

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Parts I and II**

**for  
STATE FORMULA GRANT PROGRAMS  
under the  
ELEMENTARY AND SECONDARY EDUCATION ACT  
As amended in 2001**

**For reporting on  
School Year 2012-13**

**GEORGIA**



**PART I DUE FRIDAY, DECEMBER 20, 2013  
PART II DUE FRIDAY, FEBRUARY 14, 2014**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children (Includes the Migrant Child Count)*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2012-13 consists of two Parts, Part I and Part II.

## **PART I**

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013~~14~~, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 200~~06~~6, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

## **PART II**

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2012-13 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 20, 2013**. Part II of the Report is due to the Department by **Friday, February 14, 2014**. Both Part I and Part II should reflect data from the SY 2012-13, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2012-13 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2012-13 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0614
		Expiration Date: 11/30/2013
<p>Consolidated State Performance Report  For  State Formula Grant Programs  under the  Elementary And Secondary Education Act  as amended in 2001</p>		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2012-13 <input checked="" type="checkbox"/> Part II, 2012-13		
Name of State Educational Agency (SEA) Submitting This Report: Georgia Department of Education		
Address: 2066 Twin Towers East 205 Jesse Hill Jr. Drive SE		
Person to contact about this report:		
Name: Levette Williams		
Telephone: 404-463-6504		
Fax: 404-656-0978		
e-mail: lewillia@doe.k12.ga.us		
Name of Authorizing State Official: (Print or Type): Dr. John Barge		
		<u>Wednesday, May 7, 2014, 8:29:00 AM</u>
_____ Signature		

**CONSOLIDATED STATE PERFORMANCE REPORT  
PART II**

For reporting on  
**School Year 2012-13**



**PART II DUE FEBRUARY 17, 2012  
5PM EST**

**2.1 Improving BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)**

This section collects data on Title I, Part A programs.

**2.1.1 Student Achievement in Schools with Title I, Part A Programs**

The following sections collect data on student academic achievement on the State's assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

**2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)**

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	86,954	S	73.5
4	85,427	S	79.6
5	86,295	S	89.9
6	80,024	S	76.4
7	79,103	S	85.8
8	77,177	S	83.9
High School	44,151	S	55.1
Total	539,131	S	79.3
<b>Comments:</b>			

**2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)**

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's reading/language arts assessment in SWP.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	86,755	S	92.7
4	85,231	S	89.2
5	86,054	S	94.8
6	79,824	S	93.4
7	78,836	S	92.1
8	76,966	S	96.6
High School	37,601	S	86.2
Total	531,267	S	92.6
<b>Comments:</b>			

**2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)**

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	2,945	S	83
4	2,803	S	88
5	3,163	S	95.6
6	4,635	S	88.9
7	3,936	S	94.7
8	3,660	S	93.4
High School	3,264	S	59.0
Total	24,406	S	86.6
<b>Comments:</b>			

**2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)**

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State's reading/language arts assessment by all students in TAS.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	2,928	S	98
4	2,786	S	95
5	3,154	S	98.0
6	4,621	S	97.9
7	3,934	S	96.8
8	3,656	S	98.4
High School	2,538	S	89
Total	23,617	S	96.5
<b>Comments:</b>			

**2.1.2 Title I, Part A Student Participation**

The following sections collect data on students participating in Title I, Part A by various student characteristics.

**2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs**

In the table below, provide the number of public school students served by either Public Title I SWP or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

<b>Special Services or Programs</b>	<b># Students Served</b>
Children with disabilities ( <i>IDEA</i> )	119,879
Limited English proficient students	92,285
Students who are homeless	26,429
Migratory students	3,895
<b>Comments:</b>	

**2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group**

In the table below, provide the unduplicated number of public school students served by either public Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

<b>Race/Ethnicity</b>	<b># Students Served</b>
American Indian or Alaska Native	2,141
Asian	20,231
Black or African American	472,074
Hispanic or Latino	150,798
Native Hawaiian or other Pacific Islander	1,100
White	329,506
Two or more races	28,908
Total	1,004,758
<b>Comments:</b>	

**2.1.2.3 Student Participation in Title I, Part A by Grade Level**

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

<b>Age/Grade</b>	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>
Age 0-2			0	0	0
Age 3-5 (not Kindergarten)			0	0	0
K	315	102,944	203	9	103,471
1	380	97,814	223	16	98,433
2	331	93,387	201	17	93,936
3	480	91,375	236	29	92,120
4	397	89,534	219	54	90,204
5	458	89,845	248	105	90,656
6	1,190	83,748	222	137	85,297
7	1,042	82,943	244	211	84,440
8	1,150	81,213	198	265	82,826
9	641	59,700	175	487	61,003
10	488	47,277	169	317	48,251
11	201	38,733	144	203	39,281
12	198	38,974	107	97	39,376
Ungraded					
<b>TOTALS</b>	<b>7,271</b>	<b>997,487</b>	<b>2,589</b>	<b>1,947</b>	<b>1,009,294</b>

**Comments:**

**2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services**

The following sections collect data about the participation of students in TAS.

**2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services**

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

<b>TAS instructional service</b>	<b># Students Served</b>
Mathematics	5,683
Reading/language arts	4,581
Science	794
Social studies	468
Vocational/career	
Other instructional services	
<b>Comments:</b>	

**2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services**

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

<b>TAS Support Service</b>	<b># Students Served</b>
Health, dental, and eye care	
Supporting guidance/advocacy	8
Other support services	435
<b>Comments:</b>	

### 2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	117	
Paraprofessionals <sup>1</sup>	20	100.00
Other paraprofessionals (translators, parental involvement, computer assistance) <sup>2</sup>	12	
Clerical support staff	0	
Administrators (non-clerical)	0	
<b>Comments:</b> Data will be entered when CSPR is reopened.		

FAQs on staff information

- a. What is a "paraprofessional?" An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
  - (a) Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
  - (b) Providing assistance with classroom management, such as organizing instructional and other materials;
  - (c) Providing assistance in a computer laboratory;
  - (d) Conducting parental involvement activities;
  - (e) Providing support in a library or media center;
  - (f) Acting as a translator; or
  - (g) Providing instructional services to students.
- b. What is an "other paraprofessional?" Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.
- c. Who is a qualified paraprofessional? A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

<sup>1</sup> Consistent with ESEA, Title I, Section 1119(g)(2).

<sup>2</sup> Consistent with ESEA, Title I, Section 1119(e).

**2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs**

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*. Use the additional guidance found below the previous table.

Paraprofessional Information	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals <sup>3</sup>	1,241.00	100.00
<b>Comments:</b>		

<sup>3</sup> Consistent with *ESEA*, Title I, Section 1119(g)(2).

### 2.1.4 Parental Involvement Reservation Under Title I, Part A

In the table below provide information on the amount of Title I, Part A funds reserved by LEAs for parental involvement activities under Section 1118 (a)(3) of the ESEA. The percentage of LEAs FY 2012 Title I Part A allocations reserved for parental involvement will be automatically calculated from the data entered in Rows 2 and 3.

Parental Involvement Reservation	LEAs that Received a Federal Fiscal Year (FY) 2012 (School Year 2012–2013) Title I, Part A Allocation of \$500,000 or less	LEAs that Received a Federal fiscal year (FY) 2012 (School Year 2012–2013) Title I, Part A Allocation of more than \$500,000
Number of LEAs *	40	157
Sum of the amount reserved by LEAs for parental Involvement	24,809	4,453,968
Sum of LEAs' FY 2012 Title I, Part A allocations	9,351,527	471,933,100
Percentage of LEA's FY 2012 Title I, Part A allocations reserved for parental involvement	0.30	0.90

\*The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2012 Title I, Part A allocation.

**In the comment box below, provide examples of how LEAs in your State used their Title I Part A, set-aside for parental involvement during SY 2012–2013.**

This response is limited to 8,000 characters.

LEAs in Georgia ensure that 95% of the required 1% set-aside is given to the LEA's Title I schools for parent involvement activities designed to build capacity within the parent to assist in their child's education. In all LEAs, the parent involvement coordinator ensures that the requirements for parental involvement under Section 1118 of the ESEA are fulfilled. Many Title I schools within the LEA hire parent involvement coordinators to run the parent involvement program at the school. These parent involvement coordinators are responsible for the school's parent resource center and planning literacy and numeracy workshops designed to build capacity within the parent to assist their students with literacy (reading), numeracy (mathematics), academic achievement, monitoring their child's academic progress, and working with educators to support their student's learning. Large LEAs often use their 5% of the required 1% set-aside to fund a districtwide parent involvement coordinator to coordinate the parent involvement activities among the LEA's Title I schools. Some smaller LEAs receive the approval of Title I principals to utilize the entire required 1% set-aside to fund a districtwide parent involvement coordinator to coordinate the parent involvement activities among the LEAs Title I schools given that the set-aside in small LEAs is so small that no one school would have enough funds to fund their own parent coordinator. These parent involvement coordinator plan literacy and numeracy workshops designed to build capacity within the parent to assist their students with literacy (reading), numeracy (mathematics), academic achievement, monitoring their child's academic progress, and working with educators to support their student's learning.

## 2.3 Education OF MIGRANT CHILDREN (TITLE I, PART C)

This section collects data on the Migrant Education Program (Title I, Part C) for the performance period of September 1, 2012 through August 31, 2013. This section is composed of the following subsections:

- Population data of eligible migrant children
- Academic data of eligible migrant students
- Participation data of migrant children served during either the regular school year, summer/intersession term, or program year
- School data
- Project data
- Personnel data

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the performance period. For example, a child who turns 3 during the performance period would only be performance in the "Age 3 through 5 (not Kindergarten)" row.

### 2.3.1 Migrant Child Counts

This section collects the Title I, Part C, Migrant Education Program (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, 2012 through August 31, 2013. 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 SEA should have sufficient procedures in place 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 migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in the box below, which precedes Section 2.3.1.1 *Category 1 Child Count*.

**Note:** In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the 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:

1. *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 could include students who have dropped out of school in the previous performance period (September 1, 2011 v August 31, 2012), youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping. Children who were enrolled in school for at least one day, but dropped out of school during the performance period should be counted in the highest age/grade level attained during the performance period.
2. *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. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

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.

The response is limited to 8,000 characters.

**Comments:**

#### 2.3.1.1 Category 1 Child Count (Eligible Migrant Children)

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant 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, 2012 through August 31, 2013. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period. The unduplicated statewide total count is

calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	Eligible Migrant Children
Age 3 through 5 (not Kindergarten)	1,290
K	668
1	580
2	550
3	567
4	434
5	411
6	360
7	398
8	319
9	332
10	252
11	217
12	215
Ungraded	7
Out-of-school	2,421
Total	9,021

**Comments:** Original data submitted on 2/14/2014 was incomplete and/or missing completely. Due to inclement weather and personnel extenuating circumstances, data was not corrected before CSPR closed. A complete and accurate file has been uploaded.

### 2.3.1.1.1 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.

The response is limited to 8,000 characters.

**Comments:**

### 2.3.1.1.2 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of **eligible** migrant children from age 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, 2012 through August 31, 2013.

Age/Grade	Eligible Migrant Children
Age birth through 2	809

**Comments:**

**2.3.1.2 Category 2 Child Count (Eligible Migrant Children Served by the MEP During the Summer/ Intersession Term)**

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant 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, 2012 through August 31, 2013. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained 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 served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs.
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).
- Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	227
K	173
1	183
2	193
3	181
4	145
5	121
6	102
7	87
8	52
9	44
10	36
11	28
12	12
Ungraded	0
Out-of-school	195
Total	1,779
<b>Comments:</b> Original data submitted on 2/14/2014 was incomplete. Due to inclement weather and personnel extenuating circumstances, data was not corrected before CSPR closed. A complete and accurate file has been uploaded.	

**2.3.1.2.1 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.

The response is limited to 8,000 characters.

**Comments:**

**2.3.1.2.2 Birth through Two Eligible Migrant Children Served by the MEP During the Summer/Intersession Term**

In the table below, enter the unduplicated statewide number of eligible migrant 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, 2012 through August 31, 2013. 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 locally referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age birth through 2	a
<b>Comments:</b>	

### 2.3.1.3 Child Count Calculation and Validation Procedures

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

#### 2.3.1.3.1 Student Information System

In the space below, respond to the following questions: What system did the State use to compile and generate the Category 1 child count for this performance period? Please check the box that applies.

<b>Student Information System</b>	<b>(Yes/No)</b>
NGS	<input type="checkbox"/> No
MIS 2000	<input type="checkbox"/> No
COEStar	<input type="checkbox"/> Yes
MAPS	<input type="checkbox"/> No
Other Student Information System. Please identify the system:	<input type="checkbox"/> No

<b>Student Information System</b>	<b>(Yes/No)</b>
Was the Category 2 child count for this performance period generated using the same system?	<input type="checkbox"/> Yes

If the State's Category 2 count was generated using a different system than the Category 1 count please identify the specific system that generates the Category 2 count.

The response is limited to 8,000 characters.

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#### 2.3.1.3.2 Data Collection and Management Procedures

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

<b>Data Collection and Management Procedures</b>	<b>(Yes/No)</b>
Does the State collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	<input type="checkbox"/> Yes

### 2.3.1.3.3 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 are accounted for in the performance period . In particular, describe how the State includes and counts only:

- Children who were age 3 through 21
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, had a qualifying activity)
- Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31)
- 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 counted once per age/grade level for each child count category
- Children two years of age that turned three years old during the performance period.

The response is limited to 8,000 characters.

Children who were between age 3 through 21

Response: COEstar is programmed to produce a count based on all the eligibility criteria contained in the federal statute. The database calculations account for the child's date of birth such that the child was at least three years of age and less than 22 year of age for at least one day of the performance period of 9/1/2012 and 8/31/2013.

Children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity).

Response: COEstar is programmed to produce a count based on all the eligibility criteria contained in the federal statute. The database calculations accounts for the end of eligibility (EOE) dates (36 months) from each participants qualifying arrival date (QAD). Participants with an EOE before 9/1/2012 are not included in the count.

Children who were resident in your State for at least one day during the eligibility period (9/1-8/31)

Response: COEstar's Performance Reporter first examines the family's current address on the COE to be sure that they are in the state. It then tests numerous dates to determine if a contact event or sequence of events occurred that would definitely show that the child resided in the state during the period. These include checking the school year listed on school enrollment records, the qualifying arrival date (QAD), residency dates, enrollment dates, withdrawal dates, departure dates, LEP, needs assessment, graduation/termination dates, special services dates, and health record dates performed in the state during the period. Records are excluded from counting if departure dates indicate that they left before the period began, or if additional records demonstrate that the child was no longer in the state when the period began.

Children who - in the case of Category 2 - received an MEP-funded service during the summer or intersession term Response:

Each summer or intersession term, the local project director forwards a report to the GaDOE regional office containing the COEstar unique ID# number of eligible migrant children or youth who received services (instructional or support) at least one day during the summer or intersession term. The data regarding the particulars of the services are entered into the individual student's information/school history line in COEstar. Additionally, to count a child for a summer service, the child must have turned three before receiving the service.

Children counted once per age/grade level for each child count category.

Response: The state data collections coordinator runs COEstar's Performance Reporter, which has a number of programmed interventions to count migrant children only once, state wide, for the period specified in the state data collections coordinator query. Some of these interventions include checking names that are the same or similar, checking the maiden name of the child's mother, and checking the date and place of birth, the QAD, etc.

Children two years of age that turned three years old during the performance period

Response: In order to ensure that the residency dates for 3 yr olds occurs after the child has turned 3, the state runs the Three Year Old report from our COEstar database the month after the participant turns three. LEAs are responsible for ensuring that students on the list are residents in the district during the period and after turning 3. A home visit or phone call is completed. Once this Three Year Old report is confirmed, LEAs return the completed report within two weeks to the GaDOE regional data specialist who then updates our COEstar database. The COEstar database calculations ensure that only children with a residency date between September 1, 2012 and August 31, 2013 are included in the count.

Children who have not graduated from high school or attained a high school equivalency diploma

Response: Each migrant child who graduates from high school or completed a high school equivalency diploma is marked in our COEstar database. LEAs complete an information change form indicating the graduation/date and the attainment of the high school equivalency diploma/date. This form is sent to the GaDOE regional data specialist who then updates our COEstar database. As an additional check, a Current Enrollment Report (CER) is sent to the LEA each semester. The LEA will indicate on the CER that a student has graduated or attained a high school equivalency diploma. The CER is then sent to the GaDOE regional data specialist who updates our COEstar database. The COEstar database calculations for counting eligible children excludes all children with a graduation date or high school equivalency diploma date that occurred during the prior count period.

In order to eliminate duplicate entries, the State issues each participant a unique identifier through our database, COEstar. The

State follows this process to check for duplicates:

- When reviewing a COE in COEstar, the regional data specialist completes a search in the database using the individuals name, DOB, gender, and mother's maiden name. The system automatically shows names with similar spellings. The system will also show names with similar dates.
- A list of possible matches is generated.
- The top 100 matches are reviewed to determine if it is the same person or different. Old COEs are also included and reviewed in this matching process.
- If the search reveals the individual on the COE already has a COE, we use the original COE ID# on the new COE. If it is a different person, we create a COEstar generated ID number for this participant.

How does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migrant children in every ED*Facts* data file?

COEstar is a separate, but at the same time integrated component of Georgia's state wide student information collection system, with appropriate checks and balances performed in an on-going manner, annually. Each spring, the LEAs must match their migrant coding in the local student record system to the COEstar system before they are able to sign off on their data submission for the year. This helps to eliminate or correct coding and reporting errors in both systems. This process uses the Georgia Testing Identifier (GTID) as the means to ensure accuracy. The GTID is entered in to the COEstar database by GaDOE regional data specialists based on updates provided by school districts. The COEstar database is then matched to the statewide database to ensure the GTID was entered correctly and to identify other discrepancies. In the spring, school districts submit their data reports and students who have been coded as "migrant" will be matched by GTID. School districts make corrections in their local database for children incorrectly coded as "migrant" or not coded as "migrant" and then resubmit their data.

<b>Use of MSIX to Verify Data Quality</b>	<b>(Yes/No)</b>
Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?	No

If MSIX is utilized, please explain how.

The response is limited to 8,000 characters.

**2.3.1.3.4 Quality Control Processes**

In the space below, respond to the following questions :

Quality Control Processes	Yes/No
Is student eligibility based on a personal interview (face-to-face or phone call) with a parent, guardian, or other responsible adult, or youth-as-worker?	Yes
Do the SEA and/or regional offices train recruiters at least annually on eligibility requirements, including the basic eligibility definition, economic necessity, temporary vs. seasonal, processing, etc.?	Yes
Does the SEA have a formal process, beyond the recruiter's determination, for reviewing and ensuring the accuracy of written eligibility information [e.g., COEs are reviewed and initialed by the recruiter's supervisor and/or other reviewer(s)]?	Yes
Are incomplete or otherwise questionable COEs returned to the recruiter for correction, further explanation, documentation, and/or verification?	Yes
Does the SEA provide recruiters with written eligibility guidance (e.g., a handbook)?	Yes
Does the SEA review student attendance at summer/inter-session projects?	Yes
Does the SEA have both a local and state-level process for resolving eligibility questions?	Yes
Are written procedures provided to regular school year and summer/intersession personnel on how to collect and report pupil enrollment and withdrawal data?	Yes
Are records/data entry personnel provided training on how to review regular school year and summer/inter-session site records, input data, and run reports used for child count purposes?	Yes

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.	147
The number of eligibility determinations sampled for which a re-interview was completed.	118
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	117

Describe any reasons children were determined ineligible in the re-interviewing process.

The response is limited to 8,000 characters.

One child was found ineligible during this re-interviewing process and was deleted from the Georgia MEP's Students Records System. This family was declared in-eligible because the purpose of the worker's move was not to seek or obtain qualifying work. The family moved to be closer to the worker's place of employment. The recruiter received re-training to ensure compliance with this requirement.

Procedures	Yes/No
Was the sampling of eligible children random?	Yes
Was the sampling statewide?	Yes

If the sampling was stratified by group/area please describe the procedures.

The response is limited to 8,000 characters.

All MEP participants in Georgia have the same opportunity to be included in the random sample for the re-interview process. Georgia sampling is stratified by each of our three MEP regions and by enrolled and non-enrolled participants. Enrolled students are PK through 12 grade; non-enrolled students consist of 3-5 year olds not in PK and OSY. Enrolled student random samples are drawn each quarter for each region from the previous three months. For non-enrolled students, the selection of time periods for re-interviews is determined using the previous year's COESTAR data which is attuned to represent present year recruitment characteristics. Each region receives a minimum of two visits at peak recruitment seasons for non-enrolled participants. The size of each state random sample for the re-interview period is determined by the percent of enrolled and non-enrolled participants. Regional random samples are then determined by the percentage of enrolled and non-enrolled students recruited in each region during the predetermined time period.

Please describe the sampling replacement by the State.

The response is limited to 8,000 characters.

The projected number of re-interviews was 100. We oversampled by 50. We completed 118 interviews successfully.

<b>Obtaining Data From Families</b>	
Check the applicable box to indicate how the re-interviews were conducted	
Face-to-face re-interviews	
Phone Interviews	
Both	
<b>Obtaining Data From Families</b>	
<b>Yes/No</b>	
Was there a standard instrument used?	<u>Yes</u>
Was there a protocol for verifying all information used in making the original eligibility determination?	<u>Yes</u>
Were re-interviewers trained and provided instruments?	<u>Yes</u>
Did the recruitment personnel who made the initial eligibility determinations also conduct the re-interviews with the same families?	<u>No</u>
When were the most recent independent re-interviews completed (i.e., interviewers were neither SEA or LOA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)?	(MM/YY) 08/11

If you did conduct independent re-interviews in this performance period, describe how you ensured that the process was independent.

The response is limited to 8,000 characters.

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In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migrant 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.

The response is limited to 8,000 characters.

<p>At the conclusion of each quarter's prospective re-interview work, a plan is established by the state to address, through corrective actions and improvements, any issues that led to any incorrect eligibility determinations uncovered during the re-interviews. Such plans are documented in the state's Re-Interview Quality Control Summary Report. During the reporting period, 9/1/12 to 8/31/13, the state identified 1 (0.085%) children out of 118 whose re-interview information led to the conclusion that he was ineligible for program services and was removed following the state's established protocol. The reason for removing the eligibility status of this child was because the purpose of the worker's move was not to seek or obtain qualifying work. The recruiter was contacted and training was delivered. The following is a summary of the corrective actions taken as a result of the re-interview process during the reporting period: The recruiter at fault was contacted individually by the state ID&amp;R coordinator shortly after the information was confirmed and specific re-training was delivered on the problematic areas identified. Additionally, training covering the problematic points discovered during the re-interviews was integrated into the mandatory ID&amp;R training that all staff responsible for recruiting receives during the year.</p>
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## 2.3.2 Eligible Migrant Children

### 2.3.2.1 Priority for Services

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

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	207
1	507
2	474
3	492
4	386
5	358
6	320
7	344
8	278
9	291
10	216
11	187
12	203
Ungraded	3
Out-of-school	167
Total	4,433

**Comments:** The Georgia MEP provided additional training on PFS identification, documentation processing, and reporting accuracy for our sub-grantees (LEAs). This training, along with an overall emphasis on the need to serve PFS children before non-PFS children, resulted in more participants meeting the stringent requirements for PFS. The GaDOE MEP increased its monitoring of sub-grantees completion of PFS documentation to ensure accuracy and timeliness of reporting.

#### FAQ on priority for services:

*Who is classified as having "priority for service?"* Migratory children who are failing or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

**2.3.2.2 Limited English Proficient**

In the table below, provide the unduplicated number of **eligible** migrant children who are also limited English proficient (LEP). The total is calculated automatically.

<b>Age/Grade</b>	<b>Limited English Proficient (LEP) During the Performance Period</b>
Age 3 through 5 (not Kindergarten)	
K	159
1	352
2	354
3	335
4	257
5	226
6	196
7	166
8	124
9	142
10	83
11	66
12	65
Ungraded	1
Out-of-school	72
Total	2,598
<b>Comments:</b>	

**2.3.2.3 Children with Disabilities (IDEA)**

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

<b>Age/Grade</b>	<b>Children with Disabilities (IDEA) During the Performance Period</b>
Age birth through 2	
Age 3 through 5 (not Kindergarten)	13
K	21
1	41
2	27
3	29
4	31
5	38
6	25
7	20
8	15
9	19
10	21
11	17
12	7
Ungraded	
Out-of-school	
Total	324
<b>Comments:</b>	

**2.3.2.4 Qualifying Arrival Date (QAD)**

In the table below, provide the unduplicated number of **eligible** migrant children whose qualifying arrival date (QAD) occurred within 12 months from the last day of the performance period, August 31, 2013 (i.e., QAD during the performance period). The total is calculated automatically.

<b>Age/Grade</b>	<b>Qualifying Arrival Date During the Performance Period</b>
Age birth through 2	579
Age 3 through 5 (not Kindergarten)	646
K	266
1	216
2	201
3	211
4	159
5	128
6	112
7	142
8	109
9	110
10	101
11	64
12	51
Ungraded	1
Out-of-school	1,893
Total	4,989
<b>Comments:</b>	

### 2.3.2.5 Qualifying Arrival Date During the Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children whose most recent qualifying arrival date occurred during the performance period's regular school year (i.e., QAD during the 2012-13 regular school year) The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Regular School Year
Age birth through 2	421
Age 3 through 5 (not Kindergarten)	602
K	325
1	262
2	242
3	257
4	189
5	170
6	143
7	182
8	116
9	139
10	95
11	68
12	65
Ungraded	
Out-of-school	1,292
Total	4,568

**Comments:** Georgia is reporting data on children with a qualifying arrival date during the regular year of the last three performance periods (SY 2010-11, SY 2011-12, and 2012-13).

**2.3.2.6 Referrals — During the Regular School Year**

In the table below, provide the unduplicated number of **eligible** migrant children who, during the regular school year, received an educational or educationally related service funded by a non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who received a referral only or who received both a referral and MEP-funded services. Do not include children who received a referral from the MEP, but did not receive services from the non-MEP program/organization to which they were referred. The total is calculated automatically.

<b>Age/Grade</b>	<b>Referrals During the Regular School Year</b>
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	1
11	0
12	10
Ungraded	0
Out-of-school	9
Total	20
<b>Comments:</b>	

**2.3.2.7 Referrals — During the Summer/ Intersession Term**

In the table below, provide the unduplicated number of **eligible** migrant children who, during the summer/intersession term, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who received a referral only or who received both a referral and MEP-funded services. Do not include children who received a referral from the MEP, but did not receive services from the non-MEP program/organization to which they were referred. The total is calculated automatically.

<b>Age/Grade</b>	<b>Referrals</b>
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
<b>Comments:</b>	

### 2.3.2.8 Academic Status

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

#### 2.3.2.8.1 Dropouts

In the table below, provide the unduplicated number of **eligible** migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropouts During the Performance Period
7	4
8	S
9	7
10	11
11	8
12	S
Ungraded	0
Total	32
<b>Comments:</b>	

#### FAQ on Dropouts:

*How is "drop outs of school" defined?* The term used for students, who, during the performance period, were enrolled in a public school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2011-12 performance period should be classified NOT as "drop-outs" but as "out-of-school youth."

#### 2.3.2.8.2 GED

In the table below, provide the total unduplicated number of **eligible** migrant students who obtained a General Education Development (GED) Certificate in your State.

Obtained GED	#
Obtained a GED in your State During the Performance Period	5
<b>Comments:</b>	

### 2.3.3 MEP Participation Data Regular School Year

The following questions collect data about the participation of migrant children in MEP-funded services during the regular school year.

Participating migrant children include:

- Children who received instructional or support services funded in whole or in part with MEP funds.
- Eligible migrant children and children who continued to receive MEP-funded services: (1) during the term their eligibility ended, (2) for one additional school year after their eligibility ended, if comparable services were not available through other programs, and (3) in secondary school after their eligibility ended, and served through credit accrual programs until graduation [e.g., children served under the continuation of services authority, Section 1304(e) (1–3)].

Do not include:

- Children who were served through a Title I Schoolwide Program (SWP) where MEP funds were consolidated with those of other programs.
- Children who received only referred services (non-MEP funded).
- Children who were only served during the summer/intersession term.

#### 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 migrant child; (2) address a need of a migrant 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. 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 migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

#### 2.3.3.1 MEP Children Served During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services during the regular school year. Do **not** count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Regular School Year
Age Birth through 2	48
Age 3 through 5 (not Kindergarten)	587
K	487
1	466
2	440
3	444
4	364
5	332
6	304
7	334
8	262
9	273
10	208
11	178
12	194
Ungraded	4
Out-of-school	677
Total	5,602
<b>Comments:</b> T	

**2.3.3.2 Priority for Services – During the Regular School Year**

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received MEP funded instructional or support services during the regular school year. The total is calculated automatically.

<b>Age/Grade</b>	<b>Priority for Services During the Regular School Year</b>
Age 3 through 5	
K	225
1	250
2	204
3	193
4	170
5	133
6	155
7	130
8	126
9	150
10	95
11	75
12	45
Ungraded	
Out-of-school	
Total	1,951
<b>Comments:</b> The Georgia MEP provided additional training on PFS identification and documentation handling for our sub grantees. This training, along with an overall emphasis on the need to serve PFS children before non-PFS children, resulted in more children meeting the stringent requirements for PFS.	

**2.3.3.3 Continuation of Services – During the Regular School Year**

In the table below, provide the unduplicated number of **participating** migrant children who received instructional or support services during the regular school year under the continuation of services authority Sections 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.

<b>Age/Grade</b>	<b>Continuation of Services During the Regular School Year</b>
Age 3 through 5 (not Kindergarten)	2
K	2
1	5
2	2
3	3
4	3
5	8
6	3
7	1
8	2
9	5
10	0
11	3
12	1
Ungraded	0
Out-of-school	0
Total	40
<b>Comments:</b>	

**2.3.3.4 Instructional Service – During the Regular School Year**

In the table below, provide the unduplicated number of **participating** migrant children who received any type of MEP-funded instructional service during the regular school year. 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.

<b>Age/Grade</b>	<b>Instructional Service During the Regular School Year</b>
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	226
K	240
1	338
2	325
3	318
4	235
5	232
6	204
7	207
8	156
9	162
10	133
11	127
12	138
Ungraded	3
Out-of-school	214
Total	3,258
<b>Comments:</b>	

**2.3.3.4.1 Type of Instructional Service – During the Regular School Year**

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the regular school year. 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.

<b>Age/Grade</b>	<b>Reading Instruction During the Regular School Year</b>	<b>Mathematics Instruction During the Regular School Year</b>	<b>High School Credit Accrual During the Regular School Year</b>
Age birth through 2	0	0	
Age 3 through 5 (not Kindergarten)	164	154	
K	199	151	
1	316	216	
2	298	197	
3	280	201	
4	201	181	
5	180	153	
6	143	134	
7	141	117	
8	98	80	
9	101	92	0
10	72	62	0
11	77	72	0
12	79	64	0
Ungraded	1	1	0
Out-of-school	87	55	0
Total	2,437	1,930	0
<b>Comments:</b>			

**FAQ on Types of Instructional Services:**

What is "*high school credit accrual*"? Instruction 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. Includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.3.4.2 Support Services with Breakout for Counseling Service – During the Regular School Year

In the table below, in the column titled **Support Services**, provide the unduplicated number of **participating** migrant children who received any MEP-funded support service during the regular school year. In the column titled **Counseling Service**, provide the unduplicated number of **participating** migrant children who received a counseling service during the regular school year. 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.

Age/Grade	Support Services During the Regular School Year	Breakout of Counseling Service During the Regular School Year
Age birth through 2	48	0
Age 3 through 5 (not Kindergarten)	582	0
K	479	0
1	458	0
2	429	0
3	436	0
4	356	0
5	328	0
6	299	13
7	332	61
8	261	37
9	271	75
10	203	83
11	174	97
12	193	125
Ungraded	4	1
Out-of-school	669	50
Total	5,522	542
<b>Comments:</b>		

#### FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. 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, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

### 2.3.4 MEP Participation ~~Summer/Intersession Term~~

The questions in this subsection are similar to the questions in the previous section with one difference. The questions in this subsection collect data on the **summer/intersession term** instead of the regular school year.

#### 2.3.4.1 MEP Students Served During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services during the summer/intersession term. Do **not** count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Summer/Intersession Term
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	228
K	175
1	186
2	194
3	181
4	147
5	122
6	102
7	87
8	52
9	44
10	36
11	28
12	12
Ungraded	0
Out-of-school	195
Total	1,789

**Comments:**

**2.3.4.2 Priority for Services-During the Summer/Intersession Term**

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received MEP- funded instructional or support services during the summer/intersession term. The total is calculated automatically.

<b>Age/Grade</b>	<b>Priority for Services During the Summer/Intersession Term</b>
Age 3 through 5	0
K	23
1	74
2	57
3	57
4	63
5	45
6	28
7	29
8	18
9	17
10	13
11	9
12	5
Ungraded	0
Out-of-school	24
Total	462
<b>Comments:</b>	

**2.3.4.4 Instructional Service – During the Summer/Intersession Term**

In the table below, provide the unduplicated number of **participating** migrant children who received any type of MEP-funded instructional service during the summer/intersession term. 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.

<b>Age/Grade</b>	<b>Instructional Service During the Summer/Intersession Term</b>
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	221
K	170
1	186
2	190
3	177
4	143
5	120
6	100
7	87
8	51
9	40
10	35
11	25
12	11
Ungraded	0
Out-of-school	164
Total	1,720
<b>Comments:</b>	

### 2.3.4.4.1 Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the summer/intersession term. 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.

Age/Grade	Reading Instruction During the Summer/ Intersession Term	Mathematics Instruction During the Summer/ Intersession Term	High School Credit Accrual During the Summer/ Intersession Term
Age birth through 2	0	0	
Age 3 through 5 (not Kindergarten)	158	88	
K	163	110	
1	184	121	
2	186	130	
3	172	113	
4	143	99	
5	119	78	
6	94	72	
7	79	84	
8	46	51	
9	36	37	0
10	34	28	0
11	25	23	0
12	9	9	0
Ungraded	0	0	0
Out-of-school	152	144	0
Total	1,600	1,187	0
<b>Comments:</b>			

#### FAQ on Types of Instructional Services:

What is "*high school credit accrual*"? Instruction 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. Includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.4.4.2 Support Services with Breakout for Counseling Service – During the Summer/Intersession Term

In the table below, in the column titled **Support Services**, provide the unduplicated number of **participating** migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled **Counseling Service**, provide the unduplicated number of **participating** migrant children who received a counseling service during the summer/intersession term. 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.

Age/Grade	Support Services During the Summer/Intersession Term	Breakout of Counseling Service During the Summer/Intersession Term
Age birth through 2	0	0
Age 3 through 5 (not Kindergarten)	222	0
K	170	0
1	184	0
2	190	1
3	178	0
4	143	0
5	120	0
6	97	8
7	87	24
8	52	8
9	44	13
10	35	27
11	27	20
12	12	7
Ungraded	0	0
Out-of-school	190	0
Total	1,751	108
<b>Comments:</b>		

#### FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. 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, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

**2.3.5 MEP Participation – Performance Period**

In the table below, provide the unduplicated number of **participating** migrant 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.

<b>Age/Grade</b>	<b>Served During the Performance Period</b>
Age Birth through 2	48
Age 3 through 5 (not Kindergarten)	715
K	520
1	489
2	458
3	463
4	378
5	338
6	313
7	338
8	264
9	276
10	209
11	181
12	194
Ungraded	4
Out-of-school	846
Total	6,034
<b>Comments:</b>	

### 2.3.6 School Data During the Regular School Year

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

#### 2.3.6.1 Schools and Enrollment - During the Regular School Year

In the table below, provide the number of public schools that enrolled **eligible** migrant 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** migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools that enrolled eligible migrant children	650
Number of eligible migrant children enrolled in those schools	4,794
<b>Comments:</b>	

#### 2.3.6.2 Schools Where MEP Funds Were Consolidated in School Wide Programs (SWP) – 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** migrant 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 migrant child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
<b>Comments:</b>	

### 2.3.7 MEP Project Data

The following questions collect data on MEP projects.

#### 2.3.7.1 Type of MEP Project

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds from the State or through an intermediate entity that receives the MEP funds from the State and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year - school day only	17	1,357
Regular school year - school day/extended day	10	645
Summer/intersession only	0	0
Year round	46	7,786
<b>Comments:</b>		

#### FAQs on type of MEP project:

- a. *What is a project?* A project is any entity that receives MEP funds and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications or contracts. A project's services may be provided in one or more sites. Each project should be counted once, regardless of the number of sites in which it provides services.
- b. *What are Regular School Year – School Day Only projects?* Projects where all MEP services are provided during the school day during the regular school year.
- c. *What are Regular School Year – School Day/Extended Day projects?* Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).
- d. *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.
- e. *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

### 2.3.8 MEP Personnel Data

The following questions collect data on MEP personnel data.

#### 2.3.8.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the performance period (e.g., September 1 through August 31).

<b>State Director FTE</b>	1.00
<b>Comments:</b>	

#### FAQs on the MEP State director

- a. *How is the FTE calculated for the State director?* Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one *FTE* for the State director in your State for the performance period. To calculate the FTE number, sum the total days the State director worked for the MEP during the performance period and divide this sum by the number of full-time days that constitute one FTE in the performance period.
- b. *Who is the State director?* The manager within the SEA who administers the MEP on a Statewide basis.

**2.3.8.2 MEP Staff**

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	147	36	177	101
Counselors	7	5	3	3
All paraprofessionals	144	107	143	87
Recruiters	26	21	11	10
Records transfer staff	6	6	0	0
Administrators	0	0	0	0
<b>Comments:</b>				

**Note:** The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSRP as 9.

**FAQs on MEP staff:**

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
  1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
  2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.
- c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
- d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
- e. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- f. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.
- g. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should not be included.

### 2.3.8.3 Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs.

Type of Professional funded by MEP	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified Paraprofessionals	115	90.40	114	64.20
<b>Comments:</b>				

#### FAQs on qualified paraprofessionals:

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
  1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
  2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of *ESEA*).

## 2.4 Prevention AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2012 through June 30, 2013.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

**2.4.1 State Agency Title I, Part D Programs and Facilities- Subpart 1**

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

**2.4.1.1 Programs and Facilities - Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students.

Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	1	122
Juvenile detention	8	156
Juvenile corrections		
Adult corrections	4	100
Other		
Total	13	
<b>Comments:</b>		

**FAQ on Programs and Facilities - Subpart I:**

*How is average length of stay calculated?* The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

**2.4.1.1.1 Programs and Facilities That Reported - Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	1
Juvenile Detention	8
Juvenile Corrections	
Adult Corrections	4
Other	
Total	13
<b>Comments:</b>	

**2.4.1.2 Students Served – Subpart 1**

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served	54	1,459		130	
Total Long Term Students Served	22	181		130	

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (IDEA)	12	345			
LEP Students	2	0			

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native	0	1		0	
Asian	0	6		1	
Black or African American	30	1,124		106	
Hispanic or Latino	9	92		10	
Native Hawaiian or other Pacific Islander	0	26		0	
White	15	210		13	
Two or more races	0	0		0	
Total	54	1,459		130	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	38	1,352		113	
Female	16	107		17	
Total	54	1,459		130	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0		0	
6	0	0		0	
7	0	0		0	
8	0	0		0	
9	0	0		0	
10	0	0		0	
11	0	0		0	
12	0	8		0	
13	5	22		0	
14	7	64		0	
15	11	192		3	
16	20	335		9	
17	11	368		26	
18	0	240		29	
19	0	145		19	
20	0	59		23	
21	0	26		21	
Total	54	1,459		130	

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

**Comments:** Numbers are being reviewed and will be updated when CSPR is reopened.

**FAQ on Unduplicated Count:**

*What is an unduplicated count?* An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012 through June 30, 2013.

**2.4.1.3.1 Transition Services in Subpart 1**

In the first row of the table below indicate whether programs/facilities receiving Subpart 1 funds within the State are able to track student outcomes after leaving the program or facility by entering Yes or No. If not, provide more information in the comment field. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment.

Transition Services	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Are facilities in your state able to collect data on student outcomes after exit?	No	No	No	No	No
Number of students receiving transition services that address further schooling and/or employment.	54	0	0	0	

This response is limited to 4,000 characters.

**Comments:** This is not data that Georgia currently collects, however it will be added to the state agency's 2014 survey

**2.4.1.3.2 Academic and Vocational Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days After Exit**

In the table below, for each program type, first provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the State agency program/facility and next provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be counted once in each column separately.

Outcomes	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
# of Students Who Enrolled in their local district school	25		83				S			
Earned high school course credits	40		489				S			
Enrolled in a GED program	S		301				130			
Earned a GED	S		79				16			
Obtained high school diploma	S		29				S			
Accepted and/or enrolled into post-secondary education	S		28				S			
Enrolled in job training courses/programs	S		S				S			
Obtained employment	S		S				S			

This response is limited to 4,000 characters.

**Comments:**

**2.4.1.6 Academic Performance- Subpart 1**

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 1 in reading and mathematics.

**2.4.1.6.1 Academic Performance in Reading – Subpart 1**

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the four change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2012, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the tables is an FAQ about the data collected in these tables.

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry	22	181		130	
Long-term students who have complete pre- and post-test results (data)	22	181		130	

Of the students reported in the second row above, indicate the number who showed:

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams	7	35		S	
No change in grade level from the pre- to post-test exams	S	21		S	
Improvement up to one full grade level from the pre- to post-test exams	7	31		S	
Improvement of more than one full grade level from the pre- to post-test exams	5	94		130	
<b>Comments:</b>					

**FAQ on long-term students:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012 through June 30, 2013.

**2.4.1.6.2 Academic Performance in Mathematics – Subpart 1**

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry	22	181		130	
Long-term students who have complete pre- and post-test results (data)	22	181		130	

Of the students reported in the second row above, indicate the number who showed:

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams	8	76		S	
No change in grade level from the pre- to post-test exams	S	42		S	
Improvement up to one full grade level from the pre- to post-test exams	8	20		S	
Improvement of more than one full grade level from the pre- to post-test exams	4	43		130	
<b>Comments:</b>					

**2.4.2 LEA Title I, Part D Programs and Facilities- Subpart 2**

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

**2.4.2.1 Programs and Facilities – Subpart 2**

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	0	
Neglected programs	7	181
Juvenile detention		
Juvenile corrections		
Other		
Total	7	
<b>Comments:</b>		

**FAQ on average length of stay:**

*How is average length of stay calculated?* The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

**2.4.2.1.1 Programs and Facilities That Reported - Subpart 2**

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	0
Neglected programs	7
Juvenile detention	
Juvenile corrections	
Other	
Total	7
<b>Comments:</b>	

**2.4.2.2 Students Served – Subpart 2**

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served		374			
Total Long Term Students Served		163			

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (IDEA)		95			
LEP Students		0			

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native		0			
Asian		0			
Black or African American		201			
Hispanic or Latino		17			
Native Hawaiian or other Pacific Islander		3			
White		141			
Two or more races		12			
Total		374			

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male		264			
Female		110			
Total		374			

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5		3			
6		1			
7		3			
8		1			
9		2			
10		4			
11		7			
12		25			
13		45			
14		67			
15		109			
16		62			
17		27			
18		15			
19		1			
20		2			
21		0			

Total		374			
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If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

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**FAQ on Unduplicated Count:**

*What is an unduplicated count?* An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012 through June 30, 2013.

**2.4.2.3.1 Transition Services in Subpart 2**

In the first row of the table below indicate whether programs/facilities receiving Subpart 2 funds within the State are able to track student outcomes after leaving the program or facility by entering Yes or No. If not, provide more information in the comment field. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment.

Transition Services	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Are facilities in your state able to collect data on student outcomes after exit?	No	No	No	No	No
Number of students receiving transition services that address further schooling and/or employment.		95			

This response is limited to 4,000 characters.

**Comments:** This is not data that Georgia currently collects, however it will be added to the state agency's 2014 survey

**2.4.2.3.2 Academic and Vocational Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit**

In the table below, for each program type, first provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the LEA program/facility and next provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be counted once in each column separately.

Outcomes	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
# of Students Who Enrolled in their local district school			192							
Earned high school course credits			63							
Enrolled in a GED program			4							
Earned a GED			S							
Obtained high school diploma			S							
Accepted and/or enrolled into post-secondary education			S							
Enrolled in job training courses/programs			S							
Obtained employment			S							

This response is limited to 4,000 characters.

**Comments:**

### 2.4.2.6 Academic Performance- Subpart 2

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 2 in reading and mathematics.

#### 2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the four change categories in the second table below. Reporting pre- and post-test data for at-risk students in the tables below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2012, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry		108			
Long-term students who have complete pre- and post-test results (data)		113			

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams		32			
No change in grade level from the pre- to post-test exams		11			
Improvement up to one full grade level from the pre- to post-test exams		46			
Improvement of more than one full grade level from the pre- to post-test exams		24			
<b>Comments:</b>					

#### FAQ on long-term:

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012, through June 30, 2013.

*Is reporting pre-posttest data for at-risk programs required?* No, reporting pre-posttest data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

**2.4.2.6.2 Academic Performance in Mathematics – Subpart 2**

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry		41			
Long-term students who have complete pre- and post-test results (data)		109			

Of the students reported in the second row above, indicate the number who showed:

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams		18			
No change in grade level from the pre- to post-test exams		25			
Improvement up to one full grade level from the pre- to post-test exams		38			
Improvement of more than one full grade level from the pre- to post-test exams		28			
<b>Comments:</b>					

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012, through June 30, 2013.

*Is reporting pre/post-test data for at-risk programs required?* No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

**2.7 Safe and DRUG FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)**

This section collects data on student behaviors under the *Safe and Drug-Free Schools and Communities Act*.

**2.7.1 Performance Measures**

In the table below, provide actual performance data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Tobacco use among middle school students will decrease by 4%.	Georgia Student Health Survey (formerly Youth Risk Behavior Survey-YRBS)	biennially	2011	2010-11:	2010-11: Data Not Available	12%	2003
				2011-12: 1%	2011-12: 6%		
				2012-13: 1%	2012-13: Data Not Available		
				2013-14: 2%			
				2014-15: 2%			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Tobacco use among high school students will decrease by 4%.	Georgia Student Health Survey (formerly Youth Risk Behavior Survey-YRBS)	Biennially	2011	2010-11:	2010-11: Data Not Available	26%	2003
				2011-12: 13%	2011-12: 17%		
				2012-13: 13%	2012-13: Data Not Available		
				2013-14: 13%			
				2014-15: 13%			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Alcohol use among middle school students will decrease by 4%	Georgia Student Health Survey (formerly Youth Risk Behavior Survey-YRBS)	Biennially	2011	2010-11:	2010-11: Data Not Available	34%	2003
				2011-12: 28%	2011-12: 34%		
				2012-13: 28%	2012-13: Data Not Available		
				2013-14: 30%			
				2014-15: 30%			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2010-11:	2010-11: Data Not Available		

Alcohol use among high school students will decrease by 4%	Georgia Student Health Survey (formerly Youth Risk Behavior Survey-YRBS)	Biennially	2011	2011-12: 30%	2011-12: 35%	38%	2003
				2012-13: 30%	2012-13: Data Not Available		
				2013-14: 31%			
				2014-15: 31%			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Marijuana use among middle school students will decrease by 4%.	Georgia Student Health Survey (formerly Youth Risk Behavior Survey-YRBS)	Biennially	2011	2010-11: 4%	2010-11: Data Not Available	11%	2003
				2011-12: 4%	2011-12: 12%		
				2012-13: 4%	2012-13: Data Not Available		
				2013-14: 8%			
				2014-15: 8%			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Marijuana use among high school students will decrease by 4%.	Georgia Student Health Survey (formerly Youth Risk Behavior Survey-YRBS)	Biennially	2011	2010-11: 14%	2010-11: Data Not Available	20%	2003
				2011-12: 14%	2011-12: 21%		
				2012-13: 14%	2012-13: Data Not Available		
				2013-14: 17%			
				2014-15: 17%			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
The number of violent incidents will be reduced by 4%.	Student Record Data Collection System	annually	2013	2010-11: 4681	2010-11: 3937	5535	2003
				2011-12: 4648	2011-12: 4087		
				2012-13: 3779	2012-13: 3811		
				2013-14: 3923			
				2014-15: 3659			

**Comments:**

## 2.7.2 Out-of-School Suspensions and Expulsions

The following questions collect data on the out-of-school suspension and expulsion of students by grade level (e.g., K through 5, 6 through 8, 9 through 12) and type of incident (e.g., violence, weapons possession, alcohol-related, illicit drug-related).

### 2.7.2.1 State Definitions

In the spaces below, provide the State definitions for each type of incident.

Incident Type	State Definition
Alcohol related	Alcohol - Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of intoxicating alcoholic beverages or substances represented as alcohol, during the school year.
Illicit drug related	<p>Drugs, Except Alcohol and Tobacco - Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics. Includes being under the influence of drugs or substances represented as drugs. Code includes over-the-counter medications if abused by the student. Code does not include tobacco or alcohol.</p> <p>Tobacco - Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to or from school.</p>
Violent incident without physical injury	<p>Breaking &amp; Entering - Burglary - Unlawful entry into a building or other structure with the intent to commit a crime. This applies to school buildings or activities related to a school function.</p> <p>Fighting - Mutual participation in a fight involving physical violence where there is no one main offender and no major injury. This does not include verbal confrontations, tussles, or other minor confrontations. Administrators need to consider age and developmentally appropriate behavior before using this code.</p> <p>Kidnapping - Unlawful seizure, transportation, and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parents or legal guardian.</p> <p>Larceny / Theft - Unlawful taking, carrying, leading, or riding away of property of another person without threat, violence, or bodily harm. This includes pocket-picking, purse or backpack-snatching if left unattended, theft from a building, theft from a motor vehicle, theft from a coin-operated machine, and all other types of larcenies. The Larceny / Theft code should be used only when theft is serious enough to warrant calling the police or bringing in security. Administrators need to consider age and developmentally appropriate behavior before using this code. For example, students stealing pencils or paper from each other are forms of malicious or harassing behavior and not larceny because it is not serious and does not warrant calling security to deal with it.</p> <p>12 Motor Vehicle Theft - Theft, or attempted theft, of a motor vehicle. Code includes theft of car, truck, motorcycle, dune buggy, RV, or anything that is self-propelled.</p> <p>Arson - Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary device. Examples include firecrackers, fireworks, and trashcan fires if they are contributing factors to a damaging fire. Without a fire, firecrackers and fireworks are included in the INCIDENT TYPE code '23'</p> <p>Weapons-Other. This code does not include the simple act of lighting a match.</p> <p>Threat/ Intimidation - Unlawfully placing another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack. Administrators need to consider age and developmentally appropriate behavior before using this code.</p> <p>Sexual Harassment - Deliberate, repeated, and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature, when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile, or offensive learning environment. Examples include behaviors such as leering, pinching, grabbing, suggestive comments, suggestive jokes, or pressure to engage in sexual activity.</p> <p>Robbery - Taking, or attempting to take, anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. An essential difference between robbery and larceny is that a threat or battery is involved in a robbery. Examples include extortion of lunch money.</p>
Violent incident with physical injury	<p>Homicide - Murder and non-negligent manslaughter, killing of one human being by another, killing a person through negligence.</p> <p>Sexual Battery - Oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object, or attempts forcibly and/or against the person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of temporary or permanent mental incapacity. Includes rape, fondling which includes touching of private body parts of another person (either through human contact or using an object), indecent liberties, child molestation, sodomy. This code should be used only when the incident is severe enough to warrant calling in law enforcement.</p> <p>Battery - Actual and intentional touching, or striking of another person against his or her will, or intentionally causing bodily harm to an individual. For example, when one individual physically attacks or "beats up on"</p>

another individual. Includes an attack with a weapon or one that causes serious bodily harm to the victim. Includes the actual placement of a bomb or one sent through the mail, regardless of whether the bomb explodes. Administrators need to consider age and developmentally appropriate behavior before using this code.

Serious Bodily Injury - The term "serious bodily injury" means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty;

Weapons possession

Weapons - Rifle/Shotgun - The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger.

Weapons -Handgun - Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand; and any combination of parts from which a firearm described above can be assembled. NOTE: This definition does not apply to items such as toy guns, cap guns, bb guns, and pellet guns.

Weapons -Knife - The possession, use, or intention to use any type of knife, including a pocket or penknife, to inflict harm on another person, or to intimidate any person.

Weapons - Other - The possession, use, or intention to use any instrument or object to inflict harm on another person, or to intimidate any person. Included in this code are chains, pipes, razor blades, ice picks, dirks, nunchakus, brass knuckles, Chinese stars, billy clubs, tear gas guns, toy guns, cap guns, bb guns, pellet guns, electrical weapons or devices, explosives, or propellants. Firecrackers and other fireworks are also included if fire is not involved.

Comments:

**2.7.2.2 Out-of-School Suspensions and Expulsions for Violent Incident Without Physical Injury**

The following questions collect data on violent incident without physical injury.

**2.7.2.2.1 Out-of-School Suspensions for Violent Incident Without Physical Injury**

In the table below, provide the number of out-of-school suspensions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

<b>Grades</b>	<b># Suspensions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	8,007	159
6 through 8	17,342	177
9 through 12	11,863	172
<b>Comments:</b>		

**2.7.2.2.2 Out-of-School Expulsions for Violent Incident Without Physical Injury**

In the table below, provide the number of out-of school expulsions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

<b>Grades</b>	<b># Expulsions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	4	4
6 through 8	100	40
9 through 12	164	48
<b>Comments:</b>		

**2.7.2.3 Out-of-School Suspensions and Expulsions for Violent Incident with Physical Injury**

The following questions collect data on violent incident with physical injury.

**2.7.2.3.1 Out-of-School Suspensions for Violent Incident with Physical Injury**

In the table below, provide the number of out-of-school suspensions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

<b>Grades</b>	<b># Suspensions for Violent Incident with Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	1,352	62
6 through 8	1,567	82
9 through 12	994	85
<b>Comments:</b>		

**2.7.2.3.2 Out-of-School Expulsions for Violent Incident with Physical Injury**

In the table below, provide the number of out-of school expulsions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

<b>Grades</b>	<b># Expulsions for Violent Incident with Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	S	3
6 through 8	38	14
9 through 12	67	21
<b>Comments:</b>		

#### 2.7.2.4 Out-of-School Suspensions and Expulsions for Weapons Possession

The following sections collect data on weapons possession.

##### 2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

In the table below, provide the number of out-of-school suspensions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	988	119
6 through 8	747	111
9 through 12	569	114
<b>Comments:</b>		

##### 2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

In the table below, provide the number of out-of-school expulsions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	8	8
6 through 8	50	28
9 through 12	51	30
<b>Comments:</b>		

### 2.7.2.5 Out-of-School Suspensions and Expulsions for Alcohol-Related Incidents

The following questions collect data on alcohol-related incidents.

#### 2.7.2.5.1 Out-of-School Suspensions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school suspensions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	13	7
6 through 8	177	45
9 through 12	602	87
<b>Comments:</b>		

#### 2.7.2.5.2 Out-of-School Expulsions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school expulsions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	S	0
6 through 8	12	7
9 through 12	51	18
<b>Comments:</b>		

### 2.7.2.6 Out-of-School Suspensions and Expulsions for Illicit Drug-Related Incidents

The following questions collect data on illicit drug-related incidents.

#### 2.7.2.6.1 Out-of-School Suspensions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school suspensions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	124	83
6 through 8	1,254	333
9 through 12	3,931	372
<b>Comments:</b>		

#### 2.7.2.6.2 Out-of-School Expulsions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school expulsions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	S	1
6 through 8	95	52
9 through 12	205	98
<b>Comments:</b>		

**2.7.3 Parent Involvement**

In the table below, provide the types of efforts your State uses to inform parents of, and include parents in, drug and violence prevention efforts. Place a check mark next to the five most common efforts underway in your State. If there are other efforts underway in your State not captured on the list, add those in the other specify section.

Y	Parental Involvement Activities
<input checked="" type="checkbox"/> Yes	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
<input checked="" type="checkbox"/> Yes	Training and technical assistance to LEAs on recruiting and involving parents
<input checked="" type="checkbox"/> Yes	State requirement that parents must be included on LEA advisory councils
<input type="checkbox"/> No	State and local parent training, meetings, conferences, and workshops
<input type="checkbox"/> No	Parent involvement in State-level advisory groups
<input checked="" type="checkbox"/> Yes	Parent involvement in school-based teams or community coalitions
<input type="checkbox"/> No	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
<input checked="" type="checkbox"/> Yes	Media and other campaigns (Public service announcements, red ribbon campaigns, kick-off events, parenting awareness month, safe schools week, family day, etc.) to raise parental awareness of drug and alcohol or safety issues
<input type="checkbox"/> No Responses	Other Specify 1
<input type="checkbox"/> No Responses	Other Specify 2

In the space below, specify 'other' parental activities.

The response is limited to 8,000 characters.

**2.9 Rural EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B, SUBPARTS 1 AND 2)**

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

**2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds**

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

<b>Purpose</b>	<b># LEA</b>
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	2
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	39
Educational technology, including software and hardware as described in Title II, Part D	61
Parental involvement activities	6
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	9
Activities authorized under Title I, Part A	77
Activities authorized under Title III (Language instruction for LEP and immigrant students)	6
<b>Comments:</b>	

### 2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

Title VI, Part B

CSPR Data 2012-2013

The state of Georgia adopted the five NCLB Goals and the associated performance indicators in their 2002 Consolidated State application. The program-specific activities for Title VI, Part B are aligned with these five goals in order to support the goals of local school systems. Local Education Agencies (LEAs) develop their goals based upon a variety of needs assessments and the analysis of different data sets. Schools and systems are also required to meet the other criteria stipulated in Georgia's Accountability Workbook. LEAs progress is determined by their schools meeting established performance indicators and the accountability requirements of Title VI, Part B.

Georgia's ESEA Flexibility Waiver School Designations (Table 1)

In accordance with Georgia's approved ESEA Flexibility Waiver, Adequate Yearly Progress (AYP) is no longer the state's accountability measure. The approved waiver allows Georgia to identify schools where students continue to struggle based on student achievement growth or student subgroup performance issues and unify federal law with the state's accountability system focused on college and career readiness. Schools receiving Title I funds are eligible for school designations of Reward, Priority and Focus. Title I and non-Title I schools are both eligible to receive the Alert designation. Georgia has developed and refined the College and Career Ready Performance Index (CCRPI) which includes the continuation of Reward, Priority, Focus and Alert designations. The definitions of the school designations are:

Priority Schools

- A Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds (1003 (g)) to implement a school intervention model;
  - A Title I-participating high school with a graduation rate less than 60 percent over two years;
- or
- A Title I school in the State based on the lowest achievement of the "all students" group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over three years in the "all students" group.

Focus Schools

- A Title I-participating high school with a graduation rate less than 60 percent over two years;
- or
- A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates ("within-school-gaps" focus school).

Alert Schools

- Graduation Alert: graduation rate is below 3 standard deviations from the mean of the state's subgroups' graduation rate
- Subgroup Alert: achievement rate is below 3 standard deviations from the mean of the state's subgroups' meets and exceeds rate
- Subject Alert: subject achievement is below 3 standard deviations from the mean of the state's meets and exceeds rate for each subject

Reward Schools

Highest Performing

- 5% of Title I schools
- Highest performance for the "All Students" group (n size = 30) over 3 years
- High schools with the highest graduation rates
- Must have made AYP in 2011
- May not be identified as a Priority School, Focus School, or Alert School

Highest Progress

- 10% of Title I schools
- Highest progress in performance for the "All Students" group (n size = 30) over 3 years
- May not be identified as a Priority School, Focus School, or Alert School

RLIS Eligible LEA CCRPI Score Distribution (Table 2)

Georgia's new accountability system, the College and Career Ready Performance Index, reports school performance in a more comprehensive manner than the pass/fail system previously in place under Adequate Yearly Progress (AYP). The Index was designed around a comprehensive definition of college and career readiness, or the level of achievement required in order for a student to enroll in two or four year colleges and universities and technical colleges without remediation, fully prepared for college level work and careers. This means that all students graduate from high school with both rigorous content knowledge and the ability to apply that knowledge.

A school and district's overall score is made up of three major areas: Achievement (70 points possible), Progress (15 points possible) and Achievement Gap (15 points possible). In addition to the three major areas, schools can receive "Challenge Points" to add to their score (up to 10 points). They can receive these points if they have a significant number of Economically Disadvantaged students, English Learner students and Students with Disabilities meeting expectations. They can also receive points for going beyond the targets of the CCRPI by challenging students to exceed expectations and participate in college and career ready programs.

Table 1 Table 2

ESEA Flexibility Waiver School Designations RLIS Eligible LEA CCRPI Score Distribution

Source: Flexibility Waiver School Designation Report

(FY13, Title Schools in 105 RLIS LEAs) Source: CCRPI District Score Report (FY13, 105 RLIS LEAs)

Designation Number of Schools in RLIS LEAs CCRPI Score Range Number of RLIS LEAs

Reward Schools 79 90 - 100 Points 14

Priority Schools 12 80 - 89 Points 28

Focus Schools 37 70 - 79 Points 42

Alert Schools 1 60 - 69 Points 15

Below 60 Points 6

CCRPI Average Score 77.4 (83.4 State average)

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**2.10 Funding TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)****2.10.1 State Transferability of Funds**

In the table below, indicate whether the state transferred funds under the state transferability authority.

<b>State Transferability of Funds</b>	<b>Yes/No</b>
Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2012-13?	<input type="checkbox"/> No
<b>Comments:</b>	

**2.10.2 Local Educational Agency (LEA) Transferability of Funds**

In the table below, indicate the number of LEAs that notified that state that they transferred funds under the LEA transferability authority.

<b>LEA Transferability of Funds</b>	<b>#</b>
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	2
<b>Comments:</b>	

**2.10.2.1 LEA Funds Transfers**

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

<b>Program</b>	<b># LEAs Transferring Funds FROM Eligible Program</b>	<b># LEAs Transferring Funds TO Eligible Program</b>
Improving Teacher Quality State Grants (Section 2121)	2	2
Educational Technology State Grants (Section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0	0
State Grants for Innovative Programs (Section 5112(a))	0	0
Title I, Part A, Improving Basic Programs Operated by LEAs		0

In the table below provide the total amount of FY 2012 appropriated funds transferred from and to each eligible program.

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
Improving Teacher Quality State Grants (Section 2121)	542,568.00	0.00
Educational Technology State Grants (Section 2412(a)(2)(A))	0.00	0.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0.00	0.00
State Grants for Innovative Programs (Section 5112(a))	0.00	0.00
Title I, Part A, Improving Basic Programs Operated by LEAs		542,568.00
Total	542,568.00	542,568.00
<b>Comments:</b> Comments:Patuala County-\$2,568.00 Bibb County-\$540,000.00		

*The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.*

## 2.11 Graduation RATES <sup>4</sup>

This section collects graduation rates.

### 2.11.1 Regulatory Adjusted Cohort Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **current school year** (SY 2012-13). Below the table are FAQs about the data collected in this table.

**Note:** States are not required to report these data by the seven (7) racial/ethnic groups; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that has been mapped back from the major racial and ethnic groups identified in their workbooks, to the 7 racial/ethnic groups to allow for the examination of data across states.

Student Group	Graduation Rate
All Students	71.7
American Indian or Alaska Native	64
Asian or Pacific Islander	81.8
<i>Asian</i>	
<i>Native Hawaiian or Other Pacific Islander</i>	
Black or African American	64.4
Hispanic or Latino	62.6
White	79.2
Two or more races	75.3
Children with disabilities ( <i>IDEA</i> )	35.1
Limited English proficient (LEP) students	43.8
Economically disadvantaged students	63.8

#### FAQs on graduation rates:

*What is the regulatory adjusted cohort graduation rate?* For complete definitions and instructions, please refer to the non-regulatory guidance, which can be found here: <http://www2.ed.gov/policy/elsec/guid/hsgguidance.pdf>.

The response is limited to 8,000 characters.

<sup>4</sup> The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and "Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for the adjusted cohort graduation rate data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

## 2.12 LIST OF SCHOOLS AND DISTRICTS

This section contains data on school statuses. States with approved ESEA Flexibility requests should follow the instructions in sections 2.12.1 and 2.12.3. All other states should follow the instructions in sections 2.12.2 and 2.12.4. These tables will be generated based on data submitted to ED*Facts* and included as part of each state's certified report; states will no longer upload their lists separately. Data will be generated into separate reports for each question listed below.

### 2.12.1 List of Schools for ESEA Flexibility States

#### 2.12.1.1 List of Reward Schools

**Instructions for States that identified reward schools<sup>6</sup> under ESEA flexibility for SY 2013-14** : Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- If applicable, State-specific status in addition to reward (e.g., grade, star, or level)
- Whether the school was identified as a high progress or high performing reward school
- Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003(g).

The data for this question are reported through ED*Facts* files and compiled in the EDEN030 "List of Reward Schools" report in the ED*Facts* Reporting System (ERS). The ED*Facts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN030 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

<sup>6</sup> The definition of reward schools is provided in the document titled, ESEA Flexibility. This document may be accessed on the Department's Web page at <http://www.ed.gov/esea/flexibility/documents/esea-flexibility.doc>

### 2.12.1.2 List of Priority and Focus Schools

**Instructions for States that identified priority and focus schools<sup>8</sup> under ESEA flexibility for SY 2013-14** : Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Status for SY 2013-14 (Use one of the following status designations: priority or focus)
- If applicable, State-specific status in addition to priority or focus (e.g., grade, star, or level)
- Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through EDFacts files and compiled in the EDEN031 "List of Priority and Focus Schools" report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN031 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

<sup>8</sup> The definitions of priority and focus schools are provided in the document titled, *ESEA Flexibility*. This document may be accessed on the Department's Web page at <http://www.ed.gov/esea/flexibility/documents/esea-flexibility.doc>

### 2.12.1.3 List of Other Identified Schools

**Instructions for States that identified non- priority, focus, or reward schools<sup>9</sup> with State-specific statuses under ESEA flexibility for SY 2013-14 :** Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- State-specific designation (e.g., grade, star, or level)
- Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through EDFacts files and compiled in the EDEN032 "List of Other Identified Schools" report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN032 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

<sup>9</sup> The definitions of reward, priority, and focus schools are provided in the document titled, ESEA Flexibility. This document may be accessed on the Department's Web page at <http://www.ed.gov/esea/flexibility/documents/esea-flexibility.doc>.

## 2.12.2 List of Schools for All Other States

### 2.12.2.1 Instructions for States that identified schools for improvement, corrective action, or restructuring under ESEA section 1116 for SY 2013-14: Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's Accountability Plan
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's Accountability Plan
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's Accountability Plan
- Whether the school met the graduation rate target for high schools (if applicable) in accordance with the State's Accountability Plan
- Status for SY 2013-14 (Use one of the following status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))<sup>10</sup>
- Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through EDFacts files and compiled in the EDEN033 "List of Schools Identified for Improvement" report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN033 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

<sup>10</sup> The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be accessed on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

## 2.12.3 List of Districts for ESEA Flexibility States

### 2.12.3.1 List of Identified Districts with State Specific Statuses

Instructions for States that identified school districts with State-specific statuses under ESEA Flexibility for SY 2013-14: Provide the information listed in the bullets below for those districts.

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts in accordance with the State's approved ESEA Flexibility request
- Whether the district met the 95 percent participation rate target for the reading/language arts assessment Whether the district met the proficiency target in mathematics in accordance with the State's approved ESEA Flexibility request
- Whether the district met the 95 percent participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA Flexibility request
- Whether the district met the graduation rate for high schools (if applicable) in accordance with the State's approved ESEA Flexibility request
- State-specific status for SY 2013-14 (e.g., grade, star, or level)
- Whether the district received Title I funds.

The data for this question are reported through EDFacts files and compiled in the EDEN034 "List of Identified Districts with State Specific Statuse's report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN034 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

## 2.12.4 List of Districts for All Other States

### 2.12.4.1 List of Districts Identified for Improvement

Instructions for States that identified school districts for improvement or corrective action<sup>11</sup> under ESEA section 1116 for SY 2013-14: Provide the information listed in the bullets below for those districts.

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2013-14 (Use one of the following improvement status designations: Improvement or Corrective Action)
- Whether the district received Title I funds.

The data for this question are reported through ED Facts files and compiled in the EDEN035 "List of Districts Identified for Improvement" report in the ED Facts Reporting System (ERS). The ED Facts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN035 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

<sup>11</sup> The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be accessed on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.