

CONSOLIDATED STATE PERFORMANCE REPORT

PART I

SCHOOL YEAR 2020-2021

COLORADO



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
http://www.cde.state.co.us/fedprograms/statereportcard

Data Quality Comment
Local reports, along with financial transparency data, can be found at http://www.cde.state.co.us/fedprograms/localreportcards

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	61205	6007	9.8	6007	2545	42.4
American Indian \ Alaska Native \ Native American	422	34	8.1	34	7	20.6
Asian	2028	252	12.4	252	171	67.9
Black (not Hispanic) African American	2804	127	4.5	127	29	22.8
Children with one or more disabilities (IDEA)	8101	706	8.7	706	114	16.1
Economically Disadvantaged (ED) Students	24568	2094	8.5	2094	437	20.9
English learners	9549	530	5.6	530	69	13
Female	29544	2851	9.7	2851	1109	38.9
Foster Care	167	22	13.2	22	2	9.1
Hispanic \ Latino	20599	1472	7.1	1472	332	22.6
Homeless enrolled	973	72	7.4	72	18	25
Male	31661	3156	10	3156	1436	45.5
Migratory students	243	22	9.1	22	2	9.1
Military Connected	1495	106	7.1	106	43	40.6
Multicultural \ Multiethnic \ Multiracial \ other	3048	296	9.7	296	140	47.3
Native Hawaiian \ other Pacific Islander \ Pacific Islander	177	9	5.1	9	3	33.3
White (not Hispanic) \ Caucasian	32115	3816	11.9	3816	1863	48.8

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	62284	47069	75.6	47069	13464	28.6
American Indian \ Alaska Native \ Native American	390	269	69	269	44	16.4
Asian	2072	1527	73.7	1527	748	49
Black (not Hispanic) African American	2882	1772	61.5	1772	231	13
Children with one or more disabilities (IDEA)	8809	6054	68.7	6054	607	10
Economically Disadvantaged (ED) Students	24760	17809	71.9	17809	2081	11.7
English learners	8725	6227	71.4	6227	279	4.5
Female	30267	22876	75.6	22876	5908	25.8
Foster Care	153	121	79.1	121	12	9.9
Hispanic \ Latino	21329	15420	72.3	15420	1892	12.3
Homeless enrolled	895	634	70.8	634	46	7.3
Male	32017	24193	75.6	24193	7556	31.2
Migratory students	246	213	86.6	213	17	8
Military Connected	1479	1135	76.7	1135	392	34.5
Multicultural \ Multiethnic \ Multiracial \ other	3166	2289	72.3	2289	769	33.6
Native Hawaiian \ other Pacific Islander \ Pacific Islander	194	128	66	128	21	16.4
White (not Hispanic) \ Caucasian	32236	25653	79.6	25653	9757	38

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	63664	6035	9.5	6035	2321	38.5
American Indian \ Alaska Native \ Native American	420	38	9	38	6	15.8
Asian	1930	234	12.1	234	155	66.2
Black (not Hispanic) African American	2982	165	5.5	165	43	26.1
Children with one or more disabilities (IDEA)	8891	748	8.4	748	90	12
Economically Disadvantaged (ED) Students	25752	2153	8.4	2153	442	20.5
English learners	7224	409	5.7	409	25	6.1
Female	31070	2940	9.5	2940	1042	35.4
Foster Care	179	14	7.8	14	3	21.4
Hispanic \ Latino	22276	1607	7.2	1607	343	21.3
Homeless enrolled	914	74	8.1	74	11	14.9
Male	32594	3095	9.5	3095	1279	41.3
Migratory students	275	29	10.5	29	7	24.1
Military Connected	1376	86	6.3	86	41	47.7
Multicultural \ Multiethnic \ Multiracial \ other	3096	254	8.2	254	113	44.5
Native Hawaiian \ other Pacific Islander \ Pacific Islander	170	10	5.9	10	1	10
White (not Hispanic) \ Caucasian	32780	3726	11.4	3726	1659	44.5

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	65962	45142	68.4	45142	10864	24.1
American Indian \ Alaska Native \ Native American	435	246	56.6	246	29	11.8
Asian	1976	1373	69.5	1373	660	48.1
Black (not Hispanic) African American	3089	1652	53.5	1652	178	10.8
Children with one or more disabilities (IDEA)	8766	5504	62.8	5504	251	4.6
Economically Disadvantaged (ED) Students	26420	16992	64.3	16992	1566	9.2
English learners	6085	4017	66	4017	69	1.7
Female	32045	21651	67.6	21651	4865	22.5
Foster Care	175	136	77.7	136	7	5.1
Hispanic \ Latino	23503	15557	66.2	15557	1601	10.3
Homeless enrolled	982	608	61.9	608	35	5.8
Male	33917	23491	69.3	23491	5999	25.5
Migratory students	273	220	80.6	220	8	3.6
Military Connected	1259	890	70.7	890	255	28.7
Multicultural \ Multiethnic \ Multiracial \ other	3047	1960	64.3	1960	566	28.9
Native Hawaiian \ other Pacific Islander \ Pacific Islander	188	95	50.5	95	16	16.8
White (not Hispanic) \ Caucasian	33717	24252	71.9	24252	7812	32.2

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	68064	5623	8.3	5623	1518	27
American Indian \ Alaska Native \ Native American	424	38	9	38	3	7.9
Asian	2075	218	10.5	218	131	60.1
Black (not Hispanic) African American	3109	132	4.2	132	20	15.2
Children with one or more disabilities (IDEA)	8580	686	8	686	33	4.8
Economically Disadvantaged (ED) Students	26694	1840	6.9	1840	227	12.3
English learners	6059	301	5	301	11	3.7
Female	32819	2715	8.3	2715	747	27.5
Foster Care	203	20	9.9	20	4	20
Hispanic \ Latino	24236	1436	5.9	1436	207	14.4
Homeless enrolled	974	61	6.3	61	4	6.6
Male	35245	2908	8.3	2908	771	26.5
Migratory students	260	18	6.9	18	0	0
Military Connected	1259	76	6	76	20	26.3
Multicultural \ Multiethnic \ Multiracial \ other	3199	224	7	224	58	25.9
Native Hawaiian \ other Pacific Islander \ Pacific Islander	189	7	3.7	7	1	14.3
White (not Hispanic) \ Caucasian	34820	3564	10.2	3564	1098	30.8

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	68311	39532	57.9	39532	11586	29.3
American Indian \ Alaska Native \ Native American	452	216	47.8	216	29	13.4
Asian	2101	1228	58.4	1228	697	56.8
Black (not Hispanic) African American	3146	1315	41.8	1315	190	14.4
Children with one or more disabilities (IDEA)	8001	4321	54	4321	152	3.5
Economically Disadvantaged (ED) Students	25883	14266	55.1	14266	1647	11.5
English learners	5728	3357	58.6	3357	50	1.5
Female	33170	18464	55.7	18464	5388	29.2
Foster Care	218	115	52.8	115	6	5.2
Hispanic \ Latino	24193	13827	57.2	13827	1808	13.1
Homeless enrolled	892	468	52.5	468	30	6.4
Male	35141	21068	60	21068	6198	29.4
Migratory students	270	195	72.2	195	14	7.2
Military Connected	1211	763	63	763	256	33.6
Multicultural \ Multiethnic \ Multiracial \ other	3149	1624	51.6	1624	546	33.6
Native Hawaiian \ other Pacific Islander \ Pacific Islander	197	95	48.2	95	21	22.1
White (not Hispanic) \ Caucasian	35062	21218	60.5	21218	8294	39.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	65033	51441	79.1	51441	18681	36.3
American Indian \ Alaska Native \ Native American	451	300	66.5	300	57	19
Asian	2210	1942	87.9	1942	1127	58
Black (not Hispanic) African American	2732	1957	71.6	1957	337	17.2
Children with one or more disabilities (IDEA)	5887	3587	60.9	3587	286	8
Economically Disadvantaged (ED) Students	20009	14000	70	14000	2164	15.5
English learners	3976	2474	62.2	2474	48	1.9
Female	32156	25799	80.2	25799	8633	33.5
Foster Care	181	124	68.5	124	9	7.3
Hispanic \ Latino	21798	15925	73.1	15925	2611	16.4
Homeless enrolled	777	432	55.6	432	48	11.1
Male	32868	25639	78	25639	10048	39.2
Migratory students	201	147	73.1	147	5	3.4
Military Connected	797	648	81.3	648	261	40.3
Multicultural \ Multiethnic \ Multiracial \ other	2579	2010	77.9	2010	847	42.1
Native Hawaiian \ other Pacific Islander \ Pacific Islander	170	109	64.1	109	28	25.7
White (not Hispanic) \ Caucasian	34969	29095	83.2	29095	13663	47

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	61137	46271	75.7	46271	17869	38.6
American Indian \ Alaska Native \ Native American	422	276	65.4	276	54	19.6
Asian	2019	1468	72.7	1468	711	48.4
Black (not Hispanic) African American	2804	1728	61.6	1728	422	24.4
Children with one or more disabilities (IDEA)	8058	5366	66.6	5366	647	12.1
Economically Disadvantaged (ED) Students	24525	17801	72.6	17801	3610	20.3
English learners	9497	6847	72.1	6847	738	10.8
Female	29516	22318	75.6	22318	9314	41.7
Foster Care	167	120	71.9	120	12	10
Hispanic \ Latino	20560	14960	72.8	14960	3242	21.7
Homeless enrolled	971	690	71.1	690	102	14.8
Male	31621	23953	75.8	23953	8555	35.7
Migratory students	239	199	83.3	199	19	9.5
Military Connected	1494	1141	76.4	1141	500	43.8
Multicultural \ Multiethnic \ Multiracial \ other	3048	2251	73.9	2251	990	44
Native Hawaiian \ other Pacific Islander \ Pacific Islander	175	119	68	119	31	26.1
White (not Hispanic) \ Caucasian	32093	25455	79.3	25455	12416	48.8

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	62222	5910	9.5	5910	2673	45.2
American Indian \ Alaska Native \ Native American	390	48	12.3	48	14	29.2
Asian	2061	237	11.5	237	159	67.1
Black (not Hispanic) African American	2874	174	6.1	174	40	23
Children with one or more disabilities (IDEA)	8842	748	8.5	748	95	12.7
Economically Disadvantaged (ED) Students	24734	2112	8.5	2112	595	28.2
English learners	8647	546	6.3	546	81	14.8
Female	30236	2942	9.7	2942	1464	49.8
Foster Care	152	22	14.5	22	1	4.5
Hispanic \ Latino	21298	1576	7.4	1576	422	26.8
Homeless enrolled	890	63	7.1	63	17	27
Male	31986	2968	9.3	2968	1209	40.7
Migratory students	240	19	7.9	19	2	10.5
Military Connected	1478	93	6.3	93	51	54.8
Multicultural \ Multiethnic \ Multiracial \ other	3168	284	9	284	154	54.2
Native Hawaiian \ other Pacific Islander \ Pacific Islander	192	13	6.8	13	5	38.5
White (not Hispanic) \ Caucasian	32228	3578	11.1	3578	1879	52.5

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	63573	47253	74.3	47253	22243	47.1
American Indian \ Alaska Native \ Native American	420	275	65.5	275	79	28.7
Asian	1925	1401	72.8	1401	855	61
Black (not Hispanic) African American	2978	1818	61	1818	558	30.7
Children with one or more disabilities (IDEA)	8844	5985	67.7	5985	780	13
Economically Disadvantaged (ED) Students	25707	18277	71.1	18277	4870	26.6
English learners	7155	5034	70.4	5034	341	6.8
Female	31041	23008	74.1	23008	11706	50.9
Foster Care	179	137	76.5	137	24	17.5
Hispanic \ Latino	22207	15926	71.7	15926	4338	27.2
Homeless enrolled	906	612	67.5	612	136	22.2
Male	32532	24245	74.5	24245	10537	43.5
Migratory students	270	226	83.7	226	25	11.1
Military Connected	1376	1041	75.7	1041	597	57.3
Multicultural \ Multiethnic \ Multiracial \ other	3097	2218	71.6	2218	1197	54
Native Hawaiian \ other Pacific Islander \ Pacific Islander	169	105	62.1	105	28	26.7
White (not Hispanic) \ Caucasian	32763	25497	77.8	25497	15182	59.5

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	65880	5559	8.4	5559	2027	36.5
American Indian \ Alaska Native \ Native American	434	33	7.6	33	3	9.1
Asian	1971	190	9.6	190	121	63.7
Black (not Hispanic) African American	3088	124	4	124	34	27.4
Children with one or more disabilities (IDEA)	8794	710	8.1	710	64	9
Economically Disadvantaged (ED) Students	26383	1829	6.9	1829	355	19.4
English learners	5986	344	5.7	344	18	5.2
Female	32002	2655	8.3	2655	1094	41.2
Foster Care	176	23	13.1	23	6	26.1
Hispanic \ Latino	23432	1448	6.2	1448	326	22.5
Homeless enrolled	970	52	5.4	52	7	13.5
Male	33878	2904	8.6	2904	933	32.1
Migratory students	269	20	7.4	20	3	15
Military Connected	1257	95	7.6	95	51	53.7
Multicultural \ Multiethnic \ Multiracial \ other	3048	230	7.5	230	95	41.3
Native Hawaiian \ other Pacific Islander \ Pacific Islander	187	15	8	15	5	33.3
White (not Hispanic) \ Caucasian	33714	3517	10.4	3517	1442	41

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	67973	43255	63.6	43255	18414	42.6
American Indian \ Alaska Native \ Native American	424	244	57.5	244	55	22.5
Asian	2070	1303	62.9	1303	825	63.3
Black (not Hispanic) African American	3107	1555	50	1555	438	28.2
Children with one or more disabilities (IDEA)	8549	5053	59.1	5053	445	8.8
Economically Disadvantaged (ED) Students	26662	15974	59.9	15974	3695	23.1
English learners	5984	3731	62.3	3731	143	3.8
Female	32781	20432	62.3	20432	9972	48.8
Foster Care	203	129	63.5	129	21	16.3
Hispanic \ Latino	24169	14849	61.4	14849	3721	25.1
Homeless enrolled	969	580	59.9	580	92	15.9
Male	35192	22823	64.9	22823	8442	37
Migratory students	255	197	77.3	197	26	13.2
Military Connected	1259	814	64.7	814	403	49.5
Multicultural \ Multiethnic \ Multiracial \ other	3196	1853	58	1853	912	49.2
Native Hawaiian \ other Pacific Islander \ Pacific Islander	187	95	50.8	95	35	36.8
White (not Hispanic) \ Caucasian	34806	23345	67.1	23345	12427	53.2

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	68227	4584	6.7	4584	2046	44.6
American Indian \ Alaska Native \ Native American	452	28	6.2	28	8	28.6
Asian	2095	148	7.1	148	97	65.5
Black (not Hispanic) African American	3147	80	2.5	80	25	31.3
Children with one or more disabilities (IDEA)	8040	574	7.1	574	72	12.5
Economically Disadvantaged (ED) Students	25840	1448	5.6	1448	386	26.7
English learners	5619	243	4.3	243	14	5.8
Female	33129	2205	6.7	2205	1167	52.9
Foster Care	218	11	5	11	2	18.2
Hispanic \ Latino	24113	1222	5.1	1222	355	29.1
Homeless enrolled	880	39	4.4	39	9	23.1
Male	35098	2379	6.8	2379	879	36.9
Migratory students	264	19	7.2	19	4	21.1
Military Connected	1206	61	5.1	61	29	47.5
Multicultural \ Multiethnic \ Multiracial \ other	3149	194	6.2	194	94	48.5
Native Hawaiian \ other Pacific Islander \ Pacific Islander	196	10	5.1	10	3	30
White (not Hispanic) \ Caucasian	35067	2901	8.3	2901	1463	50.4

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	64998	51439	79.1	51439	30764	59.8
American Indian \ Alaska Native \ Native American	451	300	66.5	300	115	38.3
Asian	2208	1942	88	1942	1448	74.6
Black (not Hispanic) African American	2732	1957	71.6	1957	780	39.9
Children with one or more disabilities (IDEA)	5883	3585	60.9	3585	663	18.5
Economically Disadvantaged (ED) Students	19999	13996	70	13996	5223	37.3
English learners	3942	2473	62.7	2473	96	3.9
Female	32140	25799	80.3	25799	15998	62
Foster Care	180	124	68.9	124	29	23.4
Hispanic \ Latino	21769	15923	73.1	15923	6118	38.4
Homeless enrolled	771	432	56	432	124	28.7
Male	32849	25637	78	25637	14764	57.6
Migratory students	201	147	73.1	147	17	11.6
Military Connected	797	648	81.3	648	444	68.5
Multicultural \ Multiethnic \ Multiracial \ other	2579	2010	77.9	2010	1317	65.5
Native Hawaiian \ other Pacific Islander \ Pacific Islander	169	109	64.5	109	48	44
White (not Hispanic) \ Caucasian	34966	29095	83.2	29095	20915	71.9

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

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	68280	37284	54.6	37284	9850	26.4
American Indian \ Alaska Native \ Native American	450	207	46	207	25	12.1
Asian	2100	1158	55.1	1158	537	46.4
Black (not Hispanic) African American	3144	1183	37.6	1183	150	12.7
Children with one or more disabilities (IDEA)	7975	4068	51	4068	239	5.9
Economically Disadvantaged (ED) Students	25874	13407	51.8	13407	1378	10.3
English learners	5729	3151	55	3151	26	0.8
Female	33159	17367	52.4	17367	4619	26.6
Foster Care	216	104	48.1	104	7	6.7
Hispanic \ Latino	24189	13105	54.2	13105	1478	11.3
Homeless enrolled	890	422	47.4	422	30	7.1
Male	35121	19917	56.7	19917	5231	26.3
Migratory students	269	190	70.6	190	5	2.6
Military Connected	1207	725	60.1	725	244	33.7
Multicultural \ Multiethnic \ Multiracial \ other	3149	1522	48.3	1522	491	32.3
Native Hawaiian \ other Pacific Islander \ Pacific Islander	197	94	47.7	94	17	18.1
White (not Hispanic) \ Caucasian	35042	20008	57.1	20008	7149	35.7

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	64979	51404	79.1	51404	15517	30.2
American Indian \ Alaska Native \ Native American	451	301	66.7	301	35	11.6
Asian	2205	1940	88	1940	867	44.7
Black (not Hispanic) African American	2735	1956	71.5	1956	248	12.7
Children with one or more disabilities (IDEA)	5834	3550	60.9	3550	303	8.5
Economically Disadvantaged (ED) Students	19993	13986	70	13986	1602	11.5
English learners	3974	2474	62.3	2474	15	0.6
Female	32127	25786	80.3	25786	7549	29.3
Foster Care	180	124	68.9	124	7	5.6
Hispanic \ Latino	21794	15919	73	15919	1918	12
Homeless enrolled	775	430	55.5	430	31	7.2
Male	32843	25615	78	25615	7967	31.1
Migratory students	200	147	73.5	147	1	0.7
Military Connected	795	647	81.4	647	230	35.5
Multicultural \ Multiethnic \ Multiracial \ other	2578	2008	77.9	2008	724	36.1
Native Hawaiian \ other Pacific Islander \ Pacific Islander	169	109	64.5	109	22	20.2
White (not Hispanic) \ Caucasian	34924	29070	83.2	29070	11696	40.2

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	1631	7.5
Regular Assessment With Accommodations	11122	51.5
Regular Assessment Without Accommodations	8853	41
Total	21606	.

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
1631	200849	0.8

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 SY2020-21?	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	1707	7.7
Recently arrived ELs, Took ELP	20	0.1
Regular Assessment With Accommodations	10903	49.5
Regular Assessment Without Accommodations	9411	42.7
Total	22041	.

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
1707	204788	0.8

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 mathematics in SY2020-21?	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	615	8.1
Regular Assessment With Accommodations	4287	56.3
Regular Assessment Without Accommodations	2716	35.7
Total	7618	.

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
615	88688	0.7

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 mathematics in SY2020-21?	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

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	517

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	International Spanish
State offers the State reading/language arts content tests in the students’ native language(s).	Yes	Yes	International Spanish
State offers the State science content tests in the students’ native language(s).	Yes		

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	69203	23870	19869	35.8	10731	15.5

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	68762	23652	19764	35.8	10680	15.5
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	11754	4182	2626	26.2	724	6.2

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
11198	12.1

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
35530	95.7

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

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

1.2.5.4.1 Students in LEAs Receiving Title III Funds who have Exited EL Status by Year

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

Populated with SEA-LEVEL FS126/DG668

First year	Second year	Third year	Fourth year	Total
12300	12838	10948	7949	44035

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	3869	11.1	409	4.6
Second year	3882	13.8	281	5
Third year	3496	19.1	194	7.2
Fourth year	2121	24.3	51	3.9

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	3488	23.5	309	11
Second year	4064	31.7	276	9.1
Third year	3009	37.5	149	12.8
Fourth year	1861	49.8	45	22.2

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	972	3.4	147	8.2
Second year	1423	3.4	155	5.2
Third year	1720	5.3	144	4.9
Fourth year	1402	10.8	35	2.9

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 SY2020-21, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA	80
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	20

1.2.6.1.2 Use of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) during SY2020-21 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA, for what purposes did your State use the funds? (Enter “yes” for all that apply and “no” for all that do not apply).

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

FS103 is optional in SY2020-21

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

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
No poverty quartile reported	43051.94	10577.5	24.6
Total Schools	43051.94	10577.5	24.6

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

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

FS103 is optional in SY2020-21

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
No poverty quartile reported	43051.94	568.58	1.3
Total Schools	43051.94	568.58	1.3

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed

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

FS103 is optional in SY2020-21

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
No poverty quartile reported	43051.94	2645.18	6.1
Total Schools	43051.94	2645.18	6.1

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
66.699996948	21.200000763	Percentage of students eligible for free/reduced meals.

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	90155
English Learners with Disabilities	15423

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	88127

1.4.2 LIEPs

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

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

Populated with SEA-LEVEL FS116/DG849

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	13488	English
Dual Language or Two-way Immersion	3688	Spanish, Mandarin Chinese
ESL or ELD	63365	English
Newcomer programs	242	English
Other	30	English
Transitional Bilingual Education or Early-Exit Bilingual Education	7314	Spanish

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

Comments

Data Quality Comment

1.4.3 Most Common Languages Spoken in the State

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

Populated with SEA-LEVEL FS141/DG678

Language	# ELs
Spanish; Castilian	74072
Arabic	1797
Vietnamese	1269
Amharic	1017
Chinese	963

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*
3726	3726.00	4500

*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	38
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	13
Supporting implementation of school wide programs	10
Professional development to teachers and other personnel serving ELs	43
Parent and community engagement activities	34
Supporting the development and implementation of pre-school programs	1
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	13
Improving instruction of ELs with disabilities	2
Providing tutorials, career and technical education	0
Offering programs to help ELs achieve success in post-secondary education	1
Other	.

If State reports a nonzero count of LEAs under ‘Other’, please describe the activities that were conducted during SY2020-21 in the comment box below.

Comment

Data Quality Comment

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

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

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

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

Comments
Responding to state summative data, responding to impacts of COVID 19 on ELs and families <input type="checkbox"/> academic, linguistic, and social-emotional.

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
9929	1472	28

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 SY2020-21 funds July 1, 2020, and then made these funds available to subgrantees on August 1, 2020, for SY 2020-21 programs. Then the ‘# of days/\$\$ Distribution’ is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# Days \$\$ Distribution
7/1/2020	7/1/2020	0

Data Quality Comment

Table 1.4.8.1 Definitions:

- 1. Date State Received Allocation:** Date the State receives the Title III allocation from ED.
- 2. Date Funds Available to Subgrantees:** Date that Title III funds are available to approved subgrantees.
- 3. # of Days/\$\$ Distribution** Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

Comments
<p>USDE's preliminary allocations are available to districts in the Spring of each year for budgeting and application process purposes. These are provided with anticipation that LEAs applying for funds will have Substantial Approval by July 1st. Applications and budgets are due by June 30th of each year. However, application extensions are granted to LEAs that request them. Each LEA application is reviewed on a case-by-case basis within 30 days of receipt. After review, each LEA is notified that its application has been given final approval, substantial approval, or no approval. If Colorado Department of Education (CDE) is unable to give an application final approval, the LEA is notified of the changes that must be made in order to give the application final approval. Substantial approval means that an LEA may obligate but not draw down funds. Once an LEA has received final application approval, funds are available for draw down. However, any carryover funds continue to be made available to districts prior to final approval of its current application. Also, Colorado does not allow an LEA to draw down funds until Colorado receives grant award notification from USDE, which typically occurs mid-July. However, funds are available for LEA to draw down as soon as Colorado receives its award notification from USDE and CDE has established that the LEA has met federal and state requirements for release of the funds.</p>

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.

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

<p>Data Quality Comment</p>

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 without subgrants	109	109
LEAs with subgrants	77	77

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)	574
Grade 1	1190
Grade 10	1050
Grade 11	991
Grade 12	1381
Grade 2	1181
Grade 3	1133
Grade 4	1117
Grade 5	1069
Grade 6	1142
Grade 7	1111
Grade 8	1049
Grade 9	1155
Kindergarten	1033
No category code available or required	15176

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 he/she 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
Doubled Up	1364	11230
Hotels/Motels	36	1547
Sheltered	185	1581
Unsheltered	83	818

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)	2883
English learners	3053
Unaccompanied youth	1668
Migratory students	366

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

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

Populated with SEA-LEVEL FS194/DG818

Age Level	Number of Young Homeless Children Served
Age 3 through 5 (not Kindergarten)	381
Age Birth through 2	228

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?	41

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?	0

<p style="text-align: center;">Data Quality Comment</p>

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 of the CSPR collection tool.

Data are published outside of the report.

<p style="text-align: center;">Data Quality Comment</p>

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, 2020 through August 31, 2021. 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 3.
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, 2020 through August 31, 2021. 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 SY2020-21. 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.

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, 2020 through August 31, 2021. 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 SEA-LEVEL FS121/DG634

Age Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarte)	687
Kindergarten	289
Grade 1	306
Grade 2	290
Grade 3	272
Grade 4	269
Grade 5	275
Grade 6	281
Grade 7	284
Grade 8	303
Grade 9	253
Grade 10	227
Grade 11	226
Grade 12	180
Ungraded	0
Out of School	318
Total	4460

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.

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, 2020 through August 31, 2021.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
COLORADO	Age Birth through 2	245

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, 2020 through August 31, 2021. 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 SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
COLORADO	Age 3 through 5 (not Kindergarten)	522
COLORADO	Kindergarten	201
COLORADO	Grade 1	210
COLORADO	Grade 2	200
COLORADO	Grade 3	185
COLORADO	Grade 4	202
COLORADO	Grade 5	192
COLORADO	Grade 6	205
COLORADO	Grade 7	206
COLORADO	Grade 8	199
COLORADO	Grade 9	154
COLORADO	Grade 10	164
COLORADO	Grade 11	159
COLORADO	Grade 12	34
COLORADO	Out of School	199
COLORADO	Ungraded	.
COLORADO	Total	3032

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.

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, 2020 through August 31, 2021. 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 SEA-LEVEL FS122/DG635

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age Birth through 2	181

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.

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

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

Yes

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

Yes

If MSIX is utilized, please explain how.

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.	97
The number of eligibility determinations sampled for which a re-interview was completed.	32
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	32

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	Face-to-face re-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 SY2020-21.

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.

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

1.7.4 Eligible Migratory Children

1.7.4.1 Priority for Services

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

Populated with SEA-LEVEL FS121/DG634

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	297
Kindergarten	116
Grade 1	123
Grade 2	117
Grade 3	115
Grade 4	101
Grade 5	113
Grade 6	110
Grade 7	115
Grade 8	101
Grade 9	117
Grade 10	86
Grade 11	90
Grade 12	57
Out of School	239
Ungraded	.
Total	1897

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	6
Kindergarten	144
Grade 1	191
Grade 2	191
Grade 3	174
Grade 4	155
Grade 5	141
Grade 6	119
Grade 7	130
Grade 8	143
Grade 9	115
Grade 10	103
Grade 11	106
Grade 12	76
Out of School	3
Ungraded	.
Total	1797

1.7.4.3 Children with Disabilities (IDEA)

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

Populated with SEA-LEVEL FS121/DG634

Age Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarten)	23
Kindergarten	20
Grade 1	20
Grade 2	23
Grade 3	19
Grade 4	28
Grade 5	24
Grade 6	30
Grade 7	32
Grade 8	19
Grade 9	14
Grade 10	13
Grade 11	12
Grade 12	14
Out of School	.
Ungraded	.
Total	291

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, 2021 (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	133
Age 3 through 5 (not Kindergarten)	198
Kindergarten	75
Grade 1	85
Grade 2	71
Grade 3	70
Grade 4	62
Grade 5	61
Grade 6	67
Grade 7	74
Grade 8	67
Grade 9	77
Grade 10	55
Grade 11	48
Grade 12	24
Out of School	153
Ungraded	.
Total	1320

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	0
Grade 8	0
Grade 9	5
Grade 10	9
Grade 11	10
Grade 12	22
Total	46

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 2020-21 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 2020-21 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).

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	236
Age 3 through 5 (not Kindergarte	677
Kindergarten	282
Grade 1	296
Grade 2	280
Grade 3	266
Grade 4	261
Grade 5	268
Grade 6	274
Grade 7	275
Grade 8	294
Grade 9	245
Grade 10	219
Grade 11	220
Grade 12	175
Ungraded	0
Out of School	315
Total	4583

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	284
Kindergarten	108
Grade 1	117
Grade 2	110
Grade 3	110
Grade 4	97
Grade 5	102
Grade 6	104
Grade 7	111
Grade 8	93
Grade 9	112
Grade 10	85
Grade 11	86
Grade 12	54
Ungraded	0
Out of School	237
Total	1810

1.7.6.2 Continuation of Services During the Performance Period

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

Populated with SEA-LEVEL FS054/DG102

Age Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarten)	1
Kindergarten	1
Grade 1	1
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	1
Grade 7	0
Grade 8	2
Grade 9	2
Grade 10	2
Grade 11	2
Grade 12	1
Ungraded	0
Out of School	0
Total	13

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	159
Age 3 through 5 (not Kindergarten)	552
Kindergarten	168
Grade 1	188
Grade 2	171
Grade 3	159
Grade 4	166
Grade 5	162
Grade 6	169
Grade 7	161
Grade 8	172
Grade 9	135
Grade 10	120
Grade 11	123
Grade 12	90
Ungraded	.
Out of School	138
Total	2833

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 3 through 5 (not Kindergarten)	.	5	.
Age Birth through 2	.	1	.
Grade 1	8	6	.
Grade 10	.	3	90
Grade 11	.	7	103
Grade 12	.	.	75
Grade 2	4	4	.
Grade 3	5	5	.
Grade 4	8	7	.
Grade 5	3	1	.
Grade 6	6	8	.
Grade 7	1	9	.
Grade 8	.	14	130
Grade 9	.	5	102
Kindergarten	4	3	.
Out of School	.	1	98
Total	39	79	598
Ungraded	.	.	.

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 3 through 5 (not Kindergarte	602	102
Age Birth through 2	212	20
Grade 1	286	58
Grade 10	217	115
Grade 11	212	119
Grade 12	158	97
Grade 2	269	72
Grade 3	257	56
Grade 4	247	62
Grade 5	261	69
Grade 6	269	97
Grade 7	265	102
Grade 8	286	151
Grade 9	234	118
Kindergarten	270	47
Out of School	274	94
Total	4319	1379
Ungraded	.	.

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
685	4043

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**

3/30/2022 1:54:54 PM