more races	S	7243	94.9	7243	S	53.0
Children with disabilities (IDEA)	S	12198	91.8	12198	S	25.4
English learners	S	12136	91.8	12136	S	17.1
Economically disadvantaged students	S	37609	94.5	37609	S	31.3
Children in foster care	S	388	91	388	S	23
Children who are homeless	S	2079	87	2079	S	24
Migratory students	S	1462	95	1462	S	17
Military connected students	S	2762	94	2762	S	55
Male	S	39121	94.6	39121	S	45.8
Female	S	37366	95.3	37366	S	52.4

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	76148	95.1	76148	S	50.6
American Indian or Alaska Native	S	853	94	853	S	26
Asian or Pacific Islander	S	7950	95.0	7950	S	66.2
Asian	S	6896	95.4	6896	S	72.5
Native Hawaiian or other Pacific Islander	S	1054	93	1054	S	25
Black or African American	S	3428	93.0	3428	S	35.7
Hispanic or Latino	S	19306	95.7	19306	S	32.3
White	S	37398	94.9	37398	S	57.7
Two or more races	S	7207	95.4	7207	S	54.8
Children with disabilities (IDEA)	S	11690	92.0	11690	S	23.9
English learners	S	10453	91.8	10453	S	14.5
Economically disadvantaged students	S	37431	94.8	37431	S	32.9
Children in foster care	S	358	94	358	S	24
Children who are homeless	S	2078	88	2078	S	24
Migratory students	S	1585	96	1585	S	20
Military connected students	S	2597	95	2597	S	59
Male	S	38885	94.8	38885	S	47.7
Female	S	37185	95.4	37185	S	53.6

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	77178	95.0	77178	S	53.4
American Indian or Alaska Native	S	888	95	888	S	26
Asian or Pacific Islander	S	7780	95.4	7780	S	69.4
Asian	S	6772	95.9	6772	S	75.2
Native Hawaiian or other Pacific Islander	S	1008	92	1008	S	31
Black or African American	S	3739	93.8	3739	S	37.8
Hispanic or Latino	S	19761	95.5	19761	S	35.6
White	S	37975	94.9	37975	S	60.7
Two or more races	S	7032	94.8	7032	S	57.6
Children with disabilities (IDEA)	S	11804	91.8	11804	S	23.1
English learners	S	9354	91.1	9354	S	12.6
Economically disadvantaged students	S	38001	94.6	38001	S	36.2
Children in foster care	S	365	93	365	S	28
Children who are homeless	S	2020	87	2020	S	26
Migratory students	S	1660	97	1660	S	23
Military connected students	S	2454	95	2454	S	62
Male	S	39611	94.7	39611	S	49.6
Female	S	37480	95.4	37480	S	57.3

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	76355	93.9	76354	S	46.0
American Indian or Alaska Native	S	838	91	837	S	22
Asian or Pacific Islander	S	7616	94.7	7616	S	63.0
Asian	S	6592	95.3	6592	S	69.4
Native Hawaiian or other Pacific Islander	S	1024	91	1024	S	22
Black or African American	S	3318	91.5	3318	S	29.2
Hispanic or Latino	S	19749	94.3	19749	S	28.3
White	S	37852	94.0	37852	S	53.2
Two or more races	S	6978	93.3	6978	S	49.0
Children with disabilities (IDEA)	S	10650	89.5	10649	S	15.2
English learners	S	7866	89.7	7866	S	7.3
Economically disadvantaged students	S	37642	93.1	37641	S	29.3
Children in foster care	S	321	88	321	S	18
Children who are homeless	S	1912	82	1912	S	20
Migratory students	S	1768	95	1768	S	20
Military connected students	S	2278	94	2278	S	51
Male	S	39152	93.8	39152	S	41.4
Female	S	37008	94.1	37007	S	50.7

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	78230	93.0	78230	S	53.9
American Indian or Alaska Native	S	905	91	905	S	31
Asian or Pacific Islander	S	7691	94.8	7691	S	70.1
Asian	S	6686	95.6	6686	S	76.4
Native Hawaiian or other Pacific Islander	S	1005	90	1005	S	28
Black or African American	S	3529	90.3	3529	S	37.2
Hispanic or Latino	S	20521	93.0	20521	S	36.2
White	S	38580	92.9	38580	S	61.5
Two or more races	S	7000	92.8	7000	S	57.3
Children with disabilities (IDEA)	S	10592	88.5	10592	S	17.9
English learners	S	7335	88.3	7335	S	9.6
Economically disadvantaged students	S	38220	91.7	38220	S	37.4
Children in foster care	S	313	89	313	S	28
Children who are homeless	S	1824	80	1824	S	25
Migratory students	S	1800	95	1800	S	24
Military connected students	S	2153	93	2153	S	60
Male	S	40308	93.1	40308	S	49.0
Female	S	37679	92.8	37679	S	59.0

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	79706	92.4	79705	S	52.3
American Indian or Alaska Native	S	924	89	924	S	28
Asian or Pacific Islander	S	8008	94.6	8008	S	69.1
Asian	S	6954	95.4	6954	S	75.4
Native Hawaiian or other Pacific Islander	S	1054	90	1054	S	27
Black or African American	S	3490	89.0	3489	S	35.5
Hispanic or Latino	S	20906	92.7	20906	S	35.0
White	S	39346	92.3	39346	S	59.4
Two or more races	S	7026	91.6	7026	S	56.0
Children with disabilities (IDEA)	S	10315	87.4	10314	S	15.5
English learners	S	6988	87.4	6988	S	8.3
Economically disadvantaged students	S	38265	90.8	38264	S	35.4
Children in foster care	S	314	85	314	S	20
Children who are homeless	S	1949	80	1949	S	25
Migratory students	S	1873	95	1873	S	24
Military connected students	S	1992	92	1992	S	58
Male	S	40970	92.6	40969	S	47.5
Female	S	38432	92.2	38432	S	57.3

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	74638	87.5	74638	S	69.1
American Indian or Alaska Native	S	828	83	828	S	47
Asian or Pacific Islander	S	7364	90.7	7364	S	79.6
Asian	S	6514	92.9	6514	S	84.4
Native Hawaiian or other Pacific Islander	S	850	77	850	S	43
Black or African American	S	3206	80.1	3206	S	52.7
Hispanic or Latino	S	18600	85.2	18600	S	53.5
White	S	38476	89.0	38476	S	76.0
Two or more races	S	6164	87.0	6164	S	72.4
Children with disabilities (IDEA)	S	8513	79.6	8513	S	25.5
English learners	S	5984	77.0	5984	S	16.5
Economically disadvantaged students	S	32849	83.5	32849	S	53.7
Children in foster care	S	240	70	240	S	37
Children who are homeless	S	1573	67	1573	S	41
Migratory students	S	1726	88	1726	S	39
Military connected students	S	1778	92	1778	S	76
Male	S	38401	87.7	38401	S	64.5
Female	S	35882	87.5	35882	S	73.9

1.2.3 Academic Achievement and Participation in Science Assessment

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

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

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

Grade 03

Grade 04

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	76732	94.8	76732	S	51.9
American Indian or Alaska Native	S	876	94	876	S	27
Asian or Pacific Islander	S	7754	95.3	7754	S	65.5
Asian	S	6752	95.8	6752	S	71.7
Native Hawaiian or other Pacific Islander	S	1002	92	1002	S	23
Black or African American	S	3715	93.7	3715	S	31.8
Hispanic or Latino	S	19675	95.3	19675	S	32.1
White	S	37728	94.6	37728	S	61.3
Two or more races	S	6981	94.4	6981	S	55.6
Children with disabilities (IDEA)	S	11687	91.2	11687	S	24.4
English learners	S	9345	91.3	9345	S	11.4
Economically disadvantaged students	S	37749	94.3	37749	S	34.4
Children in foster care	S	363	93	363	S	28
Children who are homeless	S	2013	88	2013	S	24
Migratory students	S	1658	96	1658	S	19
Military connected students	S	2432	95	2432	S	58
Male	S	39390	94.5	39390	S	52.5
Female	S	37257	95.1	37257	S	51.2

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	79487	92.5	79487	S	42.6
American Indian or Alaska Native	S	912	89	912	S	21
Asian or Pacific Islander	S	8005	94.7	8005	S	57.1
Asian	S	6952	95.5	6952	S	63.6
Native Hawaiian or other Pacific Islander	S	1053	90	1053	S	15
Black or African American	S	3491	89.7	3491	S	21.9
Hispanic or Latino	S	20867	92.8	20867	S	23.9
White	S	39179	92.3	39179	S	51.4
Two or more races	S	7027	92.1	7027	S	45.5
Children with disabilities (IDEA)	S	10231	87.2	10231	S	14.3
English learners	S	7000	87.8	7000	S	5.5
Economically disadvantaged students	S	38159	91.1	38159	S	25.8
Children in foster care	S	308	83	308	S	14
Children who are homeless	S	1940	81	1940	S	17
Migratory students	S	1851	94	1851	S	14
Military connected students	S	1986	93	1986	S	48
Male	S	40860	92.7	40860	S	44.6
Female	S	38336	92.4	38336	S	40.4

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	57718	69.8	57717	S	54.0
American Indian or Alaska Native	S	656	70	656	S	33
Asian or Pacific Islander	S	5605	68.0	5605	S	65.1
Asian	S	4893	68.5	4893	S	70.9
Native Hawaiian or other Pacific Islander	S	712	65	712	S	26
Black or African American	S	2421	64	2421	S	32
Hispanic or Latino	S	14790	72.1	14790	S	36.6
White	S	29795	69.9	29794	S	62.2
Two or more races	S	4449	68.6	4449	S	57.9
Children with disabilities (IDEA)	S	6686	67.1	6685	S	19.9
English learners	S	4979	66.6	4979	S	10.5
Economically disadvantaged students	S	25473	69.9	25472	S	38.5
Children in foster care	S	186	58	186	S	29
Children who are homeless	S	1366	57	1366	S	31
Migratory students	S	1396	76	1396	S	26
Military connected students	S	1233	77	1233	S	62
Male	S	30320	71.7	30319	S	54.4
Female	S	27177	68.1	27177	S	53.6

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

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

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

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

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

Populated with SEA-LEVEL FS185/DG588.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	4905	6.5
Regular Assessment With Accommodations	27970	37.1
Regular Assessment Without Accommodations	42435	56.3
Total	75310	.

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
4905	536777	0.9

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

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

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

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

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

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	4916	6.5
Recently arrived ELs, Took ELP	.	.
Regular Assessment With Accommodations	13414	17.7
Regular Assessment Without Accommodations	57432	75.8
Total	75762	.

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
4916	538806	0.9

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

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

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

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

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	1989	7
Regular Assessment With Accommodations	5118	17.9
Regular Assessment Without Accommodations	21497	75.2
Total	28604	.

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
1989	213937	0.9

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

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

Data Quality Comment

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

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

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

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

Populated with SEA-LEVEL FS188/DG589.

1.2.5.1.2 Native language assessments offered

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

Native Language Testing	Yes 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).	No		
State offers the State science content tests in the students' native language(s).	No		

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	123914	9852	S	8.2	S	6.0

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	121412	9607	S	8.3	S	6.0
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	20920	2674	S	1.5	S	1.3

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
7794	5.6

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
130772	94.4

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
10866	0	15536	15158	41560

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	6705	43.8	258	37
Third year	12494	42.4	336	29
Fourth year	11638	40.9	252	26

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	6732	51.6	262	47
Third year	12527	58.2	345	43
Fourth year	11666	60	258	41

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	1744	38	87	26
Third year	4998	45.3	157	33
Fourth year	4905	49.7	111	44

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	16
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	84

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

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

Purpose	Used for Purpose (Yes No)
Administering assessments required by Section 1111(b) of the ESEA	Yes
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	Yes
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the ESEA.	No
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the ESEA and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the ESEA.	Yes
Ensuring the continued validity and reliability of State assessments.	Yes
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	No
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	No
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA in order to integrate engineering design skills and practices into such assessments.	No
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the ESEA and other assessments not required under Section 1111(b)(2) of the ESEA.	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.	Yes
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	60284.73	14034.47	23.3

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	60284.73	445.92	0.7

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	60284.73	1147.58	1.9

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
67	30	The SEA used the percentage of students who qualify for the free or reduced-price lunch program to rank order all schools from highest to lowest. That list was divided into four equal groups. Schools in the first (highest group) are high-poverty schools, meaning 67.3% percent or more of students in these schools were eligible for free or reduced-price lunch. Schools in the last group (lowest group) are the low-poverty schools, meaning 30.1% or fewer of students in these schools were eligible for free or reduced-price lunch.

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	123785
English Learners with Disabilities	24813

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	121239

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	66837	English
Dual Language or Two-way Immersion	6723	Spanish, English, Mandarin, Vietnamese
ESL or ELD	52507	English
Newcomer programs	1409	English
Other	9224	English
Transitional Bilingual Education or Early-Exit Bilingual Education	1365	Spanish, English

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

Comments
Alternative Programs includes Open Doors, juvenile detention, rehabilitation centers, virtual programs, and other individualized programs.

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	79879
Russian	4129
Vietnamese	3383
English	3261
Chinese	2821

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*
1486	1481	1977

*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	147
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	41
Supporting implementation of school wide programs	41
Professional development to teachers and other personnel serving ELs	147
Parent and community engagement activities	147
Supporting the development and implementation of pre-school programs	.
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	.
Improving instruction of ELs with disabilities	.
Providing tutorials, career and technical education	.
Offering programs to help ELs achieve success in post-secondary education	.
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	X
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
34621	280	5

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

Comments

Data Quality Comment

Table 1.4.7 Definitions:

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

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

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

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

Date State Received Allocation	Date Funds Available to Subgrantees	# Days $$ Distribution
7/1/2021	9/17/2021	79

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
Title III funds were made available immediately (July 1, 2021) to LEAs through Substantially Approvable Status. Complete Title III applications were due to the SEA on Sept. 1, 2021, and our team reviewed all LEA grant applications within 30 days of receipt. The average of 79 days was from July 1st to the date each LEAs complete Title III grant application was reviewed and approved. In FY 2022-23, the state is now using a consolidated grant application for various Title grants to streamline the grant application and 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	45	45
LEAs without subgrants	296	284

Data Quality Comment

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

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

1.6.1.1 Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.

Grade Level	Number of Homeless Enrolled Students
Age 3 through 5 (not Kindergarten)	985
Kindergarten	2775
Grade 1	2685
Grade 2	2781
Grade 3	2689
Grade 4	2622
Grade 5	2650
Grade 6	2585
Grade 7	2582
Grade 8	2769
Grade 9	2817
Grade 10	2705
Grade 11	3068
Grade 12	3901
Total	37614

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	297	4163
Doubled-up (e.g., living with another family)	5024	28095
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	232	2726
Hotels/Motels	61	2630
Total	5614	37614

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)	7894
English learners	8434
Unaccompanied youth	5614
Migratory students	1762

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	502
Age 3 through 5 (not Kindergarten)	658

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?	53

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?	150

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
Age 3 through 5 (not Kindergarten)	754
Kindergarten	1467
Grade 1	1546
Grade 2	1633
Grade 3	1636
Grade 4	1775
Grade 5	1834
Grade 6	1972
Grade 7	2025
Grade 8	2092
Grade 9	2183
Grade 10	2091
Grade 11	1982
Grade 12	2145
Out of School	4304
Total	29439

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	1050

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)	99
Kindergarten	152
Grade 1	159
Grade 2	207
Grade 3	194
Grade 4	201
Grade 5	146
Grade 6	171
Grade 7	134
Grade 8	159
Grade 9	239
Grade 10	233
Grade 11	189
Grade 12	46
Total	2329

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
With the exception of some grade levels increasing in the number of migratory students served in summer programs during Summer 2022, the state decreased in the total number of migratory students served by 11%. Several of the larger school districts provided summer services to all students, including migratory students, through other resources, including ESSER funds.

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

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

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

Populated with data from MSIX.

1.7.3 Child Count Calculation and Validation Procedures

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

1.7.3.1 Methods Used to Count Children

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

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

Comments

Washington state's established procedures and processes to ensure all identified eligible migratory children ages 3-21 who resided in the state for at least one day during the performance period are reported at the state and national level are outlined as follows: *The Migrant Student Information System (MSIS) has established data checks to ensure only unduplicated counts of eligible migratory children, ages 3-21 are enrolled and reported in the Migrant Education Program (MEP). Program eligibility criteria includes 1) Residing in the state during the Performance Period (September 1 – August 31) by checking one or more of the following dates: enrollment date, residency date, recertification/residency verification date, or withdrawal date between 9/1 and 8/31. 2) 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) The child's qualifying arrival date (QAD) is within 36 months (QAD must be on or after 9/1/2019) of his/her residency date which occurred between the performance period of 9/1 to 8/31. 4) The child graduated or received a High School Equivalency Diploma during the performance period and was not reported in a previous reporting period as receiving a high school diploma or equivalency. 5) The child was reported as served under the Continuation of Services provision during the performance period and was noted as previously eligible and residing in the state for at least one day during the performance period.   Enrolled students are assigned a unique State Migrant ID. The database system has edit checks against the student's last name or similar last name using a system-generated wild card prompt. Potential duplicates are checked against additional fields such as first name, birth date, birth city and parents' names. Any matches generate further manual review by MEP data staff. Identified duplicated records are consolidated into one record and all other records and student IDs are deleted.   MEP staff also run the MSIX Potential Duplicate Report to search for possible duplicates. If a child appears on the report as a potential duplicate, MEP staff review all the information available to ensure records are not duplicates of the same student. If a duplicate is identified, the data is merged via the merge process on the MSIX database merging the two records into one and assigns one State Migrant ID to the child's record, deleting the second student record and ID. The state also uses MSIX Worklist, Merges and Splits by User, Data Logic, and the MSIX Child Count Reconciliation Report to regularly review potential duplicate student records.   In addition, using the unique State Migrant ID, data specialists conduct student searches and checks to confirm a child is not already in the database system before creating another State Migrant ID in the database. Data specialists search for matches within MSIX in order to ensure a duplicate record of the child was not entered into MSIX by the state. If the child is found in MSIX, the data management specialist will then search the state database system with the State Migrant ID listed in MSIX. Staff will run the MSIX Worklist report on a regular basis to check for possible merges and splits   *Children between the ages of 3-21 who met the program eligibility under the criteria of moved within the last 36 months, engaged in, or had parents engaged in qualifying agricultural or fishing activities, were entitled to a free public education, including preschool, and have not yet earned a high school diploma or its equivalency, were ascertained as eligible by trained staff who conducted an eligibility interview and completed a SEA approved Certificate of Eligibility (COE).   State residency verification during the Performance Period September 1 to August 31, was conducted by telephone interviews when a face-to-face visit was not feasible for every child in the Category 1 count not enrolled in school. For every child enrolled in school, MEP staff verified the child's residency through school enrollment/attendance records. A residency date was recorded in the MSIS. Residency for children 2 years old turning 3 years was verified by a recruiter after the child turned 3 by a telephone call when a face-to-face visit was not feasible. That date of verification was entered into the system to confirm residency after the child turned 3 years of age   *Through a data sharing agreement with the state educational agency, the state provides data on student's who graduated during the performance period. This data is then uploaded into the migrant student database system. Students who received a High School Equivalency Diploma (HSED) are reported by the individual LEA. The state's student database system includes a child count algorithm that uses the graduation or date of HSED to flag for students who obtained a diploma during the performance period and excludes them from the subsequent performance period.
* Migratory children enrolled and served for one or more days during summer or intersession periods are enrolled in the state database system with a "Summer" enrollment indicator. Only students with an enrollment verification and who are served in a MEP-funded summer/intersession project are included in the Category 2 count. The state's database system has an edit check to ensure children are between the ages of 3 through 21 at the time of enrollment into the MEP-funded summer project.   * A child enrolled in multiple grades during the year is only counted once in the grade level in which the child spent the majority of his/her time while residing in the state during the performance period. The state's child count calculation (algorithm) uses a unique student ID number to ensure each child is counted only once per age/grade level and category. Grade levels are totaled and compared to overall counts to ensure they match as part of a report quality check.   * Eligible migratory children can only be enrolled into the state's student database if they have a SEA approved COE entered into the database. A completed COE for an eligible child is reviewed and approved by SEA reviewers. The approved COE is processed for enrollment by educational staff. Edit checks contained within the MSIS prevent a student enrollment from being processed without the qualifying move information being entered.   Child count reports are compared to the COE to verify eligible children listed on the COE are enrolled in the system. Monthly reviews are conducted by the State ID&R Coordinator using a random sampling method. Re-interviews, as part of the prospective re-interview process, are done on a rolling basis as an additional check for ensuring student program eligibility.   These implemented processes ensure only children who meet program eligibility are enrolled in the program and reported and include strict quality control activities that adhere to the Quality Control section in the state's MEP Identification and Recruitment Manual. Annually trained state and local recruitment staff conducted telephone call eligibility interviews when a face-to-face visit was not feasible due to COVID-19 safety protocols, and completed either a paper or electronic COE which was then submitted to the state's ID&R office for further review. COE reviews are conducted by trained MEP staff with levels of quality controls including multiple edit checks either enabled on the electronic COE or incorporated into the paper form review. MEP quality control staff review each COE before the child can be approved as eligible. Only state approved COEs can be entered into the state's migrant student database.

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
The Migrant Student Information System staff review MSIX Duplication and Child Count Reconciliation reports and student records to compare data within the systems to ensure that data elements are uploaded from MSIS to MSIX successfully and displaying correctly on MSIX and MSIS screens. Using the Data Quality reports "Data Validity", "Data Logic Issues" and "Data Completeness" to compare the MSIS data with the MSIX data and correct or update any missing or any erroneous data prior to Final submittal of Reports.

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.	262
The number of eligibility determinations sampled for which a re-interview was completed.	261
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	250

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
Independent Re-Interviews conducted during the 2019-2020 performance period.

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
School district staff were notified in writing of the children who were found to have been inaccurately qualified and the student information was deleted from the State MEP database for the referenced performance period. During state monthly recruiter Zoom meetings, common errors leading to children being found ineligible were discussed. In addition, re-interview results will be used in the 2022-2023 school-year recruiter trainings and Zoom meetings. Recruiters who were found to have inaccurately qualified children for the migrant program during the 2021-22 school year were provided additional training or technical assistance and will have additional COEs reviewed during the 2022-23 school year to ensure corrections have been implemented in the interviewing and eligibility determinations process.

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	802
Kindergarten	861
Grade 1	897
Grade 2	938
Grade 3	956
Grade 4	1019
Grade 5	1071
Grade 6	1160
Grade 7	1177
Grade 8	1249
Grade 9	1302
Grade 10	1240
Grade 11	1128
Grade 12	1130
Out of School	777
Ungraded	0
Total	15707

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	4
Kindergarten	1055
Grade 1	1208
Grade 2	1243
Grade 3	1166
Grade 4	1066
Grade 5	1017
Grade 6	873
Grade 7	832
Grade 8	852
Grade 9	880
Grade 10	888
Grade 11	855
Grade 12	849
Out of School	0
Ungraded	0
Total	12788

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	48
Kindergarten	166
Grade 1	217
Grade 2	217
Grade 3	214
Grade 4	249
Grade 5	279
Grade 6	251
Grade 7	295
Grade 8	279
Grade 9	264
Grade 10	259
Grade 11	249
Grade 12	281
Out of School	0
Ungraded	0
Total	3268

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	580
Age 3 through 5 (not Kindergarte	1015
Kindergarten	548
Grade 1	481
Grade 2	514
Grade 3	507
Grade 4	506
Grade 5	558
Grade 6	603
Grade 7	595
Grade 8	582
Grade 9	651
Grade 10	577
Grade 11	543
Grade 12	257
Out of School	967
Ungraded	0
Total	9484

1.7.5 Academic Status

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

1.7.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.
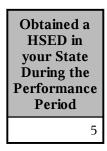
Populated with SEA-LEVEL FS032/DG326.

Grade	Dropouts During the Performance Period
Grade 7	33
Grade 8	35
Grade 9	56
Grade 10	78
Grade 11	134
Grade 12	242
Total	578

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

<table>
<tr><td>**Data Quality Comments**</td></tr>
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1.7.6 MEP Services - During the Performance Period

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

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

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

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Served During the Performance Period
Age Birth through 2	32
Age 3 through 5 (not Kindergarte	390
Kindergarten	932
Grade 1	868
Grade 2	941
Grade 3	941
Grade 4	1047
Grade 5	1160
Grade 6	1317
Grade 7	1406
Grade 8	1577
Grade 9	1341
Grade 10	1337
Grade 11	1246
Grade 12	1417
Ungraded	0
Out of School	224
Total	16176

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	99
Kindergarten	510
Grade 1	534
Grade 2	557
Grade 3	565
Grade 4	632
Grade 5	704
Grade 6	838
Grade 7	848
Grade 8	973
Grade 9	856
Grade 10	846
Grade 11	741
Grade 12	786
Ungraded	0
Out of School	187
Total	9676

1.7.6.2 Continuation of Services During the Performance Period

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

Populated with SEA-LEVEL FS054/DG102.

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

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	1
Age 3 through 5 (not Kindergarte	151
Kindergarten	428
Grade 1	379
Grade 2	449
Grade 3	448
Grade 4	438
Grade 5	464
Grade 6	428
Grade 7	409
Grade 8	474
Grade 9	246
Grade 10	257
Grade 11	208
Grade 12	173
Ungraded	.
Out of School	2
Total	4955

1.7.6.4 Type of Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2	.	.	.
Age 3 through 5 (not Kindergarte	.	.	.
Kindergarten	.	.	.
Grade 1	19	26	.
Grade 2	35	32	.
Grade 3	35	25	.
Grade 4	32	33	.
Grade 5	40	34	.
Grade 6	27	54	.
Grade 7	33	36	.
Grade 8	129	45	143
Grade 9	113	30	165
Grade 10	7	56	179
Grade 11	9	23	132
Grade 12	5	6	115
Ungraded	.	.	.
Out of School	.	.	.
Total	484	400	734

FAQ on Types of Instructional Services:
What is 'high school credit accrual'? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

1.7.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age Birth through 2	32	10
Age 3 through 5 (not Kindergarte	301	100
Kindergarten	672	178
Grade 1	672	192
Grade 2	714	222
Grade 3	750	198
Grade 4	864	225
Grade 5	980	335
Grade 6	1240	549
Grade 7	1337	679
Grade 8	1520	850
Grade 9	1331	974
Grade 10	1323	938
Grade 11	1222	886
Grade 12	1395	1126
Ungraded	.	.
Out of School	224	20
Total	14577	7482

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
1014	28217

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

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

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

STATE CERTIFICATION

Did the State certify this report?
YES

Date the State certified
4/5/2023 5:39:32 PM