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 2011-12

WASHINGTON

PART I DUE THURSDAY, DECEMBER 20, 2012
PART II DUE FRIDAY, FEBRUARY 15, 2013

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

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

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

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2011-12 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 2011-12 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 20, 2012**. Part II of the Report is due to the Department by **Friday, February 15, 2013**. Both Part I and Part II should reflect data from the SY 2011-12, 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 2011-12 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 2011-12 CSPR will be found on the main CSPR page of the EDEN web site (https://EDEN.ED.GOV/EDENPortal/).

	OMB Number: 1810-0614
	Expiration Date: 11/30/2013

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, 2011-12   __X__Part II, 2011-12

Name of State Educational Agency (SEA) Submitting This Report:
Office of Superintendent of Public Instruction

Address:
PO Box 47200
Olympia, WA 98504

Person to contact about this report:

Name: Anne Renschler

Telephone: 360-725-6229

Fax: 360-586-3305

e-mail: anne.renschler@k12.wa.us

Name of Authorizing State Official: (Print or Type):
Bob Harmon

_____   _Friday, April 5, 2013, 12:37:39 PM_
   Signature   Date

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	33,476	19,140	57.20
4	32,788	16,392	50.00
5	32,756	18,182	55.50
6	20,290	11,099	54.70
7	12,937	6,261	48.40
8	12,161	5,331	43.80
High School	4,647	2,896	62.30
Total	149,055	79,301	53.20
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	33,470	19,847	59.30
4	32,808	20,417	62.20
5	32,785	20,482	62.50
6	20,288	12,474	61.50
7	12,936	7,397	57.20
8	12,152	6,642	54.70
High School	4,827	3,443	71.30
Total	149,266	90,702	60.80
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	12,952	8,588	66.30
4	13,083	8,147	62.30
5	12,108	8,073	66.70
6	5,248	3,415	65.10
7	3,153	1,956	62.00
8	3,271	1,946	59.50
High School	1,535	958	62.40
Total	51,350	33,083	64.40
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	12,942	9,280	71.70
4	13,073	9,670	74.00
5	12,093	8,898	73.60
6	5,242	3,854	73.50
7	3,154	2,348	74.40
8	3,284	2,329	70.90
High School	1,590	1,147	72.10
Total	51,378	37,526	73.00
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.

	# Students Served
Children with disabilities (*IDEA*)	21,489
Limited English proficient students	42,425
Students who are homeless	6,902
Migratory students	16,538
Comments:	

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

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

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

Race/Ethnicity	# Students Served
American Indian or Alaska Native	4,662
Asian	8,587
Black or African American	10,692
Hispanic or Latino	51,661
Native Hawaiian or other Pacific Islander	2,184
White	53,668
Two or more races	7,543
Total	138,997
Comments: The race/ethnicity totals submitted this year by the districts reflect only the number of students receiving additional academic assistance in schoolwide programs.In previous years the totals reflected in schoolwide programs were total enrollment.	

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

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

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2					
Age 3-5 (not Kindergarten)	177	3,309	0	2	3,488
K	2,602	36,234	102	33	38,971
1	3,705	35,679	230	49	39,663
2	3,278	34,747	201	43	38,269
3	2,847	33,682	195	34	36,758
4	2,177	33,141	168	42	35,528
5	1,525	33,174	150	38	34,887
6	657	20,618	66	20	21,361
7	518	13,212	35	19	13,784
8	504	12,465	19	22	13,010
9	481	6,368	0	37	6,886
10	376	5,278	2	45	5,701
11	286	4,905	6	36	5,233
12	237	5,238	0	27	5,502
Ungraded					
TOTALS	19,370	278,050	1,174	447	299,041

Comments: Data includes total enrollment in school wide buildings. Prior submission included only students receiving additional academic assistance in school wide buildings.

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.

	# Students Served
Mathematics	5,924
Reading/language arts	16,910
Science	
Social studies	
Vocational/career	
Other instructional services	4
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.

	# Students Served
Health, dental, and eye care	70
Supporting guidance/advocacy	563
Other support services	59
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	196	
Paraprofessionals[1]	172	100.00
Other paraprofessionals (translators, parental involvement, computer assistance)[2]	0	
Clerical support staff	8	
Administrators (non-clerical)	10	
Comments:		

FAQs on staff information

1. 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.
2. What is an GÇ£other paraprofessional?GÇ¥ Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.
3. 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.

	Paraprofessionals FTE	**Percentage Qualified**
Paraprofessionals[3]	769.30	100.00
Comments:		

2.1.4.1 Parental Involvement Reservation Under Title I, Part A

	LEAs that Received an FY 2011 (School Year 2011-2012) Title I, Part A Allocation of $500,000 or less	**LEAs that Received a Federal fiscal year (FY) 2011 (School Year 2011-2012) Title I, Part A Allocation of more than $500,000**
Number of LEAs[*]	202	84
Sum of the amount reserved by LEAs for parental Involvement	76,741	2,592,665
Sum of LEAs' FY 2011 Title I, Part A allocations	33,436,549	162,777,982
Percentage of LEA's FY 2011 Title I, Part A allocations reserved for parental involvment	0.20	1.60

[1] *The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2011 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 2011-2012.

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 2011-2012.
 Examples district use to promote parent engagement include the following:
*paying for childcare so parents may attend parent meetings
*providing transportation so parents may attent parent sessions
*providing light refreshments or meals for parent activities
*providing compensation for teachers and paraprofessionals to attend parent (and often parent-student) instructional sessions, especially in reading and math. Examples include: "How to Read with Your Child", "Math Night", "Literacy Night", "Dr. Seuss Night", Math games and technology trainings.
*providing supplies and materials for the activities listed above.

[3] Consistent with *ESEA*, Title I, Section 1119(g)(2).

2.2   WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)

2.2.1 Subgrants and Even Start Program Participants

In the tables below, please provide information requested for the reporting program year July 1, 2011 to June 30, 2012.

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	1

Comments: Washington State funded one expansion award with the remaining funds for the entire 2011-12 funding period, for a teen parent program that targeted infants and toddlers and teen parents enrolled in high school. Two additional awards were made to extend the funding period for two ESL programs until December 2012

2.2.1.2 Even Start Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2011. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules to calculate children"s ages .

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	115
2. Adults participating	125
3. Adults participating who are limited English proficient (Adult English Learners)	105
4. Participating children	214
a. Birth through 2 years	141
b. Ages 3 through 5	56
c. Ages 6 through 8	13
c. Above age 8	4
Comments:	

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project or who had previously been in Even Start and re-enrolls during the year.

	#
1. Number of newly enrolled families	13
2. Number of newly enrolled adult participants	15
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	10
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	15
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade at the time of enrollment	5
Comments:	

2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families continuing to participate, count the time between the family's start date and the end of the reporting year (June 30, 2012). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family's original enrollment date. **Report each family only once in lines 1-4.** Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

Time in Program	#
1. Number of families enrolled 90 days or less	4
2. Number of families enrolled more than 90 but less than 180 days	2
3. Number of families enrolled 180 or more days but less than 365 days	8
4. Number of families enrolled 365 days or more	101
5. Total families enrolled	115
Comments:	

2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators

2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. Only report data from the TABE reading test on the TABE line. Likewise, only report data from the CASAS reading test on the CASAS line. Data from the other TABE or CASAS tests or combination of both tests should be reported on the "other" line.

To be counted under "pre- and post-test", an individual must have completed **both** the pre- and post-tests.

The definition of "significant learning gains" for adult education is determined at the State level either by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), or as defined by your Even Start State Performance Indicators.

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	0	0	The Tabe has not been used in Washington State.
CASAS	0	0	Not applicable for this poulation. Teen Parents are tested with the High School Accountability Measures and State Assessments, and monitored for progress in meeting state standards. One student was enrolled with GED as a goal and dropped out prior to post test.
Other	0	0	Not applicable.
Comments: Washington State funded one award with the remaining funds for the entire 2011-12 funding period. It was a teen parent program that targeted infants and toddlers and teen parents enrolled in high school.Consequently there will be limited data for several outcome measures that do not apply to this population.			

2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	0	0	The Tabe has not been used in Washington State.
CASAS	0	0	Not applicable for this population. Teen Parents are assessed with the High School Accountability Measures and State Assessments, and monitored for progress in meeting state standards. One student was enrolled with GED as a goal and dropped out prior to post test.
BEST	0	0	The BEST has not been used in Washington State.
BEST Plus	0	0	The BEST PLUS has not been used in Washington State.
BEST Literacy	0	0	The BEST Literacy has not been used in Washington State.
Other	0	0	Not applicable.
Comments: Washington State funded one award with the remaining funds for the entire 2011-12 funding period. It was a teen parent program that targeted infants and toddlers and teen parents enrolled in high school.Consequently there will be limited data for several outcome measures that do not apply to this population.			

2.2.2.3 Adults Earning a High School Diploma or GED

In the table below, provide the number of school-age and non-school age adults who earned a high school diploma or GED during the reporting year.

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

School-Age Adults	# With Goal	# Who Met Goal	Explanation (if applicable)
Diploma	6	6	100% of seniors enrolled in the program graduated with a high school diploma.
GED	0	0	Not applicable.
Other	0	0	Not applicable.
Comments: Washington State funded one award with the remaining funds for the entire 2011-12 funding period. It was a teen parent program that targeted infants and toddlers and teen parents enrolled in high school.Consequently there will be limited data for several outcome measures that do not apply to this population.			
Non-School- Age Adults	**# With Goal**	**# Who Met Goal**	**Explanation (if applicable)**
Diploma	0	0	Not applicable.
GED	0	0	Not applicable.
Other	0	0	Not applicable.
Comments: Washington State funded one award with the remaining funds for the entire 2011-12 funding period. It was a teen parent program that targeted infants and toddlers and teen parents enrolled in high school.Consequently there will be limited data for several outcome measures that do not apply to this population.			

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility within the reporting year.

2.2.2.4 Children Age-Eligible for Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Pre- and Post-Tested" includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions.

	# Age-Eligible	# Pre- and Post-Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	0	0	0	0	Not applicable. All children were infants and toddlers.
PPVT-IV	0	0	0	0	Not applicable. All children were infants and toddlers.
TVIP	0	0	0	0	Not applicable. All children were infants and toddlers.
Comments: Washington State funded one award with the remaining funds for the entire 2011-12 funding period. It was a teen parent program that targeted infants and toddlers and teen parents enrolled in high school.Consequently there will be limited data for several outcome measures that do not apply to this population.All children received ongoing developmental screening with the Ages and Stages Assessment and the PPVT, and were making appropriate developmental progress.					

2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of or latest test within the reporting year.
3. # Who met goal includes children who score a Standard Score of 85 or higher on the spring (or latest test within the reporting year) TVIP, PPVT-III or PPVT-IV
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions .

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	0	0	0	0	Not applicable. All children were infants and toddlers.
PPVT-IV	0	0	0	0	Not applicable. All children were infants and toddlers.
TVIP	0	0	0	0	Not applicable. All children were infants and toddlers.
Comments: Washington State funded one award with the remaining funds for the entire 2011-12 funding period. It was a teen parent program that targeted infants and toddlers and teen parents enrolled in high school.Consequently there will be limited data for several outcome measures that do not apply to this population. All children received ongoing developmental screening with the Ages and Stages Assessment and the PPVT, and were making appropriate developmental progress.					

2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

In the table below, provide the average number of letters children can identify as measure by PALS subtask.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who received Even Start services and who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2011 (or latest test within the reporting year).
3. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.
4. "Average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a <u>weighted</u> average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	0	0	0	0.00	Not applicable. All children were infants and toddlers.
Comments: Washington State funded one award with the remaining funds for the entire 2011-12 funding period. It was a teen parent program that targeted infants and toddlers and teen parents enrolled in high school.Consequently there will be limited data for several outcome measures that do not apply to this population.					

2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on or above grade level ("met goal"). The source of these data is usually determined by the State and, in some cases, by the school district. Please indicate the source(s) of the data in the "Explanation" field.

The following terms apply:
1. "# in Cohort" includes school-aged children who have participated in Even Start for at least 6 months.

Grade	# in Cohort	# Who Met Goal	Explanation (include source of data)
K	0	0	Not applicable. All children were infants and toddlers.
1	0	0	Not applicable. All children were infants and toddlers.
2	0	0	Not applicable. All children were infants and toddlers.
3	0	0	Not applicable. All children were infants and toddlers.
Comments: Washington State funded one award with the remaining funds for the entire 2011-12 funding period. It was a teen parent program that targeted infants and toddlers and teen parents enrolled in high school.Consequently there will be limited data for several outcome measures that do not apply to this population.			

2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement ("met goal") on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# in Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I	7	7	Seven parents met the eligibility for assessment. 100% met their goal of making significant gains in Scale 1 Parent Support for Child's Learning in the Home Environment.
PEP Scale II	7	7	Seven parents met the eligibility for assessment. 100% met their goal of making significant gains in Scale 2 Parents Role in Interactive literacy Activities.
PEP Scale III	7	7	Seven parents met the eligibility for assessment. 100% met their goal of making significant gains in Scale 3 Parents Role in Supporting Child's Learning in Formal Education Settings.
PEP Scale IV	0	0	Not applicable. Not used in Washington State.
Other	0	0	Not applicable.
Comments: Washington State funded one award with the remaining funds for the entire 2011-12 funding period. It was a teen parent program that targeted infants and toddlers and teen parents enrolled in high school.Consequently there will be limited data for several outcome measures that do not apply to this population.			

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 reporting period of September 1, 2011 through August 31, 2012. This section is composed of the following subsections:

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

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

FAQs in section 1.10 contain definitions of out-of-school and ungraded that are used in this section.

2.3.1 Population Data

The following questions collect data on eligible migrant children.

2.3.1.1 Eligible Migrant Children

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	347
Age 3 through 5 (not Kindergarten)	801
K	1,918
1	1,954
2	1,939
3	1,813
4	1,831
5	2,016
6	1,864
7	1,743
8	1,795
9	1,905
10	1,729
11	1,634
12	1,807
Ungraded	2
Out-of-school	8,696
Total	33,794
Comments:	

2.3.1.2 Priority for Services

In the table below, provide the underlined number of **eligible** migrant children who have been classified as having "Priority for Services." The total is calculated automatically. Below the table is a FAQ about the data collected in this table.

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	
K	134
1	268
2	261
3	250
4	280
5	315
6	315
7	320
8	303
9	319
10	320
11	254
12	207
Ungraded	
Out-of-school	
Total	3,546

Comments: During the 2011-12 School Year, the Priority for Service definition for Washington State used the following factors: 1. Interrupted school year (excluding summer) and 2. Not yet met standard on a state assessment administered within the past year. If assessment data was not available, the district used the following state approved proxy factors: a.) two or more years older than their peers for that same grade level, b.) had not yet demonstrated English language profiency on state administered exam, c.) retained in same grade level, or d.) high school credit deficient for their grade level. This decreased the number of migrant students who were identified as PFS from 2010-11 to 2011-12.

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.

2.3.1.3 Limited English Proficient

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

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	
K	1,504
1	1,532
2	1,393
3	1,020
4	963
5	921
6	815
7	638
8	597
9	645
10	474
11	406
12	437
Ungraded	
Out-of-school	
Total	11,345
Comments:	

2.3.1.4 Children with Disabilities (*IDEA*)

In the table below, provide the <u>unduplicated</u> 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*)
Age birth through 2	3
Age 3 through 5 (not Kindergarten)	76
K	124
1	123
2	109
3	134
4	132
5	161
6	136
7	133
8	139
9	124
10	123
11	119
12	119
Ungraded	
Out-of-school	
Total	1,755
Comments:	

2.3.1.5 Last Qualifying Move

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31, 2011. The totals are calculated automatically.

Age/Grade	12 Months	**Last Qualifying Move** **Is within X months from the last day of the reporting period**		
		Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2	306	31	10	
Age 3 through 5 (not Kindergarten)	242	284	193	82
K	559	661	439	259
1	585	600	503	266
2	516	608	469	346
3	509	569	455	280
4	470	622	447	292
5	543	664	503	306
6	527	626	447	264
7	523	550	426	244
8	483	598	448	266
9	529	601	490	285
10	410	646	426	247
11	403	517	448	266
12	393	593	529	292
Ungraded		1		1
Out-of-school	5,103	1,785	1,203	605
Total	12,101	9,956	7,436	4,301

Comments:

2.3.1.6 Qualifying Move During Regular School Year

In the table below, provide the underlined number of **eligible** migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31, 2011. The total is calculated automatically.

Age/Grade	Move During Regular School Year
Age birth through 2	320
Age 3 through 5 (not Kindergarten)	455
K	1,064
1	1,097
2	1,043
3	988
4	937
5	1,031
6	1,010
7	900
8	911
9	960
10	850
11	802
12	707
Ungraded	1
Out-of-school	5,192
Total	18,268
Comments:	

2.3.2 Academic Status

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

2.3.2.1 Dropouts

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

Grade	Dropped Out
7	17
8	24
9	44
10	57
11	85
12	83
Ungraded	
Total	310
Comments:	

FAQ on Dropouts:
How is "dropped out of school" 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 2010-11 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

2.3.2.2 GED

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

Obtained a GED in your state	17
Comments: Four additional students were reported as receiving a GED during the 2011-12 school year than in 2010-11.	

2.3.2.3 Participation in State Assessments

The following questions collect data about the participation of eligible migrant students in State Assessments.

2.3.2.3.1 Reading/Language Arts Participation

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant students enrolled in school during the State testing window and tested by the State reading/language arts assessment by grade level. The totals are calculated automatically.

Grade	Enrolled	Tested
3	1,402	1,374
4	1,395	1,376
5	1,523	1,500
6	1,415	1,385
7	1,347	1,319
8	1,388	1,356
HS	1,313	1,177
Total	9,783	9,487
Comments:		

2.3.2.3.2 Mathematics Participation

This section is similar to 2.3.2.3.1. The only difference is that this section collects data on migrant students and the State's mathematics assessment.

Grade	Enrolled	Tested
3	1,402	1,372
4	1,395	1,375
5	1,523	1,496
6	1,415	1,384
7	1,347	1,315
8	1,388	1,352
HS	1,313	1,112
Total	9,783	9,406
Comments:		

2.3.3 MEP Participation Data

The following questions collect data about the participation of migrant students served during the regular school year, summer/intersession term, or program year.

Unless otherwise indicated, participating migrant children include:

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

Do not include:

- Children who were served through a Title I SWP where MEP funds were consolidated with those of other programs.
- Children who were served by a "referred" service only.

2.3.3.1 MEP Participation – Regular School Year

The following questions collect data on migrant children who participated in the MEP during the **regular** school year. Do not include:

- Children who were only served during the summer/intersession term.

2.3.3.1.1 MEP Students Served During the Regular School Year

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

Age/Grade	Served During Regular School Year
Age Birth through 2	2
Age 3 through 5 (not Kindergarten)	140
K	478
1	555
2	490
3	491
4	419
5	503
6	506
7	541
8	628
9	780
10	788
11	813
12	1,124
Ungraded	0
Out-of-school	0
Total	8,258
Comments:	

2.3.3.1.2 Priority for Services – During the Regular School Year

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

Age/Grade	Priority for Services
Age 3 through 5	0
K	34
1	73
2	60
3	66
4	68
5	88
6	113
7	112
8	120
9	135
10	150
11	121
12	139
Ungraded	0
Out-of-school	
Total	1,279

Comments: During the 2011-12 School Year, the Priority for Service definition for Washington State used the following factors: 1. Interrupted school year (excluding summer) and 2. Not yet met standard on a state assessment administered within the past year. If assessment data was not available, the district used the following state approved proxy factors: a.) two or more years older than their peers for that same grade level, b.) had not yet demonstrated English language profiency on state administered exam, c.) retained in same grade level, or d.) high school credit deficient for their grade level. This decreased the number of migrant students who were identified as PFS from 2010-11 to 2011-12.

2.3.3.1.3 Continuation of Services – During the Regular School Year

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who received instructional or support services during the regular school year served 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
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	1
11	3
12	7
Ungraded	0
Out-of-school	0
Total	11
Comments: Four less students were reported as served under the Continuation of Services provision than were reported in the 2010-11 school year.	

2.3.3.1.4 Services

The following questions collect data on the services provided to participating migrant children during the regular school year.

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

2.3.3.1.4.1 Instructional Service – During the Regular School Year

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

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	120
K	387
1	459
2	414
3	417
4	339
5	403
6	243
7	243
8	249
9	214
10	258
11	362
12	626
Ungraded	0
Out-of-school	0
Total	4,734
Comments:	

2.3.3.1.4.2 Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the regular school year. Include children who received such instructional services provided by <u>a teacher only</u>. 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	Mathematics Instruction	High School Credit Accrual
Age birth through 2	0	0	
Age 3 through 5 (not Kindergarten)	13	0	
K	209	101	
1	197	158	
2	236	115	
3	171	150	
4	134	136	
5	145	185	
6	95	94	
7	95	62	
8	70	55	
9	16	10	192
10	34	8	246
11	19	8	339
12	15	2	605
Ungraded	0	0	0
Out-of-school	0	0	0
Total	1,449	1,084	1,382

Comments: During the 2011-12 School Year, local educational agencies continued to focus on math support and increased the number of migrant students who received supplemental services in the content area of math.

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 <u>teacher</u> for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.1.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled **Support Services**, provide the underlined number of **participating** migrant children who received any MEP-funded support service during the regular school year. In the column titled **Counseling Service**, provide the underlined number of **participating** migrant children who received a counseling service during the regular school year. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2		0
Age 3 through 5 (not Kindergarten)	33	17
K	175	93
1	202	116
2	177	99
3	152	88
4	142	72
5	185	89
6	361	221
7	400	229
8	472	215
9	723	279
10	706	319
11	692	304
12	893	426
Ungraded		0
Out-of-school	1	0
Total	5,314	2,567

Comments: ED Review Comment: Please submit a comment regarding the increase in the number of counseling services reported from last year to this year.

SEA RESPONSE: As the state continues to refine the positions of Migrant Student Graduation Specialist (MGS) and Migrant Student Advocate (MSA), the activities as noted under counseling services are reported. These positions work closely with the Local Educational Agency staff to help reduce the barriers faced by migrant students to continue their education and graduate.

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.

2.3.3.1.4.4 Referred Service – During the Regular School Year

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who, during the regular school year, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. <u>Do not include children who were referred, but received no services</u>. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	1
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	1
9	3
10	15
11	35
12	63
Ungraded	0
Out-of-school	0
Total	118
Comments:	

2.3.3.2 MEP Participation – Summer/Intersession Term

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

2.3.3.2.1 MEP Students Served During the Summer/Intersession Term

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

Age/Grade	Served During Summer/Intersession Term
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	129
K	246
1	242
2	246
3	225
4	220
5	151
6	127
7	115
8	76
9	210
10	215
11	220
12	103
Ungraded	0
Out-of-school	0
Total	2,525
Comments:	

2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

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

Age/Grade	Priority for Services
Age 3 through 5	0
K	9
1	38
2	51
3	40
4	44
5	35
6	31
7	26
8	20
9	57
10	79
11	59
12	13
Ungraded	0
Out-of-school	0
Total	502

Comments: During the 2011-12 School Year, the Priority for Service definition for Washington State used the following factors: 1. Interrupted school year (excluding summer) and 2. Not yet met standard on a state assessment administered within the past year. If assessment data was not available, the district used the following state approved proxy factors: a.) two or more years older than their peers for that same grade level, b.) had not yet demonstrated English language profiency on state administered exam, c.) retained in same grade level, or d.) high school credit deficient for their grade level. This decreased the number of migrant students who were identified as PFS from 2010-11 to 2011-12.

2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who received instructional or support services during the summer/intersession term served 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
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments:	

2.3.3.2.4 Services

The following questions collect data on the services provided to participating migrant children during the summer/intersession term.

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

2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

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

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	129
K	246
1	242
2	246
3	225
4	220
5	151
6	127
7	115
8	73
9	126
10	145
11	173
12	94
Ungraded	
Out-of-school	
Total	2,312
Comments:	

2.3.3.2.4.2 Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the summer/intersession term. Include children who received such instructional services provided by <u>a teacher only</u>. 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	Mathematics Instruction	High School Credit Accrual
Age birth through 2	0		
Age 3 through 5 (not Kindergarten)	112	85	
K	211	199	
1	204	188	
2	211	207	
3	193	172	
4	196	193	
5	119	137	
6	65	119	
7	60	107	
8	48	61	
9	1	14	42
10	1	2	80
11	0		83
12	0		54
Ungraded	0		
Out-of-school	0		
Total	1,421	1,484	259

Comments: The overall number of migrant students served during Summer 2012 decreased from the number served Summer 2011. The number of students reported as served in reading and math decreased as well. However, the number of high school migrant students served stayed consistent between both summer program years.

ED Review Comment: Please provide further explanation for the decrease in the number served with a math or reading instruction.

SEA Response: The number of migrant students reported as served in reading and math (K-8) dropped as compared to Summer 2011 as many Local Educational Agencies chose to provide a non-migrant funded summer program for these grade spans in which migrant students were selected and served on the same basis as non-migrant students.

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 <u>teacher</u> for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.2.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled **Support Services**, provide the underlined number of **participating** migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled **Counseling Service**, provide the underlined number of **participating** migrant children who received a counseling service during the summer/intersession term. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	0	
Age 3 through 5 (not Kindergarten)	6	6
K	1	1
1	6	6
2	11	11
3	4	4
4	11	11
5	11	11
6		
7	7	2
8	3	
9	70	4
10	68	4
11	40	
12	1	
Ungraded	0	
Out-of-school	0	
Total	239	60

Comments: ED Review Comment: Please submit a comment regarding the increase in the number of counseling services reported from last year to this year.

SEA RESPONSE: As the state continues to refine the positions of Migrant Student Graduation Specialist (MGS) and Migrant Student Advocate (MSA), the activities as noted under counseling services are reported. These positions work closely with the Local Educational Agency staff to help reduce the barriers faced by migrant students to continue their education and graduate and in the summer, provide support to those students who most needed additional academic and other support services.

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.

2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who, during the summer/intersession term, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. <u>Do not include children who were referred, but received no services</u>. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	3
10	4
11	4
12	2
Ungraded	0
Out-of-school	0
Total	13
Comments: There were five less migrant students reported for referred services during summer 2012 than summer 2011.	

2.3.3.3 MEP Participation – Program Year

In the table below, provide the <u>unduplicated</u> number of **participating** migrant children who received MEP-funded instructional or support services at any time during the program year. Do <u>not</u> 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 Program Year
Age Birth through 2	2
Age 3 through 5 (not Kindergarten)	266
K	671
1	742
2	670
3	659
4	580
5	630
6	593
7	605
8	665
9	874
10	848
11	891
12	1,168
Ungraded	0
Out-of-school	0
Total	9,864
Comments:	

2.3.4 School Data

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

2.3.4.1 Schools and Enrollment

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 year, the number of children may include duplicates.

	#
Number of schools that enrolled eligible migrant children	397
Number of eligible migrant children enrolled in those schools	25,913
Comments:	

2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

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 year, the number of children may include duplicates.

	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
Comments: During the 2011-12 school year, no eligible migrant children were enrolled in a combined MEP funded SWP as there were no SWP that combined MEP funds.	

2.3.5 MEP Project Data

The following questions collect data on MEP projects.

2.3.5.1 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 by a subgrant from the State or through an intermediate entity that receives the subgrant and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

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

Below the table are FAQs about the data collected in this table.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year – school day only	22	1,893
Regular school year – school day/extended day	3	279
Summer/intersession only	1	89
Year round	43	26,191
Comments: Overall, Washington State had fewer MEP Projects in 2011-12 (69) than in 2011-12 (83) with more providing Year Round Projects in 2011-12 (49) than in 2010-11 (25).		

FAQs on type of MEP project:

a. *What is a project?* A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.

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.

2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (<u>regardless of whether the director is funded by State, MEP, or other funds</u>) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

State Director FTE	0.50
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 reporting period. To calculate the FTE number, sum the total days the State director worked for the MEP during the reporting 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.

2.3.6.1.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff <u>funded by the MEP</u>. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	72	12	149	8
Counselors	6	1	0	0
All paraprofessionals	195	48	116	3
Recruiters	73	29	11	0
Records transfer staff	61	18	10	0
Administrators	45	8	16	0
Comments: During the 2011-12 school year, the number of MEP Projects decreased and as a result decreased both the number of sub-recipient grants and number and FTE of staff employed. Of those local educational agencies that received a sub-grant, the number of staff employed (headcount) and FTE decreased for most job classifications. The summer FTE for Recruiters was .261, .291 for Records Transfer Staff, and .645 for Administrators. In addition, LEAs continued to provide coordinated summer programs which provided migrant students access to non-migrant funded staff thus decreasing the amount of staff headcount and time (FTE) charged to Migrant Program.				

Note: The Headcount value displayed represents the greatest <u>whole number</u> 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 recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

f. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

g. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should <u>not</u> be included.

2.3.6.1.3 Qualified Paraprofessionals

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

	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified Paraprofessionals	156	41.10	96	3.00
Comments: During Summer 2012, there were less paraeducators reported under headcount and FTE than the previous summer term which reduced the number of paraeducators reported as highly qualified.				

FAQs on qualified paraprofessionals:

a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
   1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
   2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

b. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of *ESEA*).

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

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

Throughout this section:

- Report data for the program year of July 1, 2011 through June 30, 2012.
- 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	9	145
Adult corrections	0	
Other	5	150
Total	14	
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 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	9
Adult Corrections	0
Other	5
Total	14
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 <u>unduplicated</u> number of students served by each program, and in row 2, the total number of students in row 1 that are long-term. In the subsequent tables provide the number of students served 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			1,019		926
Long Term Students Served			284		809

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native			64		49
Asian			12		117
Black or African American			209		381
Hispanic or Latino			259		104
Native Hawaiian or other Pacific Islander			10		6
White			420		256
Two or more races			45		13
Total			1,019		926

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			949		589
Female			70		337
Total			1,019		926

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			1		0
13			4		3
14			24		16
15			80		114
16			251		190
17			315		241
18			250		171
19			71		103
20			22		59
21			1		29
Total			1,019		926

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, 2011 through June 30, 2012.

2.4.1.4 Academic Outcomes – Subpart 1

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 1.

2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility

In the table below, provide the <u>unduplicated</u> number of students who attained academic outcomes while in the State agency program/facility by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits			971		895
Enrolled in a GED program			303		134
Comments:					

2.4.1.4.2 Academic Outcomes While in the State Agency Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the <u>unduplicated</u> number of students who attained academic outcomes while in the State agency program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in their local district school			231		726
Earned a GED			115		39
Obtained high school diploma			44		95
Accepted or enrolled in post-secondary education			127		73
Comments:					

2.4.1.5 Vocational Outcomes – Subpart 1

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 1.

2.4.1.5.2 Vocational Outcomes While in the State Agency Program/Facility or Within 30 Days After Exit

In the table below, provide the <u>unduplicated</u> number of students who attained vocational outcomes while in the State agency program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in job training course/programs			799		285
Obtained employment			437		86
Comments:					

2.4.1.6 Academic Performance – Subpart 1

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

2.4.1.6.1 Academic Performance in Reading – Subpart 1

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

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2011, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry			165		283
Long-term students who have complete pre- and post-test results (data)			188		153

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

Performance Data (Based on most recent pre/post-test data).	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams			18		23
No change in grade level from the pre- to post-test exams			21		28
Improvement of up to 1/2 grade level from the pre- to post-test exams			36		23
Improvement from 1/2 up to one full grade level from the pre- to post-test exams			52		9
Improvement of more than one full grade level from the pre- to post-test exams			61		70
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, 2011 through June 30, 2012.

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 testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry			212		153
Long-term students who have complete pre- and post-test results (data)			222		149

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

Performance Data (Based on most recent pre/post-test data).	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams			8		17
No change in grade level from the pre- to post-test exams			17		28
Improvement of up to 1/2 grade level from the pre- to post-test exams			55		14
Improvement from 1/2 up to one full grade level from the pre- to post-test exams			42		10
Improvement of more than one full grade level from the pre- to post-test exams			100		80
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	34	192
Neglected programs	0	
Juvenile detention	22	9
Juvenile corrections	3	75
Other	0	
Total	59	
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	34
Neglected programs	0
Juvenile detention	21
Juvenile corrections	3
Other	0
Total	58
Comments: One detention program (Chelan) had no outcomes to report.	

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 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	1,626		5,670	609	
Total Long Term Students Served	798		262	107	

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	75		191	143	
Asian	27		219	11	
Black or African American	156		1,053	32	
Hispanic or Latino	412		1,075	48	
Native Hawaiian or other Pacific Islander	22		59	4	
White	843		2,894	370	
Two or more races	91		179	1	
Total	1,626		5,670	609	

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	1,111		4,029	249	
Female	515		1,641	360	
Total	1,626		5,670	609	

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	2		0	0	
6	7		0	0	
7	10		0	0	
8	10		1	0	
9	13		2	0	
10	8		3	0	
11	29		20	0	
12	83		114	6	
13	149		365	28	
14	172		711	68	
15	235		1,130	85	
16	296		1,522	169	
17	340		1,571	229	
18	188		218	24	
19	61		9	0	
20	21		4	0	
21	2		0	0	
Total	1,626		5,670	609	

If the total number of students differs by demographics, please explain. The 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, 2011 through June 30, 2012.

2.4.2.4 Academic Outcomes – Subpart 2

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 2.

2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility

In the table below, provide the <u>unduplicated</u> number of students who attained academic outcomes while in the LEA program/facility by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Earned high school course credits	721		2,753	558	
Enrolled in a GED program	271		201	84	
Comments:					

2.4.2.4.2 Academic Outcomes While in the LEA Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the <u>unduplicated</u> number of students who attained academic outcomes while in the LEA program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in their local district school	299		2,362	386	
Earned a GED	99		82	33	
Obtained high school diploma	90		30	2	
Accepted or enrolled in post-secondary education	85		30	14	
Comments:					

2.4.2.5 Vocational Outcomes – Subpart 2

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 2.

2.4.2.5.2 Vocational Outcomes While in the LEA Program/Facility or Within 30 Days After Exit

In the table below, provide the <u>unduplicated</u> number of students who attained vocational outcomes while in the LEA program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in job training courses/programs	281		536	85	
Obtained employment	169		46	79	
Comments:					

2.4.2.6 Academic Performance – Subpart 2

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

2.4.2.6.1 Academic Performance in Reading – Subpart 2

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

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2011, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry	328		104	48	
Long-term students who have complete pre- and post-test results (data)	450		96	51	

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

Performance Data (Based on most recent pre/post-test data).	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	52		15	4	
No change in grade level from the pre- to post-test exams	179		22	16	
Improvement of up to 1/2 grade level from the pre- to post-test exams	72		17	8	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	51		21	9	
Improvement of more than one full grade level from the pre- to post-test exams	96		21	14	
Comments: updated data entered; pre/post tests equal outcomes					

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, 2011, through June 30, 2012.

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 testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry	401		131	63	
Long-term students who have complete pre- and post-test results (data)	462		102	51	

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

Performance Data (Based on most recent pre/post-test data).	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	65		13	8	
No change in grade level from the pre- to post-test exams	207		29	6	
Improvement of up to 1/2 grade level from the pre- to post-test exams	78		15	7	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	35		23	7	
Improvement of more than one full grade level from the pre- to post-test exams	77		22	23	
Comments: updated data entered; pre/post tests equal outcomes					

2.7 SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)

This section collects data on student behaviors under the Safe and Drug-Free Schools and Communities Act (TITLE IV,PART A).

2.7.1 Performance Measures

In the table below, provide actual performance data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Number of schools identified as "persistently dangerous" per state definition	Schools report the number of expulsions due to firearms in schools and number of expulsions due to violent criminal offenses	Annual	2011-12	2009-10: 0 2010-11: 0 2011-12: 0 2012-13: 0 2013-14:	2009-10: 0 2010-11: 0 2011-12: 0	For a school to be considered persistently dangerous, it must exceed the maximum allowable expulsions for both firearms and violent criminal offenses for three consecutive years. Since no school has met both criteria in 2010, no school will be identified as persistently dangerous until 2014 at the earliest.	2003-04
Comments:							

2.7.2 Out-of-School Suspensions and Expulsions

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

2.7.2.1 State Definitions

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

Incident Type	State Definition
Alcohol related	Report the number of incidents involving alcohol and the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol or the violation of district alcohol policy. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.
Illicit drug related	Report the number of incidents involving illicit drugs and the unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug or narcotic substance or violation of the district drug policy. Include the use, possession, or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays).
Violent incident without physical injury	Report the number of violent incidents without major injury or any incident defined by school district policy as a violent offense that is without major injury, but at least the following: • Assault (RCW 9A.32) • Malicious Harassment (RCW 9A.46) • Kidnapping (RCW 9A.40) • Rape (RCW 9A.44) • Robbery (RCW 9A.56).
Violent incident with physical injury	Report the number of violent incidents with major injury or any incident defined by school district policy as a violent offense that includes a major injury, but at least the following: • Severe fighting that results in a major injury • Assault (RCW 9A.32) • Homicide (RCW 9A.32) • Malicious Harassment (RCW 9A.46) • Kidnapping (RCW 9A.40) • Rape (RCW 9A.44) • Robbery (RCW 9A.56).
Weapons possession	1. Handgun. Report the number of incidents in which one or more students possessed or brought a handgun or pistol to school. 2. Shotgun/Rifle. Report the number of incidents in which one or more students possessed or brought a shotgun or rifle to school. 3. Multiple Firearms. Report the number of incidents in which one or more students possessed or brought more than one of the above firearms to school. 4. Other Firearm. Report the number of incidents in which one or more students possessed or brought another type of firearm not named above, including zip guns, starter guns, and flare guns to school. As defined by the Gun Free Schools Act, other firearms include: 1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; 2) the frame or receiver of any weapon described above; 3) any firearm muffler or firearm silencer; 4) any destructive device, which includes:

	a) any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. 5. Knife/Dagger. Report the number of incidents in which one or more students possessed or brought a knife or dagger to school. 6. Other Weapon. Report the number of incidents in which one or more students possessed or brought anything used as a weapon that is not classified as a handgun, rifle/shotgun, knife/dagger, or other firearm to schools. Examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants.
Comments: Definition of major injury: A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.	

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

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

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

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

Grades	# Suspensions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	2,265	245
6 through 8	2,624	254
9 through 12	1,176	232
Comments:		

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

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

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	34	245
6 through 8	84	254
9 through 12	138	232
Comments:		

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

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

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

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

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	101	245
6 through 8	122	254
9 through 12	118	232
Comments:		

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

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

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	2	245
6 through 8	11	254
9 through 12	30	232
Comments:		

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

The following sections collect data on <u>weapons possession</u>.

2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

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

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	737	245
6 through 8	797	254
9 through 12	795	232
Comments:		

2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

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

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	47	245
6 through 8	143	254
9 through 12	225	232
Comments:		

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

The following questions collect data on <u>alcohol-related</u> incidents.

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

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

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	11	245
6 through 8	448	254
9 through 12	989	232
Comments:		

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

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

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	1	245
6 through 8	22	254
9 through 12	56	232
Comments:		

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

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

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

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

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	44	245
6 through 8	1,644	254
9 through 12	5,032	232
Comments:		

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

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

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	3	245
6 through 8	178	254
9 through 12	547	232
Comments:		

2.7.3 Parent Involvement

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

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

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

The response is limited to 8,000 characters.

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

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

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

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

Purpose	# LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	2
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	17
Educational technology, including software and hardware as described in Title II, Part D	11
Parental involvement activities	7
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	2
Activities authorized under Title I, Part A	13
Activities authorized under Title III (Language instruction for LEP and immigrant students)	3
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.

In Washington State, 33 LEAs (five more than in SY 2010-11) were eligible for the Rural Low Income Schools (RLIS) grant awards. Each LEA receiving a grant award formally adopted the five ESEA Performance Goals and identified three top priorities for increasing student achievement. These priorities were based on each LEA's strategic school improvement plan and were consistent with the ESEA Performance Goals.

• 50 % of the LEAs utilized RLIS funding for teacher professional development activities.

• 38% of LEAs utilized RLIS funding for Title I, Part A authorized activities.

• 32% of LEAs utilized RLIS funding for educational technology, including software and hardware as described in Title II, Part D.

Other major areas of focus were parental involvement activities and activities authorized under Title III (language instruction for LEP and immigrant students.

As in past years, the majority of eligible 33 LEAs have shown gains in the percentage of students scoring proficient or above on State testing in reading and mathematics in 3rd, 4th 7th and 10th grades. The gains made in these small, rural and high poverty LEAs are in large part attributable to the funding support provided through the RLIS grant awards.

2.10　Funding Transferability for State and Local Educational Agencies (Title VI, Part A, Subpart 2)

2.10.1　State Transferability of Funds

Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2011-12?	__No__
Comments:	

2.10.2　Local Educational Agency (LEA) Transferability of Funds

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

2.10.2.1　LEA Funds Transfers

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

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

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

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

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

2.11 GRADUATION RATES

This section collects graduation rates.

2.11.1 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 2011-12). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	77.20
American Indian or Alaska Native	56.80
Asian	84.40
Black or African American	67.10
Hispanic or Latino	66.70
Native Hawaiian or other Pacific Islander	64.50
White	80.40
Two or more races	78.10
Children with disabilities (*IDEA*)	57.60
Limited English proficient (LEP) students	53.90
Economically disadvantaged	66.20

FAQs on graduation rates:

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

  The response is limited to 8,000 characters.

Comments: The differences between the LEA and the SEA are the suppression differences we discussed previously. In addition, remember that the 'unduplicated net cohort' gets smaller as you move from the school to the district to the state level. Each student in the final adjusted cohort is represented only once for each level of reporting.

The schools that reported students remaining in the cohort but with a 0% cohort graduation rate all appear to be serve small populations of students in alternative, special education, etc..

FAQs on graduation rates:

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

  The response is limited to 8,000 characters.

The response is limited to 8,000 characters.

2.12 LISTS OF SCHOOLS AND DISTRICTS

This section contains data on school statuses. States granted ESEA Flexibility 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 EDFacts.

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 under ESEA flexibility for SY 2012-13 : 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).

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

2.12.1.2 List of Priority and Focus Schools

Instructions for States that identified priority and focus schools under ESEA flexibility for SY 2012-13 : 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 2012-13 (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).

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

2.12.1.3 List of Other Identified Schools

Instructions for States that identified non- priority, focus, or reward schools with State-specific statuses under ESEA flexibility for SY 2012-13 : 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).

2.12.2.1 Instructions for States that identified schools for improvement, corrective action, or restructuring under ESEA section 1116 for SY 2012-13: 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 2012-13 (Use one of the following status designations: School Improvement v Year 1, School Improvement v Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing)
- 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).

2.12.3.1 Instructions for States that identified school districts with State-specific statuses under ESEA flexibility for SY 2012-13: 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 2012-13 (e.g., grade, star, or level)
- Whether the district received Title I funds.

2.12.4.1 Instructions for States that identified school districts for improvement or corrective action under ESEA section 1116 for SY 2012-13: 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 2012-13 (Use one of the following improvement status designations: Improvement or Corrective Action)
- Whether the district received Title I funds.