

**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 2013-14



PART I DUE THURSDAY, DECEMBER 18, 2014
PART II DUE FRIDAY, FEBRUARY 13, 2015

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

PRIVACY PROTECTED VERSION

SOME DATA IN THIS REPORT HAVE BEEN SUPPRESSED OR BLURRED TO PROTECT STUDENT PRIVACY.

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) 2013-14 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 2005-06, 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 2013-14 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 18, 2014**. Part II of the Report is due to the Department by **Friday, February 13, 2015**. Both Part I and Part II should reflect data from the SY 2013-14, 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 2013-14 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 2013-14 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: 7/31/2015
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2013-14 <input checked="" type="checkbox"/> Part II, 2013-14		
Name of State Educational Agency (SEA) Submitting This Report: Florida Department of Education		
Address: 325 W Gaines St, Suite 352 Tallahassee, Florida 32399-0400		
Person to contact about this report:		
Name: Felicia A. Williams		
Telephone: (850) 245-0657		
Fax: (850) 245-0697		
e-mail: Felicia.Williams@fldoe.org		
Name of Authorizing State Official: (Print or Type): Pam Stewart		
		Tuesday, May 12, 2015, 8:36:04 AM
Signature		Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART II**

For reporting on
School Year 2013-14



**PART II DUE FEBRUARY 13, 2015
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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	49,461	S	52.00
4	44,431	S	57.50
5	44,607	S	49.20
6	41,739	S	45.80
7	39,813	S	49.10
8	40,329	S	49.20
High School	40,370	S	53.40
Total	300,750	S	51.00
Comments:			

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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	119,218	S	47.70
4	107,627	S	51.90
5	107,099	S	52.00
6	89,076	S	50.10
7	88,619	S	45.90
8	89,076	S	46.90
High School	98,724	S	40.10
Total	699,439	S	47.90
Comments:			

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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	291	S	60.00
4	288	S	72.00
5	285	S	71.00
6			
7			
8			
High School			
Total	864	S	67.00

Comments:

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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	865	S	79.00
4	910	S	76.00
5	870	S	77.00
6	283	S	76.00
7	290	S	77.00
8	292	S	77.00
High School	573	S	74.00
Total	4,083	S	76.50

Comments:

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.

Special Services or Programs	# Students Served
Children with disabilities (<i>IDEA</i>)	183,692
Limited English proficient students	167,376
Students who are homeless	44,648
Migratory students	15,163
Comments:	

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.

Race/Ethnicity	# Students Served
American Indian or Alaska Native	4,171
Asian	20,303
Black or African American	407,626
Hispanic or Latino	457,602
Native Hawaiian or other Pacific Islander	1,630
White	360,110
Two or more races	38,574
Total	1,290,016
Comments:	

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.

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2	0	0	0	0	0
Age 3-5 (not Kindergarten)	0	0	0	0	0
K	168	134,560	642	8	135,378
1	176	137,876	831	6	138,889
2	208	129,455	794	10	130,467
3	210	131,657	814	12	132,693
4	249	118,205	795	17	119,266
5	222	117,008	669	20	117,919
6	28	100,110	501	46	100,685
7	45	99,974	365	93	100,477
8	25	100,797	260	132	101,214
9	24	60,695	53	1,121	61,893
10	31	57,192	35	38	57,296
11	19	51,024	26	20	51,089
12	17	50,042	16	6	50,081
Ungraded	0	0	0	0	0
TOTALS	1,422	1,288,595	5,801	1,529	1,297,347
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.

TAS instructional service	# Students Served
Mathematics	439
Reading/language arts	1,611
Science	
Social studies	
Vocational/career	
Other instructional services	1,507
Comments:	

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.

TAS Support Service	# Students Served
Health, dental, and eye care	
Supporting guidance/advocacy	775
Other support services	1,433
Comments:	

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	0.00	
Paraprofessionals ¹	0.00	0.00
Other paraprofessionals (translators, parental involvement, computer assistance) ²	0.00	
Clerical support staff	0.00	
Administrators (non-clerical)	0.00	
Comments: File 065 has been corrected. The Staff FTE for all categories should be zero including the percentage qualified for paraprofessionals. These data will be evident when this file is updated via EDEN.		

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:
1. 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;
 2. Providing assistance with classroom management, such as organizing instructional and other materials;
 3. Providing assistance in a computer laboratory;
 4. Conducting parental involvement activities;
 5. Providing support in a library or media center;
 6. Acting as a translator; or
 7. 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>

¹ Consistent with ESEA, Title I, Section 1119(g)(2).

² 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 ³	463.00	100.00
Comments: This number comes from an ancillary report.		

³ 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 2013 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) 2013 (School Year 2013-14) Title I, Part A Allocation of \$500,000 or less	LEAs that Received a Federal fiscal year (FY) 2013 (School Year 2013-14) Title I, Part A Allocation of more than \$500,000
Number of LEAs*	12	62
Sum of the amount reserved by LEAs for parental Involvement	135,571	12,504,885
Sum of LEA's FY 2013 Title I, Part A allocations	3,832,994	674,689,625
Percentage of LEA's FY 2013 Title I, Part A allocations reserved for parental involvement	3.54	1.85

*The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2013 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 2013–2014.

This response is limited to 8,000 characters.

Poverty Simulation Workshops- Through better understanding of the specific needs of students in poverty, their academic skills will increase.
 Teacher training related to Parent Involvement- Through increased parent involvement, parents will be equipped to assist students with academic achievement.
 Family Reading Night- The district supports the research that achievement will increase if the parents are an active part of the learning process.
 College and Career Nights - Guidance Counselors and key staff will meet with parents to provide information on college, career information.
 Family Math Nights- Teachers will host parent nights to teach engaging strategies to help improve the parents ability to work with their child. This activity will result in improved academic achievement in math.
 GED Preparation- Parents will be offered the opportunity to participate in GED prep classes offered at the high school.
 Migrant Family Activities- Basic language development and literacy activities.
 Bullying Prevention and Cyber Bullying Prevention parents workshops- provide parents with information for recognizing and preventing bullying.
 Assessment conferences-Teacher/parent meetings to discuss the student's assessment results, expectations, and goals for the school year.
 Student/Parent Handbook- Increase home to school and school to home communication.

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, 2013 through August 31, 2014. This section is composed of the following subsections:

- ┆ Population data of eligible migrant children
- ┆ Academic data of eligible migrant students
- ┆ Data of migrant children served during the performance period
- ┆ 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, 2013 through August 31, 2014. 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, 2012 - August 31, 2013), 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, 2013 through August 31, 2014. 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)	4,294
K	1,917
1	2,049
2	1,838
3	1,806
4	1,465
5	1,332
6	1,329
7	1,301
8	1,198

9	1,208
10	1,089
11	953
12	827
Ungraded	0
Out-of-school	4,608
Total	27,214

Comments:

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 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, 2013 through August 31, 2014.

Age/Grade	Eligible Migrant Children
Age birth through 2	1,692

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, 2013 through August 31, 2014. 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)	399
K	394
1	393
2	347
3	299
4	270
5	244
6	144
7	122
8	117
9	92
10	94
11	63
12	9
Ungraded	0
Out-of-school	100
Total	3,087
Comments: File C122 was submitted on 2/13/15. Please accept the data provided in this section as Florida's Category 2 Count.	

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: There was about 30% less funds available this year for summer district MEP programming. The decrease in the availability of funding is partly due to LEAs improving the appropriate utilization of funds during the regular school year. Due to this cut and more efficient use of fund during regular school year, less migrant students served in summer.

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, 2013 through August 31, 2014. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- ┆ Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age birth through 2	58
Comments: File C122 was submitted on 2/13/15. These data will be pre-populated during the review window after File 122 has been processed.	

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.

Student Information System	(Yes/No)
NGS	<u>No Response</u>
MIS 2000	<u>No Response</u>
COEStar	<u>No Response</u>
MAPS	<u>No Response</u>
Other Student Information System. Please identify the system:	<u>Yes</u>

All local student data is transmitted to the state via an automated Management Information System (MIS). The State of Florida Student Information Database System. The data are collected by the school districts through their local systems, and submitted to the state at pre-set times throughout the year, with a seven month window of opportunity to correct any errors in the original transmission. The districts use this same system to transmit the data used to calculate the migrant count. This year's count obtained using the State of Florida Student Information Database using data submitted by districts in August 2014, via the end of year survey (Survey 5). This survey differs from all other surveys in that it is a cumulative count of all students served in all programs during the preceding school year (which is the current CSPR/EDEN collection), and therefore captures all migrant students. For 2013-14, Survey 5 was due August 1, 2014 with a state processing window of July 28 - August 29, 2014. State processing is the "clean up" window where districts can upload/delete/edit their data daily. After the end of state processing, the state processes records every weekend. Districts have until February 27, 2015 to submit updates to their data; however, we finalize counts much sooner in order to meet CSPR and EDFacts timelines. Last year's child counts were generated using this same system. In 2002, a data element was added to the Information System called Migrant Status Term, Student Demographic Reporting Format. This data element uses a coding system to indicate whether the migrant child was served in the regular term, summer term, or both. In Migrant Status Term, a separate code (Code X) is used for those students identified as migrants, but received no services (neither academic nor support services; in the regular or summer term). In 2006, the coding was used to indicate that the migrant child was served in the regular term (3) was revised to reflect that the migrant child was enrolled/served - with services provided during the regular school day only - (D) or that the migrant child was enrolled/served - with some or all services provided during extended day/week - (E). Extensive technical assistance is provided to school districts to ensure the accuracy of this coding system, including regional workshops and presentations at the annual Information Database Workshop held every summer and at the technical assistance meeting/workshop usually held in the fall each year.

Student Information System	(Yes/No)
Was the Category 2 child count for this performance period generated using the same system?	<u>Yes</u>

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.

The same automated system was used to collect, maintain, and generate the state's Category 2 count.

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:

- l The unduplicated count of eligible migrant children, ages 3-21. Include children two years of age whose residency in the state has been verified after turning three.
- l Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, had a qualifying activity)
- l Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31)
- l 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
- l Children once per age/grade level for each child count category

The response is limited to 8,000 characters.

The database was queried for all children between the ages of 3 and 22 (Date of Birth range of 09/02/91 through 08/31/14 (to include the under 3), inclusive, which captures those who were Under 3, 2 and turned 3 and those who were 21 and turned 22), whose Qualifying Arrival Date is greater than 08/31/10, with a valid Migrant Status Term Code, and any services provided for with Regular or Summer session. This process is applied to all migrant child cases identified in the state student database and then the cases sorted by Category I or II using the Migrant Status Term data element. Edit checks for Category I and Category II are performed on the data file generated by this query to delete children who may be included in error. With regards to verifying that those children whose 3rd birthday occurs during the eligibility period are still residing in the State before including them in the child count. It is a standard procedure that children who will turn 3 during the eligibility period are flagged by the data clerk (whose responsibility it is to input student data into the district database) at the beginning of each school year or at the time or interview or re-interview of a family. Before data submitted for the reporting period (Survey 5), data clerks confer with recruiters to ensure that these children/families are still in the district. The date values indicated throughout this comment guarantee that all children who were eligible and resident for at least one day during the performance period, such as those who reached age 22 or graduated from high school/attained a GED, are included in the Category 1 Count.

The query used finds all migrant children identified within the eligibility reporting period. Since Survey 5 data are cumulative for the entire school year, all those meeting the eligibility requirements are captured, regardless of their length of stay. Recruiters are in constant contact with their families so that when a child turns three during the reporting period, district MEP staff will then identify that child as migrant on the student database. The data element Migrant Status Term identifies which term(s) a migratory child was served and/or identified. Further, migratory children selected for inclusion in the count from the State Student Database had to have a Qualifying Arrival Date greater than 08/31/10. FDOE staff conducts various edits to ensure that children, whose eligibility expired during the regular school year and may be receiving services under the "Continuation of Services" provision, are not included in the child count calculations. In addition to the Migrant Status Term data element contained in the Student Demographic Format, data elements in the Federal/State Compensatory Evaluation Format, also transmitted in Survey 5, provide information regarding summer services to migrant students. The Summer school code (Category II) cannot be entered on a student without a link to a code for summer services. Each year, a comprehensive presentation made at the Florida Association of Management Information System (FAMIS) State Database Workshop. This presentation targets migrant staff, data clerks, and MIS staff and covers all reporting requirements for migrant students and migrant program data. When the specific Migrant Status Term data element was created, very explicit definitions were developed and disseminated to MEP/MIS staff. Two of the codes were created to identify students who received services during the summer. The codes are "B" -- students who were served in both the regular 180 day school year AND the summer term and "S" -- students that were served only in the summer term. The definition for summer services states that a student must be served in a Federally Funded (partially or fully) program designed (in whole or part) especially for Migrant Students in order to be counted. Students enrolled in a conventional summer school must, additionally or concurrently, be provided services that are fully or partially Federally Funded and designed especially for Migrant Students in order to be counted. Summer programs and services funded partially or fully by migrant program funds are clearly highlighted in district Migrant Education Program Project applications and are corroborated by district logs and reviewed during on-site MEP monitoring visits. Districts provided guidance clarifying those children who receive instructional packets as a one-time act of providing instructional or support services cannot be included in their "summer count".

All students in Florida are assigned a unique, ten-digit Student Number Identifier, Florida (SID) number, consisting of the student's Social Security number followed by an "X". Those without Social Security numbers assigned a SID by the local school district using a state defined methodology, which then becomes the student's State SID. Should a student move, the receiving district is required to search the State's Student Locator system to determine if the student has prior enrollment history in any of Florida's public schools. If so, the SID, which was originally assigned as the student's SID is to be assigned to the student in the receiving district. Please refer to: <http://fldoe.org/accountability/data-sys/database-manuals-updates>. Because the SID is unique to each student, further matching is not performed at the state level. For this year's count, the following process was used: A master file containing all the students in the state was generated and the students that met the federal criteria were coded as "Migrant". A separate data file containing only migrant students served in Regular and Summer sessions was generated. All records were matched and unduplicated by data element fields: Migrant Status Term, SID, District Number, and School Number. Because of the uniqueness of each student's SID, there is an assurance that data are unique for each student based upon Migrant Status Term data element and Florida Student Number Identifier. By using the SID and Migrant Status Term and matching for duplicate SID's, this methodology insures the data tables produce an unduplicated count for each session. When students are initially enrolled by district data staff, THEY must ensure that if a pre-existing SID is selected for a student, it must match on all variables, i.e., name, DOB, gender, ethnicity, country of origin, home language, and parent names, at a minimum, before assigning a new SID. An additional measure to ensure that districts do not generate a new SID for a student with an existing SID is to disseminate extensive guidance to district MEP and district data staff on nuances of Hispanic names and strongly encourage an in-depth probe of the State Student Locator system to identify such students before a new SID is issued.

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 (see the Office of Migrant Education's CSPR Rating Instrument for the criteria needed to address this question)?

Florida has, in a State Board of Education rule, the database reporting requirements that requires districts to supply the information necessary to capture migrant students who are enrolled or identified. Data quality assurance is conducted during the survey reporting periods throughout the program year. Data are compared to the prior year and sent to school districts on a weekly basis during the survey windows so that, through early discovery, districts will have numerous opportunities to review and verify accuracy of the counts and the information supported by these data quality reports and ample time for correction of any migrant reporting problems . This process then helps to ensure that only eligible migrant children are counted for funding purposes and are served.

Use of MSIX to Verify Data Quality	(Yes/No)
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
Does 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 initiated 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 records at summer/inter-session projects to verify that the total unduplicated number of eligible migrant students served in the summer/intersession is reconciled with the Category 2 Count ?	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.	875
The number of eligibility determinations sampled for which a re-interview was completed.	461
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	453

Describe any reasons for non-response in the re-interviewing process.

The response is limited to 8,000 characters.

During the 2013-14 reporting period, internal re-interviews were conducted by local districts following guidance provided by the Florida ID&R office. A total of 634 re-interviews were attempted, out of which 461 were completed, resulting in a 72.7% response rate. The re-interviews were completed by local district personnel.

The 173 non-responses are summarized in the following table:

Response Rate Table
 Number of interviews attempted 634
 Number of interviews completed 461
 Non-Responses
 Moved Away 117
 Not found 54
 Declined 2
 Total Non-Responses 173

Of the 173 non-responses, 117 of the students had moved away, according to new tenants, neighbors or through information obtained by the local district. In addition, there were 54 students or families that could not be located by the districts after at least 2 attempts. Finally, 2 of the students or families declined to be interviewed.

Districts are instructed to conduct the re-interviews following a protocol prepared by the Florida ID&R office. The protocol includes the expectations regarding the proper manner to conduct the re-interviews. The protocol also indicates that the person conducting the re-interview cannot be person who completed the original COE and that districts should make every effort possible to use a different individual. Some districts are able to engage the assistance of staff from nearby districts. The Florida ID&R office is available to offer assistance in all matters involving the re-interview, from helping to select a random sample, determining the size of the sample and facilitating the assistance of an out-of-district re-interviewer if needed.

In order to obtain the most accurate results possible, the Florida ID&R Office encourages districts to complete the rolling re-interviews whenever possible. Attempts are made by district personnel to conduct re-interviews as close to the original qualifying arrival date as possible. By doing so, there is a higher "recall" of the events leading to their migration by the families.

Procedures	Yes/No
What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)?	None
Was the sampling of eligible children random?	Yes
Was the sampling statewide?	No

FAQ on independent prospective reinterviews:

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

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

The response is limited to 8,000 characters.

Out of 32 districts or LEA's receiving MEP funds, 30 conducted re-interviews of their migrant children. All 30 districts randomly selected the students that were in their respective re-interview samples. Only 2 districts did not report conducting a re-interview during the 2013-14 school year. One of these districts did not have any new children identified during the reporting period and, therefore, had no children that met the parameter (a new COE completed during the 2013-2014 school year). The remaining district received training in the 2014-15 year already on the protocol to conduct re-interviews, and has already started the process for the 2014-15 reporting year.

The Florida ID&R office provided training to all districts on how to obtain the random sample for their respective re-interviews. In a few cases, the Florida ID&R office assisted local districts with the process of randomly selecting their sample.

Please describe the sampling replacement by the State.

The response is limited to 8,000 characters.

Every district or LEA conducting re-interviews selected an alternate sample. In total, 875 names were randomly selected by districts to be part of the sample. Districts only had to use 130 students from their respective alternate samples to complete their re-interviews.

Since replacements were selected randomly by the local staff, they determined how to replace a students from the main list with an alternate. Since all the students were randomly selected, any name for the alternate lists could replace one from the sample list.

Obtaining Data From Families		
Check the applicable box to indicate how the re-interviews were conducted		
Face-to-face re-interviews	<u>Face-to-face re-interviews</u>	
Phone Interviews		
Both		
Obtaining Data From Families		Yes/No
Was there a protocol for verifying all information used in making the original eligibility determination?		<u>Yes</u>
Were re-interviewers independent from the original interviewers?		<u>Yes</u>

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

The response is limited to 8,000 characters.

No independent re-interviews were conducted during this reporting period. The FL MEP is planning to conduct an external re-interview during the 2014-2015 reporting period.

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.

During the 2013-14 year, a total of 461 re-interviews were conducted by the local districts in Florida. Of these, 8 resulted in a child determined not eligible, of a defect rate of 1.7% statewide. The re-interviews were conducted in 30 (of 32) LEAs receiving migrant funds during the reporting period. One of the two districts that did not conduct re-interviews did not have any students meeting the parameter (children for whom a new COE was completed during the reporting period). The second district already conducted re-interviews for the current period.

All of the children who were found "not eligible" during the re-interview had not made a qualifying move and, therefore, did not meet eligibility requirements. These 8 children and any siblings who were found not eligible were removed from the LEA's and state's migrant student roster. Districts were instructed to also inform the parents of the decision to remove the children from the MEP, and provided information to the parents on other services for which the children may be potentially eligible.

The Florida ID&R Office, after reviewing the information provided by the districts for the 8 children who were found not eligible, determined that there was no evident pattern or intentional effort to misidentify children into the FL MEP.

As a result of the re-interview findings, the Florida ID&R office will be implementing these additional actions:

- Training for staff on completing COEs effectively, enhancing interview skills, and corroborating information using available resources will be provided to the state's recruitment staff through the 2015 ID&R Spring Training as well as individual district training events throughout the year.
- Up-to-date information and resources for making correct eligibility determinations and conduct comprehensive quality control efforts will be included in training as well as the state's recruitment website, www.flrecruiter.org.
- Quality control documents (COE checklist, STAMP of eligibility flowchart, instructions for completing the COE, etc.) will be reviewed and updated.
- Conduct an external re-interview during the 2014-15 school year.
- Randomly select 50 to 100 COEs and share with an out of state ID&R expert to conduct a "desktop review". This effort will be conducted as an interstate coordination activity, with FL ID&R Office staff reviewing other states' COEs. Efforts will be taken to ensure that personal identifiable information will be kept confidential during this activity.

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

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	<u>Yes</u>
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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)	67
K	630
1	655
2	560
3	528
4	432
5	387
6	387
7	383
8	325
9	379
10	291
11	257
12	189
Ungraded	0
Out-of-school	36
Total	5,506

Comments: Data are correct as submitted in File 121.

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.

Age/Grade	Limited English Proficient (LEP) During the Performance Period
Age 3 through 5 (not Kindergarten)	523
K	1,412
1	1,432
2	1,032
3	938
4	629
5	409
6	327
7	287
8	234
9	252
10	211
11	176
12	132
Ungraded	0
Out-of-school	226
Total	8,220
Comments:	

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.

Age/Grade	Children with Disabilities (IDEA) During the Performance Period
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	218
K	167
1	200
2	213
3	280
4	224
5	196
6	175
7	185
8	173
9	173
10	117
11	133
12	118
Ungraded	0
Out-of-school	37
Total	2,609
Comments:	

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, 2014 (i.e., QAD during the performance period). The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Performance Period
Age birth through 2	1,093
Age 3 through 5 (not Kindergarten)	1,810
K	673
1	627
2	547
3	503
4	381
5	367
6	339
7	311
8	284
9	281
10	208
11	164
12	108
Ungraded	0
Out-of-school	3,466
Total	11,162

Comments: Data are correct as submitted in file 121.

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 qualifying arrival date occurred during the performance period's regular school year (i.e., QAD during the 2013-14 regular school year). The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Regular School Year
Age birth through 2	1,663
Age 3 through 5 (not Kindergarten)	4,213
K	1,886
1	2,020
2	1,811
3	1,786
4	1,445
5	1,319
6	1,316
7	1,291
8	1,189
9	1,201
10	1,080
11	952
12	827
Ungraded	0
Out-of-school	4,549
Total	28,548

Comments: The overall Florida eligible migrant count increased by 2% from 2012-13 to 2013-14. In 2013-14, though Florida experienced a small drop in orange varieties (down 2 million boxes, producing 58 million) and Valencia orange production, which decreased four million producing 61 million boxes due to citrus greening, the freeze/weather did not cause any harm. In addition, in Florida, blueberry production is growing and the state has a new up-and-coming crop, which are peaches. The agricultural activities related to oranges, blueberries, and peaches generally occur between August and May. More migrant families moved during the school year to be able to participate in agricultural activities associated with these crops, which explains the increase in the qualifying arrival date during the regular school year.

2.3.2.6 Referrals — During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who, during the performance period, 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.

Age/Grade	Referrals During the Performance Period
Age birth through 2	556
Age 3 through 5 (not Kindergarten)	1,249
K	400
1	489
2	403
3	403
4	329
5	311
6	294
7	322
8	250
9	362
10	347
11	269
12	259
Ungraded	0
Out-of-school	423
Total	6,666
Comments:	

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	6
8	8
9	34
10	22
11	24
12	25
Ungraded	
Total	119

Comments: In the state Service Delivery Plan (SDP), Florida's Migrant Education Program (FMEP) identified increasing graduation rate as a goal. SDP identifies strategies for addressing this goal. FMEP also provides annual training to district MEPs on these strategies, high school graduation requirements, and alternative options. Based on this guidance, districts MEPs ensure migrant students understand all their options for completing high school. More collaborative effort has occurred with school guidance counselors and supplemental guidance services provided to migrant students to prevent dropping out. This explains the positive decrease in the migrant dropout count.

FAQ on Dropouts:

How is "drop outs" defined? The term used for students, who, during the reporting 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 2012-13 reporting period should be classified NOT as "drop-outs" but as "out-of-school youth."

2.3.2.8.2 HSED (High School Equivalency Diploma)

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

Obtained HSED	#
Obtained a HSED in your State During the Performance Period	8

Comments: A lower number of migrant students obtained their High School Equivalency Diploma (HSED) because MEP encouraged student to stay in school. Furthermore, parents are encouraged to allow their children to stay in school to complete the entire school year, which is why the dropout rate decreased.

2.3.3 Services for Eligible Migrant Children

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

Eligible migrant children who are served include:

- Migrant children who were eligible for and received instructional or support services funded in whole or in part with MEP funds.
- Children who continued to receive MEP-funded services during the term their eligibility ended.

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 served for one additional school year after their eligibility ended, if comparable services were not available through other programs
- Children who were 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)).

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.

2.3.3.2 Priority for Services – During the Regular School Year

In the table below, provide the unduplicated number of **eligible** 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.

Age/Grade	Priority for Services During the Regular School Year
Age 3 through 5	35
K	385
1	443
2	356
3	369
4	289
5	264
6	273
7	256
8	224
9	326
10	235
11	220
12	167
Ungraded	0
Out-of-school	21
Total	3,863

Comments: Florida experienced an overall increase of migrant students in 2013-14 as compared to 2012-13. In addition, more students experienced an educational interruption during the regular school year and assessed with academically at-risk criteria that meet the state definition of migrant PFS. Based on this, the number of PFS students served in regular school year slightly increased.

2.3.4.2 Priority for Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **eligible** 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.

Age/Grade	Priority for Services During the Summer/Intersession Term
Age 3 through 5	4
K	70
1	68
2	58
3	45
4	49
5	39
6	19
7	10
8	18
9	10
10	15
11	13
12	8
Ungraded	0
Out-of-school	3
Total	429

Comments: There was about 30% less funds available this year for summer district MEP programming. Due to this cut, less migrant students were able to be served overall, which is directly related to the decrease in PFS students served in the summer.

2.3.5 MEP Services – During the Performance Period

In the table below, provide the unduplicated number of **eligible** 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.

Age/Grade	Served During the Performance Period
Age Birth through 2	787
Age 3 through 5 (not Kindergarten)	2,355
K	1,461
1	1,600
2	1,451
3	1,441
4	1,194
5	1,086
6	1,104
7	1,068
8	968
9	1,066
10	1,008
11	850
12	742
Ungraded	
Out-of-school	1,584
Total	19,765

Comments: Data are correct as submitted in File C054. Florida does not have a category "ungraded."

2.3.5.1 Priority for Services – During the Performance Period

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

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5	39
K	453
1	496
2	406
3	406
4	337
5	303
6	289
7	265
8	241
9	332
10	249
11	233
12	175
Ungraded	
Out-of-school	24
Total	4,248

Comments: File 054 will need to be reviewed during the verification process. These data appear to be incomplete.

2.3.5.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migrant children who received MEP-funded instructional or support services during the performance period 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.

Age/Grade	Continuation of Services During the performance period
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

Comments: This is a new data set for 1314 and EDfacts considered this as "optional". So the File 054 we sent with this "optional" data was causing our file to be rejected. File submitted without this new data set was accepted. In the absence of being able to auto populate the table above, the data is provided in this comment. There are zero COS students for Age/Grades between "Age 3 through 5 (not Kindergarten) and "5." The COS count for...

- Age/Grade 6 = 1
- Age/Grade 7 = 1
- Age/Grade 8 = 1
- Age/Grade 9 = 1
- Age/Grade 10 = 13
- Age/Grade 11 = 4
- Age/Grade 12 = 6
- Undgraded = 0
- Out-of-School = 0

Total COS = 27

2.3.5.3 Instructional Service – During the Performance Period

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

Age/Grade	Instructional Service During the Performance Period
Age birth through 2	787
Age 3 through 5 (not Kindergarten)	2,347
K	1,444
1	1,573
2	1,432
3	1,428
4	1,178
5	1,073
6	1,091
7	1,062
8	962
9	1,057
10	1,002
11	845
12	739
Ungraded	0
Out-of-school	1,582
Total	19,602
Comments:	

2.3.5.3.1 Type of Instructional Service – During the Performance Period

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

Age/Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age birth through 2	62	61	////////////////////////////////////
Age 3 through 5 (not Kindergarten)	309	218	////////////////////////////////////
K	242	101	////////////////////////////////////
1	242	121	////////////////////////////////////
2	236	109	////////////////////////////////////
3	238	125	////////////////////////////////////
4	214	111	////////////////////////////////////
5	209	72	////////////////////////////////////
6	151	87	////////////////////////////////////
7	135	78	////////////////////////////////////
8	123	54	////////////////////////////////////
9	128	64	86
10	134	67	31
11	77	34	48
12	67	24	26
Ungraded	0	0	0
Out-of-school	126	74	0
Total	2,693	1,400	191
Comments:			

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.

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

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

Age/Grade	Support Services During the Performance Period	Breakout of Counseling Service During the Performance Period
Age birth through 2	787	787
Age 3 through 5 (not Kindergarten)	2,309	2,292
K	1,436	1,419
1	1,566	1,549
2	1,420	1,396
3	1,402	1,385
4	1,158	1,142
5	1,060	1,045
6	1,073	1,057
7	1,032	1,023
8	936	920
9	1,031	1,022
10	975	957
11	828	816
12	718	705
Ungraded	0	0
Out-of-school	1,571	1,526
Total	19,302	19,041
Comments:		

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.

2.3.6 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	997
Number of eligible migrant children enrolled in those schools	23,381
Comments:	

2.3.6.2 Schools Where MEP Funds Were Consolidated in Schoolwide 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	
Comments: File C165 was submitted that is required to pre-populate this field. This count has always 0 in the past, so the blanks indicate 0. The program will not allow us to enter 0 for this section.	

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 **served** 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 Served in the Projects
Regular school year - school day only	47	16,297
Regular school year - school day/extended day	11	626
Summer/intersession only	16	577
Year round	32	2,575

Comments: Recently in Florida, LEAs received an abundance of training on effective utilization of school improvement funding and programs, as well as, implementation of Multi-Tiered Support Systems (MTSS). These initiatives led to an increase in providing services to students who are most at-risk of failing and increasing the number of before and afterschool instructional support provided through funding associated with these initiatives. Given the supplemental nature of migrant funding, district MEPs ensured that migrant students had the same opportunity as other children to participate in these "extra" instructional and extended day opportunities provided by other initiatives. In doing so, the need to provide those services to migrant students via Title I, Part C funds decreased, which explains the decrease in the number of migrant children served via extended day. Furthermore, given the huge expense in transportation, district MEPs have implemented more "push-in" and "pull-out" supplemental instructional models and practices during the regular school day, which enhances the migrant student's learning experience during the school day. The total number of year round programs decreased due to the decrease in summer funding mentioned earlier.

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).

State Director FTE	1.00
Comments:	

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 reporting 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		Performance Period
	Headcount	FTE	Headcount	FTE	Headcount
Teachers	77	57.85	50	46.60	
Counselors	10	9.07			
Non-qualified paraprofessionals	0	0.00	0	0.00	0
Qualified paraprofessionals	64	50.10	44	38.00	108
Recruiters	12	8.72			
Records transfer staff					
Administrators					

Comments: Data are correct and complete as submitted in file C065.

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 CSPR 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 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) (Section 1119(c) and (d) of ESEA).
- f. *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.
- g. *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.
- h. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should not be included.

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, 2013 through June 30, 2014.
- | 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	0	0
Juvenile detention	0	0
Juvenile corrections	1	196
Adult corrections	13	55
Other	0	0
Total	14	////////////////////

Comments: Adult Corrections - The Florida Department of Corrections is one agency that implement 13 Title I, Part D programs throughout the state of Florida. In previous years the input provided reflected the single agency as a whole and not the individual programs.

FAQ on Programs and Facilities - Subpart 1:

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	0
Juvenile Detention	0
Juvenile Corrections	1
Adult Corrections	13
Other	0
Total	14

Comments: Adult Corrections - The Florida Department of Corrections is one agency that implement 13 Title I, Part D programs throughout the state of Florida. In previous years the input provided reflected the single agency as a whole and not the individual programs.

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			103	2,606	
Total Long Term Students Served			58	894	

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (IDEA)			37	1,423	
LEP Students			0	57	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native			0	2	
Asian			0	3	
Black or African American			63	1,702	
Hispanic or Latino			16	305	
Native Hawaiian or other Pacific Islander			0	0	
White			23	594	
Two or more races			1	0	
Total			103	2,606	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			103	2,421	
Female			0	185	
Total			103	2,606	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5			0	0	
6			0	0	
7			0	0	
8			0	0	
9			0	0	
10			0	0	
11			0	0	
12			0	0	
13			2	0	
14			3	0	
15			24	9	
16			29	48	
17			45	137	
18			0	388	
19			0	507	
20			0	775	
21			0	742	
Total			103	2,606	

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

This response is limited to 8,000 characters.

Comments: In some instances, short term students were able to complete pre and post assessments.

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, 2013 through June 30, 2014.

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 legally permitted to track student outcomes after leaving the program or facility by entering Yes or No. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment. If not, provide more information in the comment field.

Transition Services	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Are facilities in your state permitted to collect data on student outcomes after exit ? (Yes or No)	0	0	yes	yes	0
Number of students receiving transition services that address further schooling and/or employment.			0	1,006	

This response is limited to 4,000 characters.

Comments: There are no Subpart 1 neglected, detention or other programs in Florida.

FAQ on facilities collecting data on student outcomes after exit:

If only some, but not all, facilities in the State are legally permitted to collect data on student outcomes after exit, enter 'yes' for the first question and provide a comment indicating why some facilities are unable to collect these data.

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 as appropriate. For "Enrolled in their local district school" use the "90 days after exit" columns to provide the number of students who enrolled, or planned to enroll, in their local district school after exit.

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	//////////		//////////		//////////	31	//////////	S	//////////	
Earned high school course credits					63	31	S	S		
Enrolled in a GED program					S	S	407	S		
Earned a GED					6	S	330	S		
Obtained high school diploma					S	S	S	S		
Accepted and/or enrolled into post-secondary education					S	S	7	S		
Enrolled in job training courses/programs					S	S	400	S		
Obtained employment					S	S	31	129		

This response is limited to 4,000 characters.

Comments: This data will be clarified during the verification period.

2.4.1.6 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term 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 table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2013, 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 table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			19	253	
Long-term students with no change in grade level from the pre- to post-test exams			0	26	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			14	302	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			17	136	
Comments: In some instances, short term students were able to complete pre and post assessments.					

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, 2013 through June 30, 2014.

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.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			8	171	
Long-term students with no change in grade level from the pre- to post-test exams			7	19	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			24	376	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			13	181	
Comments: In some instances, short term students were able to complete pre and post assessments.					

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	43	93
Neglected programs	17	69
Juvenile detention	22	5
Juvenile corrections	80	152
Other	0	0
Total	162	////////////////////
Comments:		

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	43
Neglected programs	17
Juvenile detention	22
Juvenile corrections	80
Other	0
Total	162
Comments:	

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	7,710	801	8,014	4,417	
Total Long Term Students Served	4,634	598	150	2,675	

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (IDEA)	1,713	199	2,368	1,134	
LEP Students	385	41	143	57	

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	39	2	19	18	
Asian	36	2	15	9	
Black or African American	3,226	328	4,463	2,375	
Hispanic or Latino	2,076	137	1,154	556	
Native Hawaiian or other Pacific Islander	7	1	1	3	
White	2,092	293	2,169	1,338	
Two or more races	234	38	193	118	
Total	7,710	801	8,014	4,417	

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	5,138	406	6,475	2,749	
Female	2,572	395	1,539	1,668	
Total	7,710	801	8,014	4,417	

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	4	6			
6	4	50			
7	10	53			
8	76	51			
9	240	52	3		
10	158	30	8		
11	142	67	27	11	
12	412	45	104	56	
13	845	63	333	163	
14	1,190	107	838	417	
15	1,430	105	1,535	859	
16	1,543	92	2,380	1,402	
17	1,656	80	2,786	1,509	
18					
19					
20					
21					
Total	7,710	801	8,014	4,417	

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

--

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, 2013 through June 30, 2014.

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 legally permitted to track student outcomes after leaving the program or facility by entering Yes or No. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment. If not, provide more information in the comment field.

Transition Services	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Are facilities in your state permitted to collect data on student outcomes after exit ? (Yes or No)	Yes	Yes	Yes	Yes	0
Number of students receiving transition services that address further schooling and/or employment.	7,710	801	8,014	4,417	

This response is limited to 4,000 characters.

Comments:

FAQ on facilities collecting data on student outcomes after exit:

If only some, but not all, facilities in the State are legally permitted to collect data on student outcomes after exit, enter 'yes' for the first question and provide a comment indicating why some facilities are unable to collect these data.

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 as appropriate. For "Enrolled in their local district school" use the "90 days after exit" columns to provide the number of students who enrolled, or planned to enroll, in their local district school after exit.

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	//////////	5,172	//////////	575	//////////	2,937	//////////	2,106	//////////	
Earned high school course credits	7,695	5,172	801	575	7,646	2,937	4,285	2,106		
Enrolled in a GED program	S	S			S	S		4		
Earned a GED	S	4	S		12	16	29	19		
Obtained high school diploma	7,695		801		7,646	5	4,285	S		
Accepted and/or enrolled into post-secondary education										
Enrolled in job training courses/programs					S	6		S		
Obtained employment										

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 long-term 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 table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2013, 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 table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	4	5		7	
Long-term students with no change in grade level from the pre- to post-test exams	74	13		15	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	40	33		6	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	5	12		12	
Comments: The average detention facilities is five days which is not enough time for pre and post assessment.					

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, 2013, through June 30, 2014.

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.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	5	12		4	
Long-term students with no change in grade level from the pre- to post-test exams	79	10		14	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	36	24		9	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	4	17		16	

Comments: The average detention facilities is five days which is not enough time for pre and post assessment.

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, 2013, through June 30, 2014.

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.

2.9 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.

Purpose	# LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	0
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	0
Educational technology, including software and hardware as described in Title II, Part D	0
Parental involvement activities	0
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	0
Activities authorized under Title I, Part A	29
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
Comments:	

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.

The progress the state has made in meeting the goals and objective for the RLIS program in the 29-listed rural counties/districts for the 2013-2014 school year, as in comparing the state adopted assessment (FCAT 2.0) data of the number of children/students scoring non-proficient in Reading, Writing and Math for the 2012-2013 and 2013-2014 school year.

Goal #1 - Decrease in the proportion of the cohort of students' 4-10 grades scoring non-proficient on Florida's adopted assessment (FCAT 2.0), in Reading, Writing and Math by 10% each school year.

2014districtDistrict NameGradeDec MathDec ReadDec WritGoal Met MathGoal Met ReadGoal Met Writ
 04Bradford03-14NaNYNa 04Bradford04-9-19NNY 04Bradford0515NaNYNa 04Bradford061-9NaNNNa 04Bradford07-3-7NaNNNa 04Bradford085614YYY
 04Bradford09Na-1NaNaNNa 04Bradford10-4-44NNY 07Calhoun033-3NaYNNa 07Calhoun04-2-518NNY 07Calhoun0544NaYNNa 07Calhoun065-2NaYNNa
 07Calhoun07-84NaNYNa 07Calhoun08-2-68NNY 07Calhoun09Na6NaNaYNa 07Calhoun10-61-2NNN 09Citrus0342NaYNNa 09Citrus040121NNY
 09Citrus0532NaYNNa 09Citrus06-1-2NaNNNa 09Citrus07-1-1NaNNNa 09Citrus08088NY 09Citrus09Na-2NaNaNNa 09Citrus10234NNY 12Columbia03-4-1NaNNNa 12Columbia047622YYY 12Columbia0544NaYNNa 12Columbia062-4NaNNNa 12Columbia07-10NaNNNa 12Columbia081-110NNY
 12Columbia09Na-6NaNaNNa 12Columbia101-2-3NNN 14Desoto03-12-7NaNNNa 14Desoto043-726YNY
 14Desoto05-2-2NaNNNa 14Desoto06-8-5NaNNNa 14Desoto07-5-11NaNNNa 14Desoto0811815YYY
 14Desoto09Na-8NaNaNNa 14Desoto10-11-53NNN
 15Dixie03-1-2NaNNNa 15Dixie04-1532NYY
 15Dixie051213NaYNNa 15Dixie06-18NaNYNa 15Dixie0793NaYNNa 15Dixie086614NYY
 15Dixie09Na5NaNaNNa 15Dixie1094-5YNN
 19Franklin03-8-8NaNNNa 19Franklin04-12012NNY 19Franklin0511NaNNNa 19Franklin0698NaYNNa 19Franklin0752NaNNNa
 19Franklin08-20-78NNY 19Franklin09Na0NaNaNNa 19Franklin10-12-911NNY 21Gilchrist03-2-2NaNNNa
 21Gilchrist044424YYY 21Gilchrist05-76NaNYNa 21Gilchrist06-23-12NaNNNa 21Gilchrist0781NaYNNa 21Gilchrist08-1315NNY 21Gilchrist09Na0NaNaNNa
 21Gilchrist10122NNY 22Glades0345NaYNNa 22Glades049423YYY
 22Glades058-1NaYNNa 22Glades061-1NaNNNa 22Glades074-10NaYNNa 22Glades089223YNY
 22Glades09Na6NaNaNNa 22Glades102-2-3NNN
 23Gulf035-6NaYNNa
 23Gulf045-511YNY
 23Gulf05-5-2NaNNNa
 23Gulf06-4-4NaNNNa
 23Gulf07-110NaNNNa
 23Gulf0814109YYY
 23Gulf09Na5NaNaNNa 23Gulf10-7-15NNY
 24Hamilton03146NaYNNa 24Hamilton04141328YYY 24Hamilton054-7NaNNNa 24Hamilton06184NaYNNa 24Hamilton07-13-3NaNNNa
 24Hamilton088135YNY 24Hamilton09Na-8NaNaNNa 24Hamilton10-4-17NNY 25Hardee03-6-9NaNNNa 25Hardee042-933NNY
 25Hardee0539NaYNNa 25Hardee061-5NaNNNa 25Hardee07-5-5NaNNNa 25Hardee081316NNY
 25Hardee09Na12NaNaYNa 25Hardee10-13-2-2NNN
 26Hendry03-9-2NaNNNa 26Hendry042-619NNY
 26Hendry0534NaYNNa 26Hendry06-4-7NaNNNa 26Hendry07-1-2NaNNNa 26Hendry08339NNY 26Hendry09Na-8NaNaNNa 26Hendry10-1-3-2NNN
 28High&S03-1-1NaNNNa
 28High&S041218NNY
 28High&S05-2-2NaNNNa 28High&S062-1NaNNNa 28High&S07-20NaNNNa 28High&S084310YNY
 28High&S09Na-2NaNaNNa 28High&S10002NNN
 30Holmes03-4-3NaNNNa 30Holmes043-129YNY
 30Holmes0534NaNYNa 30Holmes066-7NaYNNa 30Holmes07-30NaNNNa 30Holmes083126NNY
 30Holmes09Na-2NaNaNNa 30Holmes10-305NNN
 32Jackson0335NaYNNa 32Jackson042-117YNY 32Jackson05-23NaNNNa 32Jackson0663NaYNNa 32Jackson07103NaYNNa 32Jackson08-2-515NNY
 32Jackson09Na0NaNaNNa 32Jackson10-447NNY 33Jefferson03174NaYNNa 33Jefferson0452827NYY 33Jefferson052014NaYNNa 33Jefferson06-21NaNNNa 33Jefferson07-3-8NaNNNa 33Jefferson080130NNY 33Jefferson09Na-8NaNaNNa 33Jefferson10-3-62NNN
 34Lafayette033-11NaYNNa 34Lafayette04679YYY 34Lafayette05-43NaNNNa 34Lafayette062-6NaNNNa 34Lafayette071417NaYNNa 34Lafayette08-1216NNY
 34Lafayette09Na-11NaNaNNa 34Lafayette10141214YYY
 38Levy032-1NaNNNa
 38Levy04-4-333NNY
 38Levy05-7-8NaNNNa
 38Levy0604NaNYNa 38Levy07-5-2NaNNNa
 38Levy086417YNY
 38Levy09Na2NaNaNNa 38Levy10324NNY
 40Madison03-14NNaNNNa 40Madison04-11N28NYY 40Madison056YNaNYNa 40Madison06-10NNaNNNa 40Madison075NNaNNNa 40Madison08-4N-11NNN
 40Madison09NaNNaNaYNa 40Madison10-14N5NNY
 44Monroe
 47Okeechobee03-4-1NaNNNa 47Okeechobee042-229NNY 47Okeechobee050-1NaNNNa 47Okeechobee06-4-5NaNNNa 47Okeechobee07-3-1NaNNNa
 47Okeechobee08-7118NNY 47Okeechobee09Na-6NaNaNNa 47Okeechobee10265NNY 54Putnam031-4NaNNNa 54Putnam040-118NNY
 54Putnam05135NaYNNa 54Putnam064-2NaNNNa 54Putnam07-10NaNNNa 54Putnam08-347NNY
 54Putnam09Na2NaNaNNa 54Putnam10-9-10NNN
 61Suwannee031-1NaNNNa 61Suwannee043733NYY 61Suwannee0514NaNYNa
 61Suwannee06-3-4NaNNNa 61Suwannee076-2NaYNNa 61Suwannee08-8-113NNY 61Suwannee09Na-3NaNaNNa 61Suwannee10177NNY 62Taylor03-10-7NaNNNa 62Taylor04-6417NYY
 62Taylor0540NaNNNa 62Taylor0620NaNNNa 62Taylor0742NaYNNa 62Taylor080-222NNY
 62Taylor09Na-2NaNaNNa 62Taylor10-739NNY
 63Union1NaNNNa
 66Walton03-1-2NaNNNa 66Walton045425YYY
 66Walton0552NaYNNa 66Walton065-3NaYNNa 66Walton0710NaNNNa 66Walton086913YYY
 66Walton09Na-4NaNaNNa 66Walton10-7-2-2NNN

67Washington03-6-3NaNNNa 67Washington04-4015NNY 67Washington05-127NaNYNa 67Washington06-2-5NaNNNa 67Washington0733NaNNNa
67Washington081-311NNY 67Washington09Na-5NaNaNNa 67Washington105-47YNY
Goal #2 - Each participating LEA will decrease the proportion of all students scoring non-proficient on Florida's adopted assessment (FCAT 2.0) in Reading, Writing and Math by 10%.
00StateNa00NaNN 04Bradford-6-20NNN 07Calhoun-20-1NNN 09Citrus-111NNN 12Columbia-1-11NNN 14Desoto0-5-2NNN 15Dixie434YNY 19Franklin-5-2-4NNN2111-2NNN 22Glades127NNY 23Gulf11-1NNN 24Hamilton-617NNY 25Hardee7-2-1YNN 26Hendry0-30NNN 28High&S-8-10NNN
30Holmes-311NNN 32Jackson-322NNN 33Jefferson024NNN 34Lafayette204NNY 38Levy51-2YNN
40Madison-100-6NNN 44Monroe 47Okeechobee10-2NNN 54Putnam-502NNN 61Suwannee221NNN
Goal #3 - Cut the average gap between minority and non-minority 20% each school year.
04BradfordNNN 07CalhounNNN 09CitrusNNN 12ColumbiaNNN 14DesotoNNN 15DixieNYN 19FranklinNNN 21GilchristNNN 22GladesNNN 23GulfNNN 24HamiltonNNN 25HardeeNNN 26HendryNNN 28High&SNNN 30HolmesNNN 32JacksonNNN 33JeffersonNNN 34LafayetteNNN 38LevyNNN 40MadisonNNN 47OkeechobeeNNN
Goal #4 - Each participating LEA will decrease the proportion of high school students not earning a standard diploma by 10% each school year.
04Bradford-5.01N 07Calhoun-0.53N 09Citrus0.43N 12Columbia1.15N 14Desoto2.45N 15Dixie6.56N 19Franklin-3.51N 21gilCHRIST0.74N 22GLADES8.23N 23GULF-0.63N 24HAMILTON-4.21N 25HARDEE0.20N 26HENDRY5.60N 28HIGHLANDS1.43N 30HOLMES-0.42N 32JACKSON3.51N 33JEFFERSON-9.98N 34LAFAYETTE14.52N 38LEVY5.05N 39LIBERTY 40MADISON2.06N 47OKEECHOBEE6.26N 54PUTNAM2.18N 61SUWANNEE2.35N 62TAYLOR1.08N 66WALTON1.26N 67WASHINGTON1.92N

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.

State Transferability of Funds	Yes/No
Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2013-14?	<u>No</u>
Comments:	

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.

LEA Transferability of Funds	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	0
Comments:	

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.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	0	0
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 2013 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	0.00	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		0.00
Total	0.00	0.00

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

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 RATES⁴

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 2013-14). Below the table are FAQs about the data collected in this table.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks, to the racial/ethnic groups shown.

Student Group	Graduation Rate
All Students	76.10
American Indian or Alaska Native	74.00
Asian or Pacific Islander	89.20
<i>Asian</i>	89.20
<i>Native Hawaiian or Other Pacific Islander</i>	
Black or African American	64.70
Hispanic or Latino	75.00
White	81.70
Two or more races	
Children with disabilities (<i>IDEA</i>)	55.10
Limited English proficient (LEP) students	55.80
Economically disadvantaged students	67.80

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/hsgrguidance.pdf>.

The response is limited to 8,000 characters.

A focus on increased access to college and career ready standards in the least restrictive environment is a contributing factor to this increase.

⁴ 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 LISTS 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 schools⁵ under ESEA flexibility for SY 2014-15 : 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.

⁵ 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 schools⁶ under ESEA flexibility for SY 2014-15 : 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 2014-15 (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.

⁶ 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 schools⁷ with State-specific statuses under ESEA flexibility for SY 2014-15 :

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.

⁷ 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 2014-15: 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 2014-15 (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))⁸
- | 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.

⁸ 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 2014-15: 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 2014-15 (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 EDEN030 "List of Reward 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 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.

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 action⁹ under ESEA section 1116 for SY 2014-15: 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 2014-15 (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 EDFacts files and compiled in the EDEN035 "List of Districts 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 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.

⁹ The district 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>.