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 2014-15

PART I DUE THURSDAY, DECEMBER 17, 2015
PART II DUE THURSDAY, FEBRUARY 11, 2016

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) 2014-15 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 EDFacts 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 2014-15 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 17, 2015**. Part II of the Report is due to the Department by **Thursday, February 11, 2016**. Both Part I and Part II should reflect data from the SY 2014-15, 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 2014-15 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 2014-15 CSPR will be found on the main CSPR page of the EDEN web site (https://EDEN.ED.GOV/EDENPortal/).

	OMB Number: 1810-0724
	Expiration Date: 5/31/2018

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:
___Part I, 2014-15 __X__Part II, 2014-15

Name of State Educational Agency (SEA) Submitting This Report:
Arkansas

Address:
423 Main St., Suite 100
Little Rock, AR 72201

Person to contact about this report:

Name: Dr. Eric Saunders

Telephone: 501-371-5014

Fax: 501-371-5010

e-mail: Eric.Saunders@arkansas.gov

Name of Authorizing State Official: (Print or Type):
Eric Saunders

_____ __Wednesday, May 11, 2016, 10:29:06 AM__
Signature Date

CONSOLIDATED STATE PERFORMANCE REPORT
PART II

For reporting on

School Year 2014-15

PART II DUE FEBRUARY 11, 2016
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	29,933	S	29.2
4	29,740	S	21.8
5	27,197	S	21.0
6	22,729	S	22.1
7	19,355	S	18.8
8	15,747	S	16.1
High School	25,142	S	20.6
Total	169,843	S	22.0
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	29,873	S	27.1
4	29,702	S	30.9
5	27,154	S	28.8
6	22,724	S	29.6
7	19,400	S	31.0
8	18,263	S	28.3
High School	25,588	S	31.0
Total	172,704	S	29.5
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	1,725	S	43
4	1,734	S	33
5	2,627	S	30
6	2,559	S	32
7	1,363	S	19
8	674	S	10
High School	1,993	S	19
Total	12,675	S	28.6
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	1,724	S	37
4	1,735	S	39
5	2,627	S	41
6	2,551	S	39
7	1,494	S	34
8	1,050	S	36
High School	2,091	S	30
Total	13,272	S	37.1
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 (*IDEA*)	34,425
Limited English proficient students	26,742
Students who are homeless	6,579
Migratory students	2,558
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	1,726
Asian	3,140
Black or African American	69,442
Hispanic or Latino	37,789
Native Hawaiian or other Pacific Islander	2,507
White	175,476
Two or more races	5,811
Total	295,891
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 Birth through 2			0	0	0
Age 3- through 5 (not Kindergarten)	30	7,228	114	0	7,372
K	256	28,717	166	31	29,170
1	453	31,869	229	27	32,578
2	485	31,626	215	39	32,365
3	414	29,221	210	63	29,908
4	348	29,135	186	54	29,723
5	409	26,727	166	126	27,428
6	535	21,970	151	76	22,732
7	379	19,019	69	101	19,568
8	187	18,149	42	97	18,475
9	179	13,788	20	144	14,131
10	100	12,172	48	146	12,466
11	172	11,336	18	97	11,623
12	82	10,696	18	39	10,835
Ungraded		209	0	0	209
TOTALS	4,029	291,862	1,652	1,040	298,583
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	2,135
Reading/language arts	2,245
Science	
Social studies	
Vocational/career	17
Other instructional services	
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 Suport Service	# Students Served
Health, dental, and eye care	5,204
Supporting guidance/advocacy	
Other support services	
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	212.00	
Paraprofessionals[1]	616.00	99.00
Other paraprofessionals (translators, parental involvement, computer assistance)[2]	137.00	
Clerical support staff	281.00	
Administrators (non-clerical)	209.00	
Comments:		

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]	4,603.00	98.30
Comments:		

[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 2014 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) 2014 (School Year 2014-15) Title I, Part A Allocation of $500,000 or less	LEAs that Received a Federal fiscal year (FY) 2014 (School Year 2014-15) Title I, Part A Allocation of more than $500,000
Number of LEAs*	176	76
Sum of the amount reserved by LEAs for parental Involvement	872,947	2,914,687
Sum of LEA's FY 2014 Title I, Part A allocations	44,047,367	106,547,631
Percentage of LEA's FY 2014 Title I, Part A allocations reserved for parental involvment	1.98	2.74

*The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2014 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 2014−2015.

This response is limited to 8,000 characters.

Parent centers/materials/supplies
District and building level parent involvement coordinators above required

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, 2014 through August 31, 2015. 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, 2014 through August 31, 2015. 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, 2013 - August 31, 2014), youth who are working on a HSED 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 HSED through a K-12 institution, or those in a correctional setting. (Students working on a HSED 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: The assessment data for Arkansas will be submitted at a later date.

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, 2014 through August 31, 2015. This figure includes all eligible migrant children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the 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)	531
K	345
1	457
2	438
3	400
4	388
5	374
6	380
7	341
8	327

9	357
10	306
11	274
12	293
Ungraded	0
Out-of-school	651
Total	5,862
Comments: The assessment data for Arkansas will be submitted at a later date.	

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, 2014 through August 31, 2015.

Age/Grade	Eligible Migrant Children
Age birth through 2	262
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, 2014 through August 31, 2015. 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)	23
K	37
1	94
2	79
3	76
4	56
5	54
6	70
7	50
8	32
9	44
10	23
11	14
12	11
Ungraded	0
Out-of-school	53
Total	716
Comments:	

2.3.1.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

Comments:

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

In the table below, enter the unduplicated statewide number of eligible migrant children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2014 through August 31, 2015. 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	0
Comments:	

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	No
MIS 2000	Yes
COEStar	No
MAPS	No
Other Student Information System. Please identify the system:	No

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

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

The response is limited to 8,000 characters.

N/A

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:

- 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.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, had a qualifying activity)
- Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31)
- Children who – in the case of Category 2 – were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods
- Children once per age/grade level for each child count category

The response is limited to 8,000 characters.

The following provides a brief summary of the procedures and processes used to ensure all eligible children are accounted for in the performance period. It not only describes said processes and procedures for the State level as requested but includes processes and procedures implemented at the LEA and regional level as directed by the SEA.

The Migrant Child counts are based first on eligibility data and individual student data from the COE, which is collected and entered throughout the year. These data are collected by means of face to face interviews with the migrant families or youth by trained MEP recruiters. The pertinent eligibility data and further documentation are noted on the Arkansas COE and the Supplementary Documentation Form either hard copy or by electronic COE. Before entering data from a new COE on any child a name and birthdate based search is run on the state database to verify for previous information. If there is any doubt parent and other data are reviewed to ensure that the child is not already on the database. If a child is already on the database the new information is input with the existing Student Identification Number. If the child is not found on the database a distinct Student Identification Number is created by the SIS and the data is input with the new number. Also during the year lists of possible duplicate students are run to consider if the students are duplicated on the database. If, after review by the Recruitment Eligibility Data Specialists (REDS) and the SEA, it is determined that the children have duplicate numbers the identifiers are merged. Also the MSIX Data Administrator receives a work list of possible duplicate students from MSIX, reviews the possible duplicate students and makes a decision about merging.

Educational and other service data is also used in the calculation of child counts. When direct educational and other services are provided, they are documented electronically; on data collection forms, and/or indicated on student records, and lists which are sent to the data specialist for review and entry in the SIS throughout the year as services are provided and at the end of each school term.

All students who are physically enrolled in the district after 09/01/14, who were migrant students the previous year and whose eligibility has not ended by 09/01/14 will receive a new school history line. Any preschooler or Out of School Youth who was a migrant in the previous year and not physically enrolled in the school must have their residency verified for the present year before they can be entered in the system. The residency is verified by a visit to the home, an interview with the family or an interview with the youth or other family member after 09/01/14. Also children who were enrolled as migrants before they were three years of age and who have not completed their third birthday before 09/01/14 must have their residency verified after they turn three by a visit to the home, an interview with the family. Once the residency for the children turning three is verified a new school history line placed on the database and to be counted in the query process. All new migrants have a school history/residency line added when the COE is approved.

The Summer/Intercession count requires further data to be collected and recorded from migrant intercession staff demonstrating a Summer Enrollment, indicated by an 'S' in the enrollment type and receipt of a migrant funded service during the Summer Enrollment period. The migrant service is indicated by a supplemental service code number with a start date that must fall within the Summer/Intersession time frame. The Summer/Intercession count requires that the supplemental service be migrant funded. This information is documented throughout the summer term and sent to the data specialist for review and entry in the database upon completion of the term.

Three times a year, usually in September, April and August, lists of all eligible migrant students are provided to the projects for a review of accuracy and completeness. The projects are also requested to verify that students who have turned three prior to receipt of the list are still in the district, and add a residency line added if they are still present.

All projects have secure Internet access to the database and are encouraged to check the database for individual students and complete lists of all of the migrant children in their district throughout the year. Any time during the year that parents are contacted, the data may be reviewed for accuracy and changes may be made if errors are found or revisions are needed. Lists and special reports are provided any time during the year upon request. When updates are made a record is made available electronically to the school/district for verification of accuracy of information and that all eligible migrant students are included.

To further ensure that all eligible children are being accounted for throughout the year regional and LEA sites are monitored by the SEA to verify that all processes and procedures are being followed. Each program site is monitored yearly by either the SEA or the regional site.

The actual child counts are retrieved from the state database through a set of queries that count only distinct student numbers statewide. The queries are set up to count the children who were at least three years of age and under 22 years of age between 09/01/14 and 08/31/15 and have resided in the state at least one day as indicated by activity on a residency or school history line during the time frame. Eligible children who turn three during the reporting period of 09/01/14 and 08/31/15 must have a residency line created after their third birthday. The queries are also designed to eliminate from the count any child, whose three-year eligibility has run out before 09/01/2014 or has a termination date before 09/01/14, whether for graduation, completing a GED or death. The Summer/Intercession queries count all children who show a Summer Enrollment, have a migrant supplemental service code attached to that enrollment and are eligible for funding purposes by age and residency anytime during the Summer Enrollment period. This would eliminate students who have not completed three years of age, be over 22 years of age and have a termination code dated prior to the Summer Enrollment date.

After the Category I and Category 2 queries are run, a complete list of all eligible Migrant Children sorted by region and district is made from the state database using the Category I and 2 criteria. These lists with counts are provided to the REDS in each region who in turn share the reports with the LEAs to check for discrepancies in the lists. If there are discrepancies they are researched by student number and if deletions or further data entry is required the data is provided by the LEA and entered by the REDS. When all review has been completed and discrepancies addressed the CSPR will be run again for final review by the SEA.

Finally all data items are compared to the data provided for the prior year's CSPR. If there are any dramatic changes they are investigated to ensure that they are correct and to find out what factors may have caused the changes. If any comments are required the state director will provide them and must verify and approve the data before it is considered finished and sent to the CSPR Coordinator for final verification.

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)?

The following processes and procedures are in place to ensure that data on migrant children in the State database corresponds with the Migrant specific database:

The State Information System (SIS) instructional manual specifies that entry for Migrant Status must only be entered when the status if provided by a representative of the Arkansas Migrant Education Program. The state director of Migrant Education is specifically identified as the contact for any Migrant Status questions is the SIS instructional manual. In data entry training for the State Information System (SIS), a Migrant Education staff member delivers a description of Migrant Status and specifically identifies the Migrant Cooperatives and state director as the only providers of the Migrant Student Lists. Included in the training is a reminder that only those students specifically identified in the lists provided by the cooperatives or the state director should be indicated as Migrant in the SIS. They are informed that if any other students are coded as Migrant they should contact their regional migrant cooperative or the state migrant director for verification of the status.

The LEAs are provided with a list of currently eligible migrant students by the Migrant Cooperatives at the beginning of the school year, and information on

newly recruited students is sent throughout the year for entry in the State SIS.
At any time during the year lists of currently eligible migrant students or information on individual migrant students may be provided by the Migrant Education Cooperatives to the LEAs upon request.
Prior to all State required assessments the Migrant Cooperatives provide a current list of eligible migrant students to the LEA superintendent, SIS data entry person and to the LEA Assessment Coordinator for coding as Migrant on the assessments.
When State required assessment data is compiled a copy of the data is provided to the MEP for review, comparison, and inclusion in the Migrant database. The migrant state director would review the assessment data before submission to EDEN to ensure that assessment information does not conflict with the Migrant database provided data.

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?	Yes

If MSIX is utilized, please explain how.

The response is limited to 8,000 characters.

The MSIX is used to assist in checking for duplication of students. The Arkansas MSIX Data Administrator receives a work list of possible duplicate students from MSIX, reviews the possible duplicate students and makes a decision about merging. This assists the ARMEP in ensuring that there are no duplicate students in the Arkansas Migrant data system and there are no duplicates with other states in the MSIX. We also use the Move Notification for finding students who have arrived in the state and to share student data with states that receive our students.

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 initialed by the recruiter's supervisor and/or other reviewer(s)]?	Yes
Are incomplete or otherwise questionable COEs returned to the recruiter for correction, further explanation, documentation, and/or verification?	Yes
Does the SEA provide recruiters with written eligibility guidance (e.g., a handbook)?	Yes
Does the SEA review student attendance 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.	76
The number of eligibility determinations sampled for which a re-interview was completed.	61
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	54

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

The response is limited to 8,000 characters.

Factors that affected the response rate were the following:
Family/worker had moved prior to the re-interviews
Family/worker was not located for re-interview after 3 attempts

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?	Yes

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.

N/A

Please describe the sampling replacement by the State.

The response is limited to 8,000 characters.

The Arkansas Migrant Education Program has developed and implemented a re-interview process in accordance of the provisions in 34 CFR 200.89(d). The ADE uses a rolling sample report. The universe of the random sample consists of all COEs on the ADE migrant database that have been validated as eligible for the MEP in the program year. The COEs are queried by a unique COE ID in a list ordered by log approval date-time. Every tenth COE is highlighted and selected for re-interview. The first child on the selected COE is to be validated by a re-interview. The first, second and third replacement students are from the following two COEs on the same random list. If the student from the first COE cannot be re-interviewed after three attempts, the first student on the next COE on the list will be attempted. If that student cannot be validated by a re-interview after three attempts it will pass to the first student on the following COE from the list. If in turn after three attempts no interview can be done on the fourth consecutive COE it is considered a non-response and the re-interviewer must move down the list ten COEs for the next highlighted COE/student for re-interviewing. This process ensures that the sampling replacement is systematic and included sampling from the entire list.
The following is an example of the rolling COE List:
150 AR1013-87564 09/27/14 11:12:58 AM
151 AR1365-354462 09/27/14 11:13:22 AM
152 AR1271-905573 09/27/14 11:15:37 AM
153 AR1278-905579 09/27/14 11:18:27 AM

Obtaining Data From Families	
Check the applicable box to indicate how the re-interviews were conducted	

Face-to-face re-interviews	
Phone Interviews	
Both	Face-to-face re-interviews

Obtaining Data From Families	Yes/No
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

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

The response is limited to 8,000 characters.

N/A

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.

The following are the certified results of the ARMEP Interview Process:

The number of eligibility determinations sampled: (76)

The number of eligibility determinations sampled for which a re-interview was completed: (61)

The number of eligibility determinations sampled for which a re-interview was completed and has been certified that the determination of eligibility and the information on which the determination were based were true and correct and the child was found eligible: (54)

The number of eligibility determinations sampled for which a re-interview was completed and has been certified that the determination of eligibility and the information on which the determination was based was found to be incorrect and/or inadequate and the child was found ineligible: (7)

The incorrect/inadequate determination descriptions are as follows:
1. Commuted to work, No Qualifying Move made
2. Worker went to pick up children returning to work already obtained, No Qualifying Move made
3. Worker moved, children didn't go with worker, No Qualifying Move made
4. Only child moved/ work was not temporary, No Qualifying Move/Work
5. Work was not temporary, Not Qualifying Work
6. Move was for vacation/Work was not for economic necessity, Not Qualifying Work/Move
7. Worker did not move or do qualifying work.

Response rate: 80%

The re-interviewing process revealed several documentation errors that did not affect the eligibility determination. They are listed as follows:
Addresses incorrect and/or misspelled (2)
Name of child misspelled. (1)
Qualifying Arrival Date incorrect (3)
Middle names missing (5)
Date of birth incorrect (1)
Birthplace information incorrect (1)
Worker incorrectly identified (3)

Corrective Actions:
The children found to be ineligible were removed from the database and any services that were being provided were discontinued. The recruiters who incorrectly identified migrant children were worked with individually on the specific errors made and numerous other COEs by these recruiters have been re-interviewed to ensure that the errors were one-time only mistakes and not a pattern. The high number of errors on Qualifying Move and Qualifying Work indicates a need for further training statewide on those areas of eligibility and documentation; consequentially all regional and statewide trainings have been focused on those specific areas. Due to discrepancies found in documentation of the correct address, noting dates, complete names, proper spelling, and clearly identifying the correct worker, more time has been spent in the recruitment/eligibility training on the importance of verifying a valid physical address and ensuring that addresses are updated when moves are made; and the importance of requesting documents such a birth certificate or other documents that will have the correct dates and complete and correct spelling of names. We have also reviewed the process of carefully reviewing the information on the COE with the interviewee before finalizing and requesting a signature.
Individualized training will be provided for recruiters who need review on areas of eligibility. The SEA will adjust future state and regional trainings for any topics that have caused children to be considered ineligible; in particular Qualifying Move and Qualifying Work determination.

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

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	Yes

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)	8
K	34
1	106
2	106
3	92
4	77
5	70
6	73
7	68
8	58
9	74
10	53
11	49
12	52
Ungraded	0
Out-of-school	8
Total	928
Comments:	

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)	0
K	7
1	69
2	164
3	124
4	135
5	131
6	132
7	120
8	108
9	118
10	86
11	85
12	92
Ungraded	0
Out-of-school	23
Total	1,394

Comments: Factors that have affected the counts of LEP students:
A substantial number of newly identified migrant students have been determined to be LEP

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)	0
K	2
1	20
2	39
3	42
4	48
5	43
6	60
7	48
8	33
9	43
10	27
11	28
12	33
Ungraded	0
Out-of-school	7
Total	473

Comments: Factors that have affected the counts of IDEA students:
A number of newly identified migrant students were individuals with disabilities.
Some migrant students that have been residing in Arkansas were assessed during the year and determined to be individuals with disabilities.

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, 2015 (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	132
Age 3 through 5 (not Kindergarten)	153
K	108
1	119
2	105
3	112
4	117
5	102
6	107
7	98
8	83
9	95
10	77
11	68
12	37
Ungraded	0
Out-of-school	465
Total	1,978
Comments:	

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 2014-15 regular school year). The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Regular School Year
Age Birth through 2	56
Age 3 through 5 (not Kindergarten)	73
K	53
1	69
2	56
3	61
4	50
5	51
6	49
7	39
8	41
9	41
10	31
11	20
12	15
Ungraded	0
Out-of-school	194
Total	899
Comments:	

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	6
Age 3 through 5 (not Kindergarten)	12
K	40
1	122
2	119
3	110
4	113
5	95
6	113
7	108
8	84
9	105
10	103
11	100
12	121
Ungraded	0
Out-of-school	26
Total	1,377
Comments: The ARMEP has stressed the need to refer our students for appropriate educational services when we are not able to provide for their needs. We have been able to refer more students this year than in previous years; consequentially an increase in some grades.	

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	S
8	S
9	7
10	12
11	8
12	11
Ungraded	S
Total	43
Comments:	

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 2014-15 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	S
Comments:	

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)(2-3)

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/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to 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 (not Kindergarten)	2
K	31
1	97
2	105
3	85
4	73
5	67
6	69
7	66
8	55
9	71
10	51
11	49
12	51
Ungraded	0
Out-of-school	7
Total	879
Comments:	

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 (not Kindergarten)	6
K	4
1	20
2	10
3	14
4	9
5	7
6	6
7	9
8	7
9	5
10	6
11	2
12	1
Ungraded	0
Out-of-school	1
Total	107
Comments:	

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	138
Age 3 through 5 (not Kindergarten)	253
K	267
1	402
2	375
3	340
4	331
5	329
6	314
7	280
8	269
9	296
10	264
11	238
12	257
Ungraded	0
Out-of-school	503
Total	4,856
Comments:	

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 (not Kindergarten)	8
K	34
1	106
2	106
3	92
4	77
5	70
6	73
7	68
8	58
9	73
10	53
11	49
12	52
Ungraded	0
Out-of-school	8
Total	927
Comments: A significant number of at risk students in grades 1 and 9 had an educational interruption and were identified as priority for service; consequentially the increase in counts for Priority for Service in those grades.	

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)	4
K	14
1	23
2	20
3	21
4	18
5	24
6	15
7	10
8	7
9	11
10	14
11	6
12	8
Ungraded	0
Out-of-school	0
Total	195
Comments: The ARMEP has increased the provision of services for the educational needs of our students as their eligibility has ended where other services are not available.	

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	13
Age 3 through 5 (not Kindergarten)	42
K	126
1	287
2	277
3	241
4	219
5	216
6	220
7	193
8	181
9	198
10	177
11	162
12	184
Ungraded	0
Out-of-school	75
Total	2,811
Comments: The data has been reviewed and the counts are accurate. There were less students served in K the current year.	

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	4	1	//
Age 3 through 5 (not Kindergarten)	23	24	//
K	91	69	//
1	261	182	//
2	254	171	//
3	224	148	//
4	200	137	//
5	198	134	//
6	207	138	//
7	163	120	//
8	155	83	//
9	164	112	3
10	150	85	56
11	124	60	132
12	132	69	155
Ungraded	0	0	0
Out-of-school	18	10	7
Total	2,368	1,543	353

Comments: The data has been reviewed and the counts are accurate. There were more students receiving Reading instructional services in the 12th grade and Mathematics instructional services in the 9th grade. The ARMEP has been focusing on ensuring that secondary students receive the credits needed to graduate, consequentially the counts for Credit Accrual in the 11th and 12th have increased.

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 performace 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	132	1
Age 3 through 5 (not Kindergarten)	247	0
K	265	5
1	399	18
2	370	17
3	337	21
4	330	19
5	328	18
6	313	22
7	280	24
8	267	21
9	296	83
10	264	124
11	236	126
12	257	123
Ungraded	0	0
Out-of-school	501	9
Total	4,822	631
Comments: The ARMEP has been providing more services in the home for younger children thus the increase in the counts for Support Services in the Birth through 2 age.		

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	638
Number of eligible migrant children enrolled in those schools	4,817
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: N/A Arkansas does not consolidate MEP funds in Schoolwide Programs	

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 receive services 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	40	2,244
Regular school year - school day/extended day	3	103
Summer/intersession only	3	84
Year round	18	2,294
Comments: The ARMEP has provided more robust extended day programs and been able to serve more students.		

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	2	1.50	37	7.00	39
Counselors	0	0.00	0	0.00	0
Non-qualified paraprofessionals	0	0.00	0	0.00	0
Qualified paraprofessionals	131	103.66	53	53.00	184
Recruiters	14	13.00	14	14.00	28
Records transfer staff	4	4.00	3	3.00	7
Administrators	5	5.00	7	7.00	12
Comments: After conferring with EDfacts Partner Support Center it was found that the number of qualified paraprofessionals in the Performance Period - Headcount section should have been entered as 161 instead of 127 for the 13-14 year because the data entered for 13-14 did not include the summer/intersession paraprofessionals(34). Therefore, the Performance Period-Headcount increased only 12.5% from 161 to 184.					

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, 2014 through June 30, 2015.
- 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	
Juvenile detention	0	
Juvenile corrections	7	156
Adult corrections	3	142
Other	0	
Total	10	//////////////////////////////
Comments:		

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

2.4.1.1.1 Programs and Facilities That Reported - Subpart 1

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

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	0
Juvenile Detention	0
Juvenile Corrections	7
Adult Corrections	3
Other	0
Total	10
Comments:	

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			674	48	
Total Long Term Students Served			208	37	

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (*IDEA*)			95		
LEP Students			5		

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native			0	0	
Asian			0	0	
Black or African American			378	31	
Hispanic or Latino			28	1	
Native Hawaiian or other Pacific Islander			0	0	
White			256	16	
Two or more races			12	0	
Total			674	48	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			592	44	
Female			82	4	
Total			674	48	

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			5	0	
13			16	0	
14			51	0	
15			109	0	
16			181	0	
17			239	0	
18			67	3	
19			6	13	
20			0	32	
21			0	0	
Total			674	48	

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

This response is limited to 8,000 characters.

Comments:

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, 2014 through June 30, 2015.

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)	N/A	N/A	No	No	N/A
Number of students receiving transition services that address further schooling and/or employment.			445	48	

This response is limited to 4,000 characters.

Comments: Some agencies do and other don't. It depends on the situation in many cases. If the judge includes the follow up in a court order, then they do track the students & are required to do so. In most cases, keeping tract would be a conflict of interest, and they are not allowed to have contact with students once they are released from the facility. Many students stay in touch because they have built trust with the facility personnel and the student will share what they are doing, but there is no systematic way of keeping track of the students once they exit the facility. There are no Neglected Programs, Juvenile Detention or other programs receiving Subpart 1 funds.

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 tables below, for each program type, provide the number of students who attained academic and vocational outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either while enrolled in the State agency program/facility column ("in fac.") or in the 90 days after exit column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the State agency program/facility. In the "90 days after exit" column 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 reported once in each column.

Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit					

Outcomes (once per student)	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who	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
Earned a GED					29		S			
Obtained high school diploma					18		S			

Outcomes (once per student per time period)	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who	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
Earned high school course credits					561		S			
Enrolled in a GED program					58		9			
Accepted and/or enrolled into post-secondary education					22		S			
Enrolled in job training courses/programs					19		S			
Obtained employment					5		S			

This response is limited to 4,000 characters.

Comments:

2.4.1.6 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent 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, 2014, 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			0	S	
Long-term students with no change in grade level from the pre- to post-test exams			111	S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			47	8	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			50	13	
Comments:					

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, 2014 through June 30, 2015.

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			0	5	
Long-term students with no change in grade level from the pre- to post-test exams			116	S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			92	12	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			0	6	
Comments:					

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	15	121
Neglected programs		
Juvenile detention		
Juvenile corrections		
Other		
Total	15	//////////////////////////////
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	15
Neglected programs	
Juvenile detention	
Juvenile corrections	
Other	
Total	15
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	1,810				
Total Long Term Students Served	683				

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (*IDEA*)	169				
LEP Students	9				

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	19				
Asian	2				
Black or African American	505				
Hispanic or Latino	86				
Native Hawaiian or other Pacific Islander	0				
White	1,128				
Two or more races	70				
Total	1,810				

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	1,273				
Female	537				
Total	1,810				

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3- through 5	0				
6	8				
7	7				
8	15				
9	25				
10	33				
11	47				
12	96				
13	191				
14	269				
15	357				
16	389				
17	341				
18	32				
19	0				
20	0				
21	0				
Total	1,810				

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, 2014 through June 30, 2015.

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)	No	N/A	N/A	N/A	N/A
Number of students receiving transition services that address further schooling and/or employment.	1,331				

This response is limited to 4,000 characters.

Comments: Some agencies do and other don't. It depends on the situation in many cases. If the judge includes the follow up in a court order, then they do track the students & are required to do so. In most cases, keeping tract would be a conflict of interest, and they are not allowed to have contact with students once they are released from the facility. Many students stay in touch because they have built trust with the facility personnel and the student will share what they are doing, but there is no systematic way of keeping track of the students once they exit the facility.

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 tables below, for each program type, provide the number of students who attained academic and vocational outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either while enrolled in the LEA program/facility column (“in fac.”) or in the 90 days after exit column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column 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 reported once in each column.

Outcomes (once per student), only after exit	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
# of Students Who Enrolled in their local district school 90 days after exit										
Outcomes (once per student)	**At-Risk Programs**		**Neglected Programs**		**Juvenile Detention**		**Juvenile Corrections**		**Other Programs**	
# of Students Who	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
Earned a GED	20									
Obtained high school diploma	12									
Outcomes (once per student per time period)	**At-Risk Programs**		**Neglected Programs**		**Juvenile Detention**		**Juvenile Corrections**		**Other Programs**	
# of Students Who	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
Earned high school course credits	1,124									
Enrolled in a GED program	58									
Accepted and/or enrolled into post-secondary education	20									
Enrolled in job training courses/programs	78									
Obtained employment	32									

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, 2014, 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*	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	93				
Long-term students with no change in grade level from the pre- to post-test exams	94				
Long-term students with improvement up to one full grade level from the pre- to post-test exams	238				
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	158				
Comments:					

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, 2014, through June 30, 2015.

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	99				
Long-term students with no change in grade level from the pre- to post-test exams	80				
Long-term students with improvement up to one full grade level from the pre- to post-test exams	222				
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	191				
Comments:					

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, 2014, through June 30, 2015.

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	3
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	67
Educational technology, including software and hardware as described in Title II, Part D	11
Parental involvement activities	13
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	15
Activities authorized under Title I, Part A	12
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.

(I)Percent Proficient and Advanced Math All Students (II)Proficient and Advanced Math All Students AMO (III)Percent Proficient and Advanced Literacy All Students
(IV)Proficient and Advanced Literacy All Students AMO

District Name (I) (II) (III) (IV)
STUTTGART SCHOOL DISTRICT 21.44 13.95 25.63 22.73
CROSSETT SCHOOL DISTRICT 21.66 13.95 25.94 22.73
HAMBURG SCHOOL DISTRICT 17.07 13.95 27.48 22.73
COTTER SCHOOL DISTRICT 36.54 13.95 44.12 22.73
MOUNTAIN HOME SCHOOL DISTRICT 28.96 13.95 38.54 22.73
GRAVETTE SCHOOL DISTRICT 37.38 13.95 40.24 22.73
BERGMAN SCHOOL DISTRICT 34.94 13.95 41.04 22.73
HARRISON SCHOOL DISTRICT 31.69 13.95 46.64 22.73
VALLEY SPRINGS SCHOOL DISTRICT 27.39 13.95 39.67 22.73
WARREN SCHOOL DISTRICT 15.62 13.95 18.81 22.73
BERRYVILLE SCHOOL DISTRICT 25.96 13.95 37.91 22.73
GREEN FOREST SCHOOL DISTRICT 28.47 13.95 31.69 22.73
LAKESIDE SCHOOL DIST(CHICOT) 12.66 13.95 22.06 22.73
ARKADELPHIA SCHOOL DISTRICT 25.14 13.95 33.79 22.73
GURDON SCHOOL DISTRICT 11.08 13.95 31.81 22.73
CORNING SCHOOL DISTRICT 16.82 13.95 24.06 22.73
PIGGOTT SCHOOL DISTRICT 19.12 13.95 31.9 22.73
HEBER SPRINGS SCHOOL DISTRICT 29.9 13.95 31.08 22.73
QUITMAN SCHOOL DISTRICT 20.46 13.95 27.4 22.73
CLEVELAND COUNTY SCHOOL DISTRICT19.4 13.95 29.37 22.73
MAGNOLIA SCHOOL DISTRICT 17.93 13.95 28.63 22.73
EMERSON-TAYLOR-BRADLEY SCHOOL D 27.76 13.95 44.09 22.73
SOUTH CONWAY COUNTY SCHOOL DIST 19.51 13.95 26.89 22.73
WESTSIDE CONS. SCH DIST(CRAIGH 20.85 13.95 25.4 22.73
BUFFALO IS. CENTRAL SCH. DIST. 27.21 13.95 42 22.73
RIVERSIDE SCHOOL DISTRICT 18.83 13.95 39.96 22.73
CEDARVILLE SCHOOL DISTRICT 16.94 13.95 24.3 22.73
MOUNTAINBURG SCHOOL DISTRICT 12.88 13.95 18.59 22.73
WYNNE SCHOOL DISTRICT 22.67 13.95 29.36 22.73
FORDYCE SCHOOL DISTRICT 12.47 13.95 19.29 22.73
DUMAS SCHOOL DISTRICT 12.99 13.95 22.58 22.73
MCGEHEE SCHOOL DISTRICT 15.67 13.95 21.31 22.73
DREW CENTRAL SCHOOL DISTRICT 18.38 13.95 27.89 22.73
MONTICELLO SCHOOL DISTRICT 22.39 13.95 28.18 22.73
CHARLESTON SCHOOL DISTRICT 33.67 13.95 29.63 22.73
SALEM SCHOOL DISTRICT 44.7 13.95 50.11 22.73
FOUNTAIN LAKE SCHOOL DISTRICT 25.4 13.95 32.5 22.73
JESSIEVILLE SCHOOL DISTRICT 18.91 13.95 23.61 22.73
LAKE HAMILTON SCHOOL DISTRICT 27.27 13.95 32.3 22.73
MARMADUKE SCHOOL DISTRICT 10.4 13.95 23.11 22.73
HOPE SCHOOL DISTRICT 4.93 13.95 11.59 22.73
BISMARCK SCHOOL DISTRICT 35.37 13.95 48.44 22.73
GLEN ROSE SCHOOL DISTRICT 29.87 13.95 33.22 22.73
MALVERN SCHOOL DISTRICT 16.48 13.95 24.17 22.73
NASHVILLE SCHOOL DISTRICT 19.6 13.95 30.37 22.73
BATESVILLE SCHOOL DISTRICT 26.93 13.95 35.46 22.73
SOUTHSIDE SCHOOL DISTRICT (INDE 28.23 13.95 36.34 22.73
CEDAR RIDGE SCHOOL DISTRICT 13.85 13.95 31.21 22.73
MELBOURNE SCHOOL DISTRICT 24.54 13.95 31.73 22.73
NEWPORT SCHOOL DISTRICT 23.79 13.95 26.32 22.73
JACKSON CO. SCHOOL DISTRICT 32.43 13.95 46.72 22.73
CLARKSVILLE SCHOOL DISTRICT 22.65 13.95 25.24 22.73
LAMAR SCHOOL DISTRICT 14.73 13.95 31.38 22.73
LAFAYETTE COUNTY SCHOOL DISTRI 20.62 13.95 28.11 22.73
HOXIE SCHOOL DISTRICT 17.81 13.95 30.59 22.73
SLOAN-HENDRIX SCHOOL DISTRICT 13.24 13.95 22.69 22.73
LAWRENCE COUNTY SCHOOL DISTRICT 17.77 13.95 25.86 22.73
LEE COUNTY SCHOOL DISTRICT 9.2 13.95 16.75 22.73
STAR CITY SCHOOL DISTRICT 14.41 13.95 21.31 22.73
ASHDOWN SCHOOL DISTRICT 17.7 13.95 18.99 22.73
BOONEVILLE SCHOOL DISTRICT 13.71 13.95 25.24 22.73
PARIS SCHOOL DISTRICT 21.33 13.95 24.21 22.73
ENGLAND SCHOOL DISTRICT 17.71 13.95 26.38 22.73
HUNTSVILLE SCHOOL DISTRICT 24.66 13.95 29.17 22.73
FLIPPIN SCHOOL DISTRICT 23.82 13.95 31.4 22.73
YELLVILLE-SUMMIT SCHOOL DIST. 14.77 13.95 28.17 22.73
GENOA CENTRAL SCHOOL DISTRICT 32.92 13.95 40.93 22.73

FOUKE SCHOOL DISTRICT 22.91 13.95 39.23 22.73
BLYTHEVILLE SCHOOL DISTRICT 9.45 13.95 14.31 22.73
RIVERCREST SCHOOL DISTRICT 57 12.32 13.95 20.18 22.73
GOSNELL SCHOOL DISTRICT 28.7 13.95 27.97 22.73
MANILA SCHOOL DISTRICT 20.21 13.95 34.55 22.73
OSCEOLA SCHOOL DISTRICT 9.09 13.95 16.4 22.73
BRINKLEY SCHOOL DISTRICT 22.78 13.95 25.49 22.73
PRESCOTT SCHOOL DISTRICT 25.75 13.95 34.6 22.73
JASPER SCHOOL DISTRICT 27.11 13.95 37.09 22.73
CAMDEN FAIRVIEW SCHOOL DISTRICT 14.87 13.95 31.05 22.73
HARMONY GROVE SCHOOL DISTRICT(O)21.83 13.95 32.93 22.73
PERRYVILLE SCHOOL DISTRICT 22.37 13.95 31.75 22.73
BARTON-LEXA SCHOOL DISTRICT 12.83 13.95 22.46 22.73
HELENA/ WEST HELENA SCHOOL DIST 6.21 13.95 15.61 22.73
KIPP DELTA PUBLIC SCHOOLS 17.1 13.95 20.65 22.73
CENTERPOINT SCHOOL DISTRICT 29.46 13.95 31.42 22.73
HARRISBURG SCHOOL DISTRICT 13.95 13.95 22.37 22.73
EAST POINSETT CO. SCHOOL DIST. 21.79 13.95 32.45 22.73
MENA SCHOOL DISTRICT 22.94 13.95 30.28 22.73
OUACHITA RIVER SCHOOL DISTRICT 25.19 13.95 32.2 22.73
COSSATOT RIVER SCHOOL DISTRICT 24.07 13.95 29.27 22.73
ATKINS SCHOOL DISTRICT 34.36 13.95 29.25 22.73
DOVER SCHOOL DISTRICT 26.45 13.95 42.54 22.73
HAZEN SCHOOL DISTRICT 23.28 13.95 36.9 22.73
POCAHONTAS SCHOOL DISTRICT 31.52 13.95 34.25 22.73
FORREST CITY SCHOOL DISTRICT 10.28 13.95 15.82 22.73
PALESTINE-WHEATLEY SCH. DIST. 13.26 13.95 21.79 22.73
WALDRON SCHOOL DISTRICT 20.46 13.95 23.61 22.73
SEARCY COUNTY SCHOOL DISTRICT 36.51 13.95 46.64 22.73
OZARK MOUNTAIN SCHOOL DISTRICT 14.49 13.95 26.84 22.73
MANSFIELD SCHOOL DISTRICT 25.47 13.95 34.11 22.73
DEQUEEN SCHOOL DISTRICT 30.43 13.95 30.72 22.73
HORATIO SCHOOL DISTRICT 27.05 13.95 33.47 22.73
CAVE CITY SCHOOL DISTRICT 26.51 13.95 34.06 22.73
HIGHLAND SCHOOL DISTRICT 28.22 13.95 35.28 22.73
MOUNTAIN VIEW SCHOOL DISTRICT 19.47 13.95 40.58 22.73
EL DORADO SCHOOL DISTRICT 18.31 13.95 30 22.73
SMACKOVER-NORPHLET SCHOOL DISTR 16.2 13.95 30.62 22.73
CLINTON SCHOOL DISTRICT 32.86 13.95 46.95 22.73
GREENLAND SCHOOL DISTRICT 15.13 13.95 26 22.73
BALD KNOB SCHOOL DISTRICT 16.71 13.95 25.91 22.73
BEEBE SCHOOL DISTRICT 27.71 13.95 34.57 22.73
WHITE CO. CENTRAL SCHOOL DIST. 17.6 13.95 23.64 22.73
RIVERVIEW SCHOOL DISTRICT 14.06 13.95 25.34 22.73
PANGBURN SCHOOL DISTRICT 24.55 13.95 42.36 22.73
ROSE BUD SCHOOL DISTRICT 15.85 13.95 38.01 22.73
MCCRORY SCHOOL DISTRICT 39.32 13.95 36.69 22.73
DANVILLE SCHOOL DISTRICT 17.83 13.95 25.92 22.73
DARDANELLE SCHOOL DISTRICT 28.74 13.95 30.25 22.73
TWO RIVERS SCHOOL DISTRICT 18.45 13.95 29.65 22.73

RLIS Statewide BenchMark Results SY 2014-2015

Academic Subject Grade Level Percent Proficient/Advanced
Math 03 29.9%
Math 04 21.2%
Math 05 21.1%
Math 06 22.2%
Math 07 19.0%
Math 08 18.3%

Academic Subject Grade Level Percent Proficient/Advanced
Literacy 03 27.0%
Literacy 04 30.1%
Literacy 05 27.4%
Literacy 06 28.9%
Literacy 07 30.8%
Literacy 08 28.0%

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 2014-15?	No
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).	64
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)	64	
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))		
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		64

In the table below provide the total amount of FY 2014 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)	2,876,546.50	
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))		
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		2,876,546.50
Total	2,876,546.50	2,876,546.50
Comments:		

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

2.11 Graduation Rates [4]

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 2014-15). 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	# Students in Cohort	# of Graduates	Graduation Rate
All Students	35,783	S	84.9
American Indian or Alaska Native	237	S	80
Asian or Pacific Islander	766	S	86
Asian	597	S	91
Native Hawaiian or Other Pacific Islander	169	S	66
Black or African American	7,916	S	77.5
Hispanic or Latino	3,527	S	84.5
White	22,805	S	87.4
Two or more races	532	S	87
Children with disabilities (*IDEA*)	3,257	S	81.9
Limited English proficient (LEP) students	1,608	S	86
Economically disadvantaged students	17,756	S	81.7

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 500 characters.

[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 schools[5] under *ESEA* flexibility for SY 2015-16 : 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 EDFacts files and compiled in the EDEN030 "List of Reward SchoolsËœ 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.

Comments:

[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 schools [6] under *ESEA* flexibility for SY 2015-16 : 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 2015-16 (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.

Comments:

[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 schools [7] with State-specific statuses under *ESEA* flexibility for SY 2015-16 : 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.

Comments:

[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 List of Schools Identified for Improvement

Instructions for States that identified schools for improvement, corrective action, or restructuring under *ESEA* section 1116 for SY 2015-16: 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 assessmentWhether 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 2015-16 (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.

Comments:

[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 2015-16: 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 2015-16 (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 SchoolsËœ 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.

Comments:

2.12.4 List of Districts for All Other States

2.12.4.1 List of Districts Identified for Improvement

Instructions for States that identified school districts for improvement or corrective action[9] under *ESEA* section 1116 for SY 2015-16: 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 2015-16 (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.

Comments:

[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.