CONSOLIDATED STATE PERFORMANCE REPORT
PART I

SCHOOL YEAR 2020-2021

MONTANA

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://nativereportsgems.opi.mt.gov/ReportServer_GEMSNative/Pages/ReportViewer.aspx?/ESSA+Report+Card/ESSA_Report_Card_State

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	10471	10167	97.1	10167	4440	43.7
American Indian \ Alaska Native \ Native American	1122	1022	91.1	1022	131	12.8
Asian	71	65	91.5	65	31	47.7
Black (not Hispanic) African American	83	83	100	83	31	37.3
Children with one or more disabilities (IDEA)	1454	1366	93.9	1366	256	18.7
Economically Disadvantaged (ED) Students	3689	3544	96.1	3544	1024	28.9
English learners	290	248	85.5	248	45	18.1
Female	5077	4938	97.3	4938	2029	41.1
Foster Care	172	166	96.5	166	33	19.9
Hispanic \ Latino	543	530	97.6	530	175	33
Homeless enrolled	301	286	95	286	41	14.3
Male	5394	5229	96.9	5229	2411	46.1
Migratory students	39	36	92.3	36	10	27.8
Military Connected	139	136	97.8	136	78	57.4
Multicultural \ Multiethnic \ Multiracial \ other	479	469	97.9	469	190	40.5
Native Hawaiian \ other Pacific Islander \ Pacific Islander	12	11	91.7	11	4	36.4
White (not Hispanic) \ Caucasian	8161	7987	97.9	7987	3878	48.6

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10676	10413	97.5	10411	4162	40
American Indian \ Alaska Native \ Native American	1154	1072	92.9	1072	119	11.1
Asian	51	50	98	49	27	55.1
Black (not Hispanic) African American	74	72	97.3	72	12	16.7
Children with one or more disabilities (IDEA)	1515	1457	96.2	1457	232	15.9
Economically Disadvantaged (ED) Students	3680	3559	96.7	3558	867	24.4
English learners	336	311	92.6	309	33	10.7
Female	5270	5144	97.6	5144	1890	36.7
Foster Care	158	154	97.5	154	30	19.5
Hispanic \ Latino	547	535	97.8	535	170	31.8
Homeless enrolled	318	306	96.2	306	35	11.4
Male	5406	5269	97.5	5267	2272	43.1
Migratory students	51	51	100	51	11	21.6
Military Connected	115	110	95.7	110	47	42.7
Multicultural \ Multiethnic \ Multiracial \ other	487	475	97.5	475	179	37.7
Native Hawaiian \ other Pacific Islander \ Pacific Islander	21	21	100	21	3	14.3
White (not Hispanic) \ Caucasian	8342	8188	98.2	8187	3652	44.6

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10464	10150	97	10148	3256	32.1
American Indian \ Alaska Native \ Native American	1125	1025	91.1	1025	70	6.8
Asian	50	48	96	48	25	52.1
Black (not Hispanic) African American	62	57	91.9	55	11	20
Children with one or more disabilities (IDEA)	1509	1429	94.7	1429	163	11.4
Economically Disadvantaged (ED) Students	3628	3464	95.5	3462	629	18.2
English learners	290	267	92.1	265	26	9.8
Female	5125	4988	97.3	4987	1477	29.6
Foster Care	186	180	96.8	180	17	9.4
Hispanic \ Latino	556	544	97.8	544	121	22.2
Homeless enrolled	272	260	95.6	260	28	10.8
Male	5339	5162	96.7	5161	1779	34.5
Migratory students	42	39	92.9	39	6	15.4
Military Connected	125	122	97.6	122	51	41.8
Multicultural \ Multiethnic \ Multiracial \ other	450	438	97.3	438	124	28.3
Native Hawaiian \ other Pacific Islander \ Pacific Islander	22	19	86.4	19	2	10.5
White (not Hispanic) \ Caucasian	8199	8019	97.8	8019	2903	36.2

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10866	10372	95.5	10371	3267	31.5
American Indian \ Alaska Native \ Native American	1175	1020	86.8	1020	79	7.7
Asian	74	72	97.3	72	29	40.3
Black (not Hispanic) African American	66	63	95.5	63	10	15.9
Children with one or more disabilities (IDEA)	1465	1355	92.5	1355	127	9.4
Economically Disadvantaged (ED) Students	3749	3518	93.8	3517	643	18.3
English learners	386	307	79.5	306	18	5.9
Female	5280	5022	95.1	5022	1501	29.9
Foster Care	144	135	93.8	135	16	11.9
Hispanic \ Latino	585	559	95.6	558	124	22.2
Homeless enrolled	270	242	89.6	241	22	9.1
Male	5586	5350	95.8	5349	1766	33
Migratory students	43	41	95.3	41	9	22
Military Connected	120	118	98.3	118	66	55.9
Multicultural \ Multiethnic \ Multiracial \ other	541	512	94.6	512	132	25.8
Native Hawaiian \ other Pacific Islander \ Pacific Islander	21	18	85.7	18	3	16.7
White (not Hispanic) \ Caucasian	8404	8128	96.7	8128	2890	35.6

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	11135	10562	94.9	10561	3672	34.8
American Indian \ Alaska Native \ Native American	1226	1042	85	1042	92	8.8
Asian	73	71	97.3	71	33	46.5
Black (not Hispanic) African American	76	70	92.1	69	16	23.2
Children with one or more disabilities (IDEA)	1483	1379	93	1379	119	8.6
Economically Disadvantaged (ED) Students	3844	3538	92	3537	715	20.2
English learners	361	289	80.1	288	15	5.2
Female	5405	5140	95.1	5139	1705	33.2
Foster Care	160	142	88.8	142	15	10.6
Hispanic \ Latino	598	550	92	550	136	24.7
Homeless enrolled	270	237	87.8	237	22	9.3
Male	5730	5422	94.6	5422	1967	36.3
Migratory students	52	47	90.4	47	8	17
Military Connected	107	103	96.3	103	51	49.5
Multicultural \ Multiethnic \ Multiracial \ other	546	513	94	513	129	25.1
Native Hawaiian \ other Pacific Islander \ Pacific Islander	20	19	95	19	4	21.1
White (not Hispanic) \ Caucasian	8596	8297	96.5	8297	3262	39.3

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10792	10113	93.7	10113	3180	31.4
American Indian \ Alaska Native \ Native American	1146	972	84.8	972	85	8.7
Asian	65	60	92.3	60	28	46.7
Black (not Hispanic) African American	72	66	91.7	66	16	24.2
Children with one or more disabilities (IDEA)	1363	1240	91	1240	91	7.3
Economically Disadvantaged (ED) Students	3495	3180	91	3180	560	17.6
English learners	300	245	81.7	245	10	4.1
Female	5197	4859	93.5	4859	1541	31.7
Foster Care	138	124	89.9	124	6	4.8
Hispanic \ Latino	586	547	93.3	547	104	19
Homeless enrolled	251	213	84.9	213	22	10.3
Male	5595	5254	93.9	5254	1639	31.2
Migratory students	44	36	81.8	36	6	16.7
Military Connected	90	89	98.9	89	42	47.2
Multicultural \ Multiethnic \ Multiracial \ other	439	400	91.1	400	103	25.8
Native Hawaiian \ other Pacific Islander \ Pacific Islander	19	18	94.7	18	4	22.2
White (not Hispanic) \ Caucasian	8465	8050	95.1	8050	2840	35.3

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	9856	8853	89.8	8853	2423	27.4
American Indian \ Alaska Native \ Native American	990	723	73	723	52	7.2
Asian	100	93	93	93	36	38.7
Black (not Hispanic) African American	103	89	86.4	89	8	9
Children with one or more disabilities (IDEA)	1082	861	79.6	861	69	8
Economically Disadvantaged (ED) Students	2319	1904	82.1	1904	253	13.3
English learners	165	90	54.5	90	2	2.2
Female	4853	4358	89.8	4358	1123	25.8
Foster Care	76	59	77.6	59	4	6.8
Hispanic \ Latino	436	382	87.6	382	63	16.5
Homeless enrolled	198	142	71.7	142	7	4.9
Male	5003	4495	89.8	4495	1300	28.9
Migratory students	35	30	85.7	30	2	6.7
Military Connected	92	87	94.6	87	28	32.2
Multicultural \ Multiethnic \ Multiracial \ other	257	235	91.4	235	59	25.1
Native Hawaiian \ other Pacific Islander \ Pacific Islander	28	22	78.6	22	5	22.7
White (not Hispanic) \ Caucasian	7942	7309	92	7309	2200	30.1

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

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

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

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

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

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

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10471	10203	97.4	10203	4456	43.7
American Indian \ Alaska Native \ Native American	1122	1035	92.2	1035	142	13.7
Asian	71	65	91.5	65	34	52.3
Black (not Hispanic) African American	83	83	100	83	29	34.9
Children with one or more disabilities (IDEA)	1454	1379	94.8	1379	261	18.9
Economically Disadvantaged (ED) Students	3689	3563	96.6	3563	1027	28.8
English learners	290	249	85.9	249	35	14.1
Female	5077	4958	97.7	4958	2357	47.5
Foster Care	172	168	97.7	168	37	22
Hispanic \ Latino	543	529	97.4	529	187	35.3
Homeless enrolled	301	286	95	286	51	17.8
Male	5394	5245	97.2	5245	2099	40
Migratory students	39	37	94.9	37	10	27
Military Connected	139	136	97.8	136	76	55.9
Multicultural \ Multiethnic \ Multiracial \ other	479	470	98.1	470	180	38.3
Native Hawaiian \ other Pacific Islander \ Pacific Islander	12	11	91.7	11	4	36.4
White (not Hispanic) \ Caucasian	8161	8010	98.1	8010	3880	48.4

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10674	10446	97.9	10446	4822	46.2
American Indian \ Alaska Native \ Native American	1154	1079	93.5	1079	155	14.4
Asian	50	48	96	48	27	56.3
Black (not Hispanic) African American	74	72	97.3	72	20	27.8
Children with one or more disabilities (IDEA)	1515	1461	96.4	1461	290	19.8
Economically Disadvantaged (ED) Students	3679	3574	97.1	3574	1065	29.8
English learners	334	311	93.1	311	38	12.2
Female	5270	5162	98	5162	2485	48.1
Foster Care	158	155	98.1	155	27	17.4
Hispanic \ Latino	547	536	98	536	208	38.8
Homeless enrolled	318	308	96.9	308	40	13
Male	5404	5284	97.8	5284	2337	44.2
Migratory students	51	51	100	51	14	27.5
Military Connected	115	111	96.5	111	56	50.5
Multicultural \ Multiethnic \ Multiracial \ other	487	477	97.9	477	209	43.8
Native Hawaiian \ other Pacific Islander \ Pacific Islander	21	21	100	21	5	23.8
White (not Hispanic) \ Caucasian	8341	8213	98.5	8213	4198	51.1

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10462	10217	97.7	10217	4835	47.3
American Indian \ Alaska Native \ Native American	1125	1041	92.5	1041	159	15.3
Asian	50	48	96	48	35	72.9
Black (not Hispanic) African American	60	56	93.3	56	21	37.5
Children with one or more disabilities (IDEA)	1509	1434	95	1434	242	16.9
Economically Disadvantaged (ED) Students	3626	3493	96.3	3493	1072	30.7
English learners	288	266	92.4	266	39	14.7
Female	5124	5018	97.9	5018	2522	50.3
Foster Care	186	182	97.8	182	37	20.3
Hispanic \ Latino	556	544	97.8	544	208	38.2
Homeless enrolled	272	263	96.7	263	55	20.9
Male	5338	5199	97.4	5199	2313	44.5
Migratory students	42	40	95.2	40	10	25
Military Connected	125	123	98.4	123	70	56.9
Multicultural \ Multiethnic \ Multiracial \ other	450	439	97.6	439	175	39.9
Native Hawaiian \ other Pacific Islander \ Pacific Islander	22	20	90.9	20	9	45
White (not Hispanic) \ Caucasian	8199	8069	98.4	8069	4228	52.4

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10865	10573	97.3	10573	4867	46
American Indian \ Alaska Native \ Native American	1175	1058	90	1058	172	16.3
Asian	74	73	98.6	73	36	49.3
Black (not Hispanic) African American	66	64	97	64	22	34.4
Children with one or more disabilities (IDEA)	1465	1401	95.6	1401	188	13.4
Economically Disadvantaged (ED) Students	3748	3591	95.8	3591	1093	30.4
English learners	385	316	82.1	316	26	8.2
Female	5280	5129	97.1	5129	2537	49.5
Foster Care	144	139	96.5	139	29	20.9
Hispanic \ Latino	584	570	97.6	570	211	37
Homeless enrolled	269	243	90.3	243	43	17.7
Male	5585	5444	97.5	5444	2330	42.8
Migratory students	43	41	95.3	41	12	29.3
Military Connected	120	120	100	120	78	65
Multicultural \ Multiethnic \ Multiracial \ other	541	522	96.5	522	212	40.6
Native Hawaiian \ other Pacific Islander \ Pacific Islander	21	19	90.5	19	3	15.8
White (not Hispanic) \ Caucasian	8404	8267	98.4	8267	4211	50.9

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	11134	10740	96.5	10740	5090	47.4
American Indian \ Alaska Native \ Native American	1226	1097	89.5	1097	210	19.1
Asian	73	70	95.9	70	41	58.6
Black (not Hispanic) African American	75	72	96	72	27	37.5
Children with one or more disabilities (IDEA)	1483	1408	94.9	1408	202	14.3
Economically Disadvantaged (ED) Students	3843	3624	94.3	3624	1173	32.4
English learners	360	301	83.6	301	30	10
Female	5404	5223	96.7	5223	2720	52.1
Foster Care	160	146	91.3	146	31	21.2
Hispanic \ Latino	598	565	94.5	565	204	36.1
Homeless enrolled	270	243	90	243	53	21.8
Male	5730	5517	96.3	5517	2370	43
Migratory students	52	48	92.3	48	13	27.1
Military Connected	107	104	97.2	104	65	62.5
Multicultural \ Multiethnic \ Multiracial \ other	546	527	96.5	527	213	40.4
Native Hawaiian \ other Pacific Islander \ Pacific Islander	20	19	95	19	3	15.8
White (not Hispanic) \ Caucasian	8596	8390	97.6	8390	4392	52.3

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10792	10365	96	10365	4958	47.8
American Indian \ Alaska Native \ Native American	1146	1028	89.7	1028	184	17.9
Asian	65	62	95.4	62	36	58.1
Black (not Hispanic) African American	72	70	97.2	70	20	28.6
Children with one or more disabilities (IDEA)	1363	1278	93.8	1278	174	13.6
Economically Disadvantaged (ED) Students	3495	3287	94	3287	1059	32.2
English learners	300	255	85	255	19	7.5
Female	5197	4974	95.7	4974	2688	54
Foster Care	138	130	94.2	130	22	16.9
Hispanic \ Latino	586	562	95.9	562	203	36.1
Homeless enrolled	251	221	88	221	49	22.2
Male	5595	5391	96.4	5391	2270	42.1
Migratory students	44	41	93.2	41	8	19.5
Military Connected	90	89	98.9	89	63	70.8
Multicultural \ Multiethnic \ Multiracial \ other	439	415	94.5	415	171	41.2
Native Hawaiian \ other Pacific Islander \ Pacific Islander	19	19	100	19	8	42.1
White (not Hispanic) \ Caucasian	8465	8209	97	8209	4336	52.8

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	9856	8779	89.1	8779	3980	45.3
American Indian \ Alaska Native \ Native American	990	708	71.5	708	104	14.7
Asian	100	92	92	92	50	54.3
Black (not Hispanic) African American	103	88	85.4	88	25	28.4
Children with one or more disabilities (IDEA)	1082	842	77.8	842	102	12.1
Economically Disadvantaged (ED) Students	2319	1878	81	1878	502	26.7
English learners	165	87	52.7	87	2	2.3
Female	4853	4337	89.4	4337	2227	51.3
Foster Care	76	57	75	57	11	19.3
Hispanic \ Latino	436	376	86.2	376	132	35.1
Homeless enrolled	198	141	71.2	141	19	13.5
Male	5003	4442	88.8	4442	1753	39.5
Migratory students	35	30	85.7	30	5	16.7
Military Connected	92	87	94.6	87	46	52.9
Multicultural \ Multiethnic \ Multiracial \ other	257	234	91.1	234	94	40.2
Native Hawaiian \ other Pacific Islander \ Pacific Islander	28	22	78.6	22	9	40.9
White (not Hispanic) \ Caucasian	7942	7259	91.4	7259	3566	49.1

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	10464	9965	95.2	0	0	.
American Indian \ Alaska Native \ Native American	1125	969	86.1	0	0	.
Asian	50	48	96	0	0	.
Black (not Hispanic) African American	62	57	91.9	0	0	.
Children with one or more disabilities (IDEA)	1509	1368	90.7	0	0	.
Economically Disadvantaged (ED) Students	3628	3391	93.5	0	0	.
English learners	290	259	89.3	0	0	.
Female	5125	4888	95.4	0	0	.
Foster Care	186	177	95.2	0	0	.
Hispanic \ Latino	556	536	96.4	0	0	.
Homeless enrolled	272	255	93.8	0	0	.
Male	5339	5077	95.1	0	0	.
Migratory students	42	39	92.9	0	0	.
Military Connected	125	120	96	0	0	.
Multicultural \ Multiethnic \ Multiracial \ other	450	419	93.1	0	0	.
Native Hawaiian \ other Pacific Islander \ Pacific Islander	22	20	90.9	0	0	.
White (not Hispanic) \ Caucasian	8199	7916	96.5	0	0	.

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	10792	9923	91.9	0	0	.
American Indian \ Alaska Native \ Native American	1146	869	75.8	0	0	.
Asian	65	61	93.8	0	0	.
Black (not Hispanic) African American	72	68	94.4	0	0	.
Children with one or more disabilities (IDEA)	1363	1191	87.4	0	0	.
Economically Disadvantaged (ED) Students	3495	3075	88	0	0	.
English learners	300	204	68	0	0	.
Female	5197	4783	92	0	0	.
Foster Care	138	117	84.8	0	0	.
Hispanic \ Latino	586	534	91.1	0	0	.
Homeless enrolled	251	192	76.5	0	0	.
Male	5595	5140	91.9	0	0	.
Migratory students	44	37	84.1	0	0	.
Military Connected	90	88	97.8	0	0	.
Multicultural \ Multiethnic \ Multiracial \ other	439	403	91.8	0	0	.
Native Hawaiian \ other Pacific Islander \ Pacific Islander	19	17	89.5	0	0	.
White (not Hispanic) \ Caucasian	8465	7971	94.2	0	0	.

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	9856	8824	89.5	8752	2488	28.4
American Indian \ Alaska Native \ Native American	990	718	72.5	708	57	8.1
Asian	100	92	92	91	28	30.8
Black (not Hispanic) African American	103	89	86.4	86	11	12.8
Children with one or more disabilities (IDEA)	1082	837	77.4	767	32	4.2
Economically Disadvantaged (ED) Students	2319	1895	81.7	1863	264	14.2
English learners	165	90	54.5	89	0	0
Female	4853	4347	89.6	4326	1202	27.8
Foster Care	76	57	75	54	6	11.1
Hispanic \ Latino	436	380	87.2	378	62	16.4
Homeless enrolled	198	142	71.7	141	7	5
Male	5003	4477	89.5	4426	1286	29.1
Migratory students	35	30	85.7	30	4	13.3
Military Connected	92	87	94.6	87	27	31
Multicultural \ Multiethnic \ Multiracial \ other	257	235	91.4	232	69	29.7
Native Hawaiian \ other Pacific Islander \ Pacific Islander	28	22	78.6	22	3	13.6
White (not Hispanic) \ Caucasian	7942	7288	91.8	7235	2258	31.2

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	652	7.2
Regular Assessment With Accommodations	4478	49.3
Regular Assessment Without Accommodations	3957	43.5
Total	9087	.

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
652	70630	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 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	660	7.2
Recently arrived ELs, Took ELP	0	0
Regular Assessment With Accommodations	3354	36.4
Regular Assessment Without Accommodations	5189	56.4
Total	9203	.

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
660	71330	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 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	223	6.6
Regular Assessment With Accommodations	1044	30.7
Regular Assessment Without Accommodations	2129	62.7
Total	3396	.

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
223	28712	0.8

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	7

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).	No		
State offers the State reading/language arts content tests in the students' native language(s).	No		
State offers the State science content tests in the students' native language(s).	No		

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	2455	884	571	27.5	149	6.1

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

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

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

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	1876	685	751	47.8	98	5.2
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	367	138	125	39.1	8	2.2

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
49	1.6

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
2035	65.5

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
78	73	47	28	226

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	54	29.6	3	66.7
Second year	38	10.5	3	.
Third year	28	25	1	.
Fourth year	21	38.1	2	.

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	55	49.1	3	66.7
Second year	40	22.5	4	.
Third year	28	50	1	.
Fourth year	23	65.2	2	50

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	5	.	2	.
Second year	6	16.7	1	.
Third year	1	.	.	.
Fourth year	7	.	1	.

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	30
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	70

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

For funds your State had available under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) during 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.	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.	Yes
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA in order to integrate engineering design skills and practices into such assessments.	Yes
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the ESEA and other assessments not required under Section 1111(b)(2) of the ESEA.	No
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the ESEA, and using the principles of universal design for learning.	Yes
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the ESEA.	Yes
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	No
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	No
Designing report cards and reports under Section 1111(h) of the ESEA in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	No
Other	No

Data Quality Comment

1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are 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	10915.2	878.77	8.1
Total Schools	10915.2	878.77	8.1

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	10915.2	387.11	3.5
Total Schools	10915.2	387.11	3.5

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

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

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	10915.2	35.99	0.3
Total Schools	10915.2	35.99	0.3

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
.	.	

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	3627
English Learners with Disabilities	689

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	2782

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	2701	English
Dual Language or Two-way Immersion	81	English,North American Indian Languages
ESL or ELD	.	English
Newcomer programs	.	English
Other	.	
Transitional Bilingual Education or Early-Exit Bilingual Education	.	English

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
English	2353
Spanish; Castilian	426
German	411
North American Indian	107
Chinese	51

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*
1155	1155	90

*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	18
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	0
Supporting implementation of school wide programs	30
Professional development to teachers and other personnel serving ELs	20
Parent and community engagement activities	4
Supporting the development and implementation of pre-school programs	0
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	0
Improving instruction of ELs with disabilities	0
Providing tutorials, career and technical education	0
Offering programs to help ELs achieve success in post-secondary education	0
Other	0

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	
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	
Other	

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

Comments

Data Quality Comment

1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
265	174	1

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	7/13/2020	12

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
Beginning from July 1 as stated above, Montana had only 12 days before the Title III funds were made available to subgrantees. This is a reasonable amount of time and the process does not need to be shortened . Only seven working days were required to get the grant out to districts.

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	26	26
LEAs without subgrants	456	456

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)	21
Grade 1	429
Grade 10	344
Grade 11	288
Grade 12	322
Grade 2	371
Grade 3	371
Grade 4	391
Grade 5	349
Grade 6	345
Grade 7	352
Grade 8	344
Grade 9	347
Kindergarten	396
Ungraded	0
No category code available or required	4670

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	430	3484
Hotels/Motels	6	374
Sheltered	23	313
Unsheltered	25	499

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)	1098
English learners	580
Unaccompanied youth	484
Migratory students	47

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)	210
Age Birth through 2	127

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?	17

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?	53

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 of the CSPR collection tool.

Data are published outside of 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, 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.

Comments
There are no concerns about the accuracy of the reported child counts submitted by the Montana Office of Public Instruction Title I Part C MEP for the 2020-21 reporting period. Strict adherence to the statutory definitions of student eligibility and annual rigorous training of all MEP field staff involved with the Identification and Recruitment, Data Entry, Migrant Specific Data Base Programming for the New Generation System, and SEA data analysis ensure confidence in the accuracy of the reported child counts and other CSPR reporting requirements.

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	145
Kindergarten	45
Grade 1	76
Grade 2	70
Grade 3	68
Grade 4	85
Grade 5	69
Grade 6	70
Grade 7	87
Grade 8	55
Grade 9	69
Grade 10	65
Grade 11	66
Grade 12	34
Ungraded	0
Out of School	20
Total	1024

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
The decrease of 40 eligible Category 1 children in the 2020-21 performance period is less than 10%.

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
MONTANA	Age Birth through 2	50

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
MONTANA	Age 3 through 5 (not Kindergarte	117
MONTANA	Kindergarten	39
MONTANA	Grade 1	68
MONTANA	Grade 2	62
MONTANA	Grade 3	55
MONTANA	Grade 4	68
MONTANA	Grade 5	63
MONTANA	Grade 6	60
MONTANA	Grade 7	74
MONTANA	Grade 8	42
MONTANA	Grade 9	51
MONTANA	Grade 10	49
MONTANA	Grade 11	55
MONTANA	Grade 12	0
MONTANA	Out of School	15
MONTANA	Ungraded	0
MONTANA	Total	818

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
The decrease of 34 eligible Category 2 children in the 2020-21 performance period is less than 10%.

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	46

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

Core eligibility, family history, and demographic data is collected by recruiters (trained by SEA personnel or consultants on an annual basis) through a direct family interview and documented on the Certificate of Eligibility (COE) which complies with all the National COE requirements. Data was collected throughout the reporting period between September 1, 2020, and August 31, 2021.Data are then entered into the NGS database by trained data entry personnel and reviewed by local and state data administrators. Project sites also use NGS to run data checks and various reports throughout the reporting period prior to submitting final data to the SEA. The data are organized within NGS to reflect all eligibility information required by statute and obtained during the interview, which has been documented on the COE that comports with the National COE template. Each COE is validated and checked for accuracy by the local project director, SEA Designated Data Enter Specialist (DES), SEA Designated Identification and Recruitment Coordinator and the SEA's Data Analyst. The NGS query was programmed to count a student only once statewide in the Category 1 and Category 2 counts. To avoid duplication and to assure correct student identification, NGS creates a unique student identification (USID) number for each new student entered in the NGS centralized dynamic database. Before a new student record can be created, the system checks for duplication based on the student's last name or similar last name by using a system generated "wild card" prompt. The wild card prompt allows data entry personnel to check potential duplicate students by displaying students that have a range of similar information. Potential duplicates are then checked against additional fields such as first name, birth date, and parents' names. Any matches generate further review that is conducted by the data review team at the SEA. Once the data have been entered at the local and/or state level, they are crosschecked against paper copies of the COE by trained local personnel, and by the SEA's DES and SEA Data Analyst. A child may not be enrolled in NGS without inputting a qualifying activity. The information in NGS is verified at the local and state levels to ensure that it matches the paper COE. The activity is validated according to the state's quality control processes and only verified qualifying activities and moves can be entered into the data system. MT OPI SEA migrant data analyst and LOA MEP data staff perform trained data personnel attend to MSIX worklists in a timely manner and perform weekly crosschecks between NGS (migrant student database) AIM (MT student database) and MSIX (national database). NGS selects students for the unique student count based upon the enrollment/performance period and all current federal eligibility criteria. This report counts each student once, based upon a unique USID, even if the student has multiple enrollment records within the reporting timeframe. A one-to-one correlation between the NGS MTMEP data and MSIX is a required additional data check. Selection Criteria Below is a list of selection criteria used to create the unique student count: • Regular and summer enrollments containing an enrollment and withdrawal date are included if the student was enrolled for at least one day during the reporting period. • The student has a residency verification date within the school year. • The student is between 3 years and 21 years 11 months old for at least one day during the reporting period. • The student's most recent qualifying arrival date must be less than 36 months from the beginning of the reporting period. • If the enrollment record has a termination date, the student must not be terminated prior to the beginning of the reporting period. Students who have graduated high school or who have received a HI SET or GED Certificate are not given new enrollments in NGS. • For twelve-month counts, any type of eligible enrollment is counted. • For the summer/intersession (Category 2) counts, the report includes enrollments with a summer or intersession type of enrollment. Following is an example of the criteria used to gather the data from the database; for these examples, the YR1 and YR2 are used to represent the school year selection. For the 2020-2021 school year option, YR1=2020 and YR2=2019. For the QAD criteria, YR3 represents a date three years prior to the school year date. For a student to be eligible for this count, he/she must have made a qualifying move within 365 days from the last qualifying move.   For the school year 2020-2021, Yr3=2018 depending on the date of the QAD might be in 2017.   The data for the count is retrieved using the following criteria: Enrollment Date Information: • the withdrawal date is between 9/1/YR1 and 8/31/YR2; OR • the enrollment date is between 9/1/YR1 and 8/31/YR2; OR • the residency verification date is between 9/1/YR1 and 8/31/YR2. • the termination reason does not equal 'G' (Graduated), 'E' (GED/HI SET) or 'D' (Deceased) and the termination date is greater than 8/31/YR1, the QAD greater than or equal to 9/1/YR3, the Birth date for the student must be between 3 and 21 years 11 months old to be counted and not have graduated or received and alternative diploma such as the HI Set. In the case of Category 2 children, only those in only those in attendance or who are served by a mobile or in-orchard tutorial are counted as eligible children served. Children who are identified, but who do not participate in any MEP funded services are not counted as part of the Category 2 count and considered to be residency-only students. For children two years of age that turned three years old during the performance period, recruiters use an NGS report to track two-year-olds about to turn three and schedule visits or phone calls with families to verify residency and to enroll or refer three-year-olds into programs if possible. The OPI SEA Data Analyst also checks the state data base (AIM) to assist with the verification of enrollment into a Montana public school. NGS counts only those three-year-olds who are in residence in the state on or after their third birthday. The same scrutiny is applied to migrant students who graduate or receive their HI SET/ Ged. Recruiters, MEP staff and Data Entry persons record the graduation or Hi SET information for students meeting those criteria if the data are available to us. While we do serve students who are seniors during a given performance period, once that student has completed a high school diploma or Hi SET/GED, the student will no longer be deemed eligible for the MEP. Any post-graduation or Hi SET/GED completion student may receive post-graduation mentoring, but only as a COS not eligible for Category 1 or 2 counts.

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.

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.	25
The number of eligibility determinations sampled for which a re-interview was completed.	22
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	22

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.
2018-19

Comments
Prospective: As part of the ongoing quality control process that the SEA has crafted to ensure the accuracy of the state's MEP eligibility determinations, policy was established that conforms with the Prospective Re-Interviewing regulation (Section 200.89(b)(2)) that states that these re-interviews are to be conducted on current year eligibility determinations using a small sample size of randomly selected COEs. The actual number of COEs selected for re-interviewing depends upon the number of children in the project and the type of mobility patterns to which the families conform according to the guidance provided. For the 2020-21 performance period, which occurred during the on-going COVID 19 pandemic, a re-interviewing desk audit and phone re-interviewing process was completed for 22 of 25 randomly sampled COEs from four of the LEA projects by the state ID and R Coordinator. Three families were unable to be contacted by phone due to their rural isolation. The prospective check was made prior to the submission of the 2020-21 CSPR. In keeping with guidance issued by the OME, the MT Title I Part C utilized the flexibility provision in 34 C.F.R 200.89 (b)(2)(iii) which allows for the use of telephone re-interviews due to circumstances caused by the pandemic which did not allow for face-to-face interviews in compliance with state and local mandates. The Re-Interviewer was independent from the original recruiter's eligibility determination.   Retrospective: Re-Interviewing: For the 2018-19 performance period, the data quality team completed a retrospective re-interviewing process which used a stratified random sample COEs selected through a sequence generator using the resources of random.org and the Montana COE numbers for each of the families selected. An outside contractor who is trained in re-interviewing protocols was used for this process which included on-site, out of state face to face interviews and phone interviews of families who travel from Washington to Montana. This process found all eligibility determinations documented by MTMEP recruitment staff to be valid using both phone and in person interviews. In the interest of interstate coordination and collaboration, as well as continuous improvement of data quality, the MTMEP also provided COE copies of all Washington-based students identified in Montana in the 2018-19 performance period to the Washington state MEP ID and R Coordinator order for their recruiters to further follow up on children identified in Montana during the 2019 summer cherry harvest. In this way, the MTMEP helps to ensure that currently mobile, shared students will be identified and served in their home base state of Washington. This process also served as an informal re-interviewing strategy for over 300 migrant students during which the quality of Montana data is checked for accuracy by Washington recruiters. No eligibility issues or data quality inaccuracies were found by those recruiters. The independent contractor who was hired to perform the re-interviews was given and understood the protocols as provided in the Re-Interviewing Guidelines promulgated by the OME which include the maintenance of independent findings which were provided to the OME at that time. No SEA or LOA staff or anyone responsible for administering the MTMEP or making the initial determinations was part of the re-interviewing process. In this extensive process no migrant children were found to be ineligible. Three spellings of first names were found to be inaccurate and one birth date needed correction. Corrections in data systems were made accordingly.

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 SY2020-21.

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
Retrospective Re-Interviewing: For the 2018-19 performance period, the data quality team completed a retrospective re-interviewing process which used a stratified random sample COEs selected through a sequence generator using the resources of random.org and the Montana COE numbers for each of the families selected. An outside contractor who is trained in re-interviewing protocols was used for this process which included on-site, out of state face to face interviews and phone interviews of families who travel from Washington to Montana.   This process found all eligibility determinations documented by MTMEP recruitment staff to be valid using both phone and in person interviews. In the interest of interstate coordination and collaboration, as well as continuous improvement of data quality, the MTMEP also provided COE copies of all Washington-based students identified in Montana in the 2018-19 performance period to the Washington state MEP ID and R Coordinator order for their recruiters to further follow up on children identified in Montana during the 2019 summer cherry harvest. In this way, the MTMEP helps to ensure that currently mobile, shared students will be identified and served in their home base state of Washington. This process also served as an informal re-interviewing strategy for over 300 migrant students during which the quality of Montana data is checked for accuracy by Washington recruiters. No eligibility issues or data quality inaccuracies were found by those recruiters. The independent contractor who was hired to perform the re-interviews was given and understood the protocols as provided in the Re-Interviewing Guidelines promulgated by the OME which include the maintenance of independent findings which were provided to the OME at that time.   No SEA or LOA staff or anyone responsible for administering the MTMEP or making the initial determinations was part of the re-interviewing process. In this extensive process no migrant children were found to be ineligible. Three spellings of first names were found to be inaccurate and one birth date needed correction. Corrections in data systems were made accordingly.

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	35
Kindergarten	21
Grade 1	47
Grade 2	46
Grade 3	35
Grade 4	41
Grade 5	39
Grade 6	31
Grade 7	48
Grade 8	30
Grade 9	26
Grade 10	30
Grade 11	36
Grade 12	10
Out of School	9
Ungraded	0
Total	484

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 who1) 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	27
Kindergarten	11
Grade 1	24
Grade 2	26
Grade 3	17
Grade 4	20
Grade 5	22
Grade 6	16
Grade 7	22
Grade 8	17
Grade 9	18
Grade 10	19
Grade 11	17
Grade 12	1
Out of School	3
Ungraded	0
Total	260

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	0
Kindergarten	3
Grade 1	6
Grade 2	6
Grade 3	9
Grade 4	10
Grade 5	10
Grade 6	12
Grade 7	12
Grade 8	9
Grade 9	6
Grade 10	10
Grade 11	10
Grade 12	6
Out of School	2
Ungraded	0
Total	111

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	38
Age 3 through 5 (not Kindergarte	60
Kindergarten	20
Grade 1	31
Grade 2	35
Grade 3	31
Grade 4	35
Grade 5	31
Grade 6	29
Grade 7	33
Grade 8	23
Grade 9	31
Grade 10	25
Grade 11	24
Grade 12	4
Out of School	10
Ungraded	0
Total	460

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	2
Grade 8	1
Grade 9	1
Grade 10	2
Grade 11	2
Grade 12	5
Total	13

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).

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments
Not available.

1.7.6 MEP Services - During the Performance Period

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

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

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

Populated with SEA-LEVEL FS054/DG102

Age Grade	Served During the Performance Period
Age Birth through 2	46
Age 3 through 5 (not Kindergarte	139
Kindergarten	45
Grade 1	76
Grade 2	70
Grade 3	68
Grade 4	85
Grade 5	69
Grade 6	70
Grade 7	87
Grade 8	55
Grade 9	69
Grade 10	65
Grade 11	66
Grade 12	34
Ungraded	0
Out of School	20
Total	1064

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	35
Kindergarten	21
Grade 1	47
Grade 2	46
Grade 3	35
Grade 4	41
Grade 5	39
Grade 6	31
Grade 7	48
Grade 8	30
Grade 9	26
Grade 10	30
Grade 11	36
Grade 12	10
Ungraded	0
Out of School	9
Total	484

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	0
Grade 10	1
Grade 11	0
Grade 12	0
Ungraded	0
Out of School	0
Total	1

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	2
Age 3 through 5 (not Kindergarte	49
Kindergarten	22
Grade 1	43
Grade 2	49
Grade 3	34
Grade 4	47
Grade 5	45
Grade 6	38
Grade 7	50
Grade 8	31
Grade 9	31
Grade 10	33
Grade 11	30
Grade 12	9
Ungraded	0
Out of School	4
Total	517

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 Kindergarte	44	47	0
Age Birth through 2	1	2	0
Grade 1	43	43	0
Grade 10	19	20	17
Grade 11	18	20	13
Grade 12	0	2	9
Grade 2	48	48	0
Grade 3	33	33	0
Grade 4	45	46	0
Grade 5	43	43	0
Grade 6	34	35	0
Grade 7	42	41	0
Grade 8	27	28	0
Grade 9	25	26	10
Kindergarten	21	22	0
Out of School	4	4	0
Total	447	460	49
Ungraded	0	0	0

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

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

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

Populated with SEA-LEVEL FS145/DG684

Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age 3 through 5 (not Kindergarte	139	11
Age Birth through 2	32	0
Grade 1	76	8
Grade 10	65	0
Grade 11	66	0
Grade 12	34	1
Grade 2	70	9
Grade 3	68	5
Grade 4	85	9
Grade 5	69	0
Grade 6	70	0
Grade 7	87	0
Grade 8	55	0
Grade 9	69	0
Kindergarten	45	0
Out of School	20	0
Total	1050	43
Ungraded	0	0

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
162	669

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 9:22:41 AM