CONSOLIDATED STATE PERFORMANCE REPORT

PART I and II

**School Years 2022-23, 2023-24, 2024-25**

Due Dates: TBD

# Introduction

The Consolidated State Performance Report (CSPR) is a summary overview of the data required to be reported annually by each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*. All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

Section 8303 states:

SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

# Background

## Data Sources

The CSPR compiles summary data from the following sources: EDFacts data files and manual entry data reported by states.

Unless an EDFacts file specification is noted (e.g., FS185/DG588) the data were reported to the Department using the manual entry CSPR tool. Much of the data in the CSPR are available at a greater level of detail in public data files on the Office of Elementary and Secondary Education’s ED Data Express (<https://eddataexpress.ed.gov/>).

For more information on how manual entry data are defined and reported, go to: <https://oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/>

For more information on how EDFacts data are defined and reported, go to: <https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>

## Notes on Data

### Totals

In cases where an Education Unit Total is reported, it is possible that it may not equal aggregated race/ethnicity, age/grade, or sex values. This may be due to differences in how the state reports the data in accordance with the state’s approved accountability plan or due to data quality issues.

### Calculated Fields

The CSPR contains some fields that have been calculated using data reported by states. In those instances, the field is marked as “Calculated” in the CSPR template.

### Asian/Pacific Islander and Hispanic/Latino Aggregations

The “Asian or Pacific Islander” counts and rates are either those reported by the State for the Asian/Pacific Islander subgroup or are calculated by combining the counts and rates reported separately for the following subgroups: “Asian,” “Native Hawaiian or Other Pacific Islander,” and (where applicable) “Filipino.”  Note that Filipino counts and rates are not reported separately in the CSPR and are only included in the “Asian or Pacific Islander” counts and rates.

The Hispanic or Latino counts and rates are either those reported by the State for the Hispanic/Latino subgroup or are calculated by combining counts and rates reported separately for the following subgroups: “Hispanic (not Puerto Rican)” and “Puerto Rican.”

### Differences between ED and State Data

State education agencies report data to ED via the CSPR manual entry tool and the EDFacts file submission system. All data in the CSPR are as of the due date or the final resubmission date. States may release data on their own state education data sites that may have a different “as of” date or may have gone through additional data quality/reconciliation processes.

### Narrative Responses

Narrative responses are limited to 5000 characters.

# Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

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# 2.1 State Report Cards

## 2..1 Publicly Posted State Report Card URL for the current reporting period required under Section 1111(h)(1)(A) of the ESEA.

|  |  |
| --- | --- |
| **State Report Card URL** | **Date the State publicly posted its State Report Card for the current report period if public URL is unavailable** |
| Manual Entry | Manual Entry |

# 2.2 Accountability

## 2.2.1 Schools Identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI)

| **Identification Status\*** | **Number of Schools** | **Number of Title I Schools** | **Number of non-Title I Schools** |
| --- | --- | --- | --- |
| Schools identified for comprehensive support (CSI) | FS206/DG842 | FS129/DG22, FS206/DG842 | FS206/DG842 |
| Schools with one or more consistently underperforming subgroups of students (TSI) | FS206/DG842 | FS129/DG22, FS206/DG842 | FS206/DG842 |
| Schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) ATSI) | FS206/DG842 | FS129, FS206/DG842 | FS206/DG842 |

\*Some states may identify schools for more than one status. As a result, these statuses may not be mutually exclusive.

### 2.2.1.1 CSI Schools by Reason for Identification

|  |  |  |  |
| --- | --- | --- | --- |
| **Reason for Identification\*** | **Number of Schools** | **Number of Title I Schools** | **Number of non-Title I Schools** |
| Lowest performing five percent of Title I schools | FS212/DG867 |  |  |
| High schools with a graduation rate below 67% | FS212/DG867 | FS129/DG22, FS212/DG867 | FS129/DG22, FS212/DG867 |
| Title I schools previously identified for additional targeted support and improvement that did not exit that status after a State-determined number of years | FS212/DG867 |  |  |

\* Some states may identify schools for more than one status. As a result, these statuses may not be mutually exclusive for a school.

### 2.2.1.2 CSI Schools Required to Implement More Rigorous State-determined Action Because They Have Not Met State-defined Exit Criteria

|  |  |
| --- | --- |
| **Identification Status** | **Number of Schools** |
| Schools required to implement more rigorous State-determined action | FS212/DG867 |

## 2.2.2 Schools in Comprehensive Support and Improvement and/or Additional Targeted Support and Improvement Exit Status

|  |  |
| --- | --- |
| **Exit Status** | **Number of Schools** |
| Schools identified for comprehensive support and improvement (CSI) in the previous school year that exited that status (i.e., the current year is the first year in which they are no longer identified as CSI) | FS206/DG842 |
| Schools identified for additional targeted support and improvement (ATSI) in the previous school year that exited that status (i.e., the current year is the first year in which they are no longer identified as ATSI | FS206/DG842 |

### 

### 2.2.3 Schools that Received Funds Under Section 1003 of the ESEA

|  |  |  |  |
| --- | --- | --- | --- |
| **LEAs or Schools** | **Number** | **Smallest Award, in dollars** | **Largest Award, in dollars** |
| Schools | FS132/DG794 | FS132/DG794 | FS132/DG794 |

# 2.3 Adjusted Cohort Graduation Rates and Postsecondary Enrollment

This section collects data on adjusted cohort graduation rates and rates of postsecondary enrollment.

## 2.3.1 Four-Year State Adjusted Cohort Graduation Rates

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Group** | **Number of Students in Cohort** | **Number of Graduates** | **Graduation Rate** |
| All students | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| American Indian or Alaska Native | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| Asian or Pacific Islander | FS151/DG696 | FS151/DG696 | Calculated |
| *Asian* | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| *Native Hawaiian or Other Pacific Islander* | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| Black or African American | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| Hispanic or Latino | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| White | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| Two or more races | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| Children with disabilities (*IDEA*) | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| English Learners | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| Economically disadvantaged students | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| Children in foster care | FS151/DG696 | FS151/DG696 | FS150/DG695 |
| Children who are homeless | FS151/DG696 | FS151/DG696 | FS150/DG695 |

## 2.3.2 State Postsecondary Enrollment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Group** | **Number of Graduates Who Enrolled in an IHE** | **Number of Graduates Who Did Not Enroll in an IHE** | **Number of Graduates for Which There is No Information on Enrollment Status** | **Total** |
| All students | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| American Indian or Alaska Native | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| Asian or Pacific Islander | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| *Asian* | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| *Native Hawaiian or Other Pacific Islander* | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| Black or African American | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| Hispanic or Latino | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| White | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| Two or more races | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| Children with disabilities (*IDEA*) | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| English Learners | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |
| Economically disadvantaged students | FS160/DG739 | FS160/DG739 | FS160/DG739 | Calculated |

## 2.3.3 Postsecondary program types for which enrollment data are reported

|  |  |
| --- | --- |
| **Type of Postsecondary Program** | **Included in Data Reported (Yes or No)** |
| Public postsecondary education in the state | Manual Entry |
| Private postsecondary education in the state | Manual Entry |
| Postsecondary outside the state | Manual Entry |

# 2.4 Title I, Part A Students Served

## 2.4.1 State Student Participation in Title I, Part A Public School Programs by Student Group

|  |  |
| --- | --- |
| **Student Group** | **# Students Served** |
| Education Unit Total | FS037/DG548 |
| American Indian or Alaska Native | FS037/DG548 |
| Asian | FS037/DG548 |
| Black or African American | FS037/DG548 |
| Hispanic or Latino | FS037/DG548 |
| Native Hawaiian or other Pacific Islander | FS037/DG548 |
| White | FS037/DG548 |
| Two or more races | FS037/DG548 |
| Children with disabilities (*IDEA*) | FS037/DG548 |
| English learners | FS037/DG548 |
| Homeless students | FS037/DG548 |
| Migrant students | FS037/DG548 |

## 2.4.2 State Student Participation in Title I, Part A by Age/Grade

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Age /Grade** | **Public TAS** | **Public SWP** | **Private** | **Local Neglected** | **Total** |
| Age Birth through 2 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| Age 3 through 5 (not Kindergarten) | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| K | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 1 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 2 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 3 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 4 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 5 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 6 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 7 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 8 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 9 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 10 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 11 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| 12 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| Ungraded | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 | FS134/ DG670 |
| TOTALS | Calculated | Calculated | Calculated | Calculated | Calculated |

# 2.5 Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At Risk

This section contains 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.

## 2.5.1 State Agency Title I, Part D programs and facilities that serve neglected and delinquent students and the average length of stay for these students

The following tables contain data on Title I, Part D, Subpart 1 programs and facilities. States report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year and 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), each of the separate programs is counted.

### 2.5.1.1 Title I, Part D Subpart 1 programs and facilities by program/facility type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SEA Program/Facility Type** | **Count of Programs/ Facilities** | **Count of Programs Reporting Data** | **Average Length of Stay (# days)** | **Average Number of Days Served** |
| Adult correction | Manual Entry | FS119/DG870 | Manual Entry | Manual Entry |
| Community day programs | Manual Entry | FS119/DG869 + FS119/DG870 | Manual Entry | Manual Entry |
| Group Homes | Manual Entry | FS119/DG870 | Manual Entry | Manual Entry |
| Juvenile detention | Manual Entry | FS119/DG870 | Manual Entry | Manual Entry |
| Long-term secure juvenile facilities | Manual Entry | FS119/DG870 | Manual Entry | Manual Entry |
| Ranch/Wilderness Camps | Manual Entry | FS119/DG870 | Manual Entry | Manual Entry |
| Residential treatment centers and residential treatment homes | Manual Entry | FS119/DG869 + FS119/DG870 | Manual Entry | Manual Entry |
| Shelters | Manual Entry | FS119/DG869 + FS119/DG870 | Manual Entry | Manual Entry |
| Other | Manual Entry | FS119/DG869 + FS119/DG870 | Manual Entry | Manual Entry |
| Total | Calculated | Calculated | N/A | N/A |

### 2.5.1.2 Subpart I Neglected and Delinquent Students Served by special population

|  |  |  |
| --- | --- | --- |
| **Student Subgroups** | **Neglected Programs** | **Delinquent Programs** |
| Children with disabilities (*IDEA*) | FS119/DG869 | FS119/DG870 |
| English Learners (ELs) | FS119/DG869 | FS119/DG870 |

### 2.5.1.3 Subpart I Neglected and Delinquent Students Served by race/ethnicity

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Neglected Programs** | **Delinquent Programs** |
| American Indian or Alaska Native | FS119/DG869 | FS119/DG870 |
| Asian | FS119/DG869 | FS119/DG870 |
| Black or African American | FS119/DG869 | FS119/DG870 |
| Hispanic or Latino | FS119/DG869 | FS119/DG870 |
| Native Hawaiian or other Pacific Islander | FS119/DG869 | FS119/DG870 |
| White | FS119/DG869 | FS119/DG870 |
| Two or more races | FS119/DG869 | FS119/DG870 |
| Total | (Auto calculated) | (Auto calculated) |

### 2.5.1.4 Academic, Career and Technical Outcomes for Students while in the State Agency Program/Facility or within 90 Calendar Days after Exit

|  |  |
| --- | --- |
| **Outcomes**  **(Once per student, only after exit)** | **Neglected and Delinquent Programs** |
| Earned a GED | FS218/DG889 |
| Obtained high school diploma | FS218/DG889 |
| Earned high school course credits | FS218/DG889 |
| Enrolled in a GED program | FS218/DG889 |
| Accepted and/or enrolled into post-secondary education | FS218/DG889 |
| Enrolled in job training courses/programs | FS218/DG889 |
| Obtained employment | FS218/DG889 |

Note: Some duplication may occur in all outcomes above except for “Earned a GED” and “Obtained a HS diploma.”

### 2.5.2.1 Subpart 1 Academic Performance - Count of Long-Term Students Served and Assessed by Academic Subject

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Subject** | **Long-Term Students Served** | **Long-Term Students Assessed** | **Percent Tested** |
| Mathematics | FS113/DG628 | FS113/DG628 | Calculated |
| Reading/Language Arts | FS113/DG628 | FS113/DG628 | Calculated |

## 2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The tables below contains 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. Only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year are reported. A facility is counted 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), each of the separate programs is counted.

### 2.5.3.1 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA Program/Facility Type** | **Number of Programs/ Facilities** | **Number of Programs Reporting Data** | **Average Length of Stay in Days** | **Average Number of Days Served** |
| At-risk programs | Manual Entry | FS127/DG873 | Manual Entry | Manual Entry |
| Adult correction | Manual Entry | FS127/DG872 | Manual Entry | Manual Entry |
| Community day programs | Manual Entry | FS127/DG872 | Manual Entry | Manual Entry |
| Juvenile detention | Manual Entry | FS127/DG872 | Manual Entry | Manual Entry |
| Shelters | Manual Entry | FS127/DG872 | Manual Entry | Manual Entry |
| Group Homes | Manual Entry | FS127/DG872 | Manual Entry | Manual Entry |
| Ranch/Wilderness Camps | Manual Entry | FS127/DG872 | Manual Entry | Manual Entry |
| Residential treatment centers | Manual Entry | FS127/DG872 | Manual Entry | Manual Entry |
| Long-term secure juvenile facilities | Manual Entry | FS127/DG872 | Manual Entry | Manual Entry |
| Other | Manual Entry | FS127/DG872 | Manual Entry | Manual Entry |
| Total | Calculated | Calculated | NA | NA |

### 2.5.3.2 Subpart 2 At-Risk and Delinquent Students Served by special population

|  |  |  |
| --- | --- | --- |
| **Student Subgroups** | **At-Risk Programs** | **Delinquent Programs** |
| Children with disabilities (*IDEA*) | FS127/DG873 | FS127/DG872 |
| ELs | FS127/DG873 | FS127/DG872 |

### 2.5.3.3 Subpart 2 At-Risk and Delinquent Students Served by special population

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **At-Risk Programs** | **Delinquent Programs** |
| American Indian or Alaska Native | FS127/DG873 | FS127/DG872 |
| Asian | FS127/DG873 | FS127/DG872 |
| Black or African American | FS127/DG873 | FS127/DG872 |
| Hispanic or Latino | FS127/DG873 | FS127/DG872 |
| Native Hawaiian or other Pacific Islander | FS127/DG873 | FS127/DG872 |
| White | FS127/DG873 | FS127/DG872 |
| Two or more races | FS127/DG873 | FS127/DG872 |

### 2.5.3.4 Academic, Career and Technical Outcomes for Students while in the LEA Program/Facility or within 90 Calendar Days after Exit

|  |  |
| --- | --- |
| **Outcomes**  **(once per student, only after exit)** | **Delinquent and At-Risk Programs** |
| Earned a GED | FS219/DG890 |
| Obtained high school diploma | FS219/DG890 |
| Earned high school course credits | FS219/DG890 |
| Enrolled in a GED program | FS219/DG890 |
| Accepted and/or enrolled into post-secondary education | FS219/DG890 |
| Enrolled in job training courses/programs | FS219/DG890 |
| Obtained employment | FS219/DG890 |

Note: Some duplication may occur in all outcomes above except for “Earned a GED” and “Obtained a HS diploma.”

### 2.5.3.5 Subpart 2 Academic Performance - Count of Long-Term Students Served and Assessed by Academic Subject

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Subject** | **Long-Term Students Served** | **Long-Term Students Assessed** | **Percent Tested** |
| Mathematics | FS125/DG629 | FS125/DG629 | Calculated |
| Reading/Language Arts | FS125/DG629 | FS125/DG629 | Calculated |

# 2.6   Student Support and Academic Enrichment Grants (Title IV, Part A)

## 2.6.1 Funds Spent by LEAs Under Title IV, Part I by content area

|  |  |
| --- | --- |
| **Content Area** | **Amount of Funds Spent in Dollars** |
| Well-Rounded | Manual Entry |
| Safe and Healthy Students | Manual Entry |
| Effective Use of Technology | Manual Entry |

## 2.6.2 LEAs Who Spent Funds Under Title IV, Part A

|  |  |
| --- | --- |
| **Content Area** | **Number of LEAs Spending Funds** |
| Well-Rounded | Manual Entry |
| Safe and Healthy Students | Manual Entry |
| Effective Use of Technology | Manual Entry |
| Any Content Area | Manual Entry |

Note: For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e., an LEA may be represented in more than one content area in the table below).

# 2.7   Funding Transferability for State and Local Education Agencies (Title V, Part A)

## 2.7.1 State Transferability of Funds

|  |
| --- |
| **Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY 2022-23?** |
| Manual Entry |

## 2.7.2 Local Educational Agency (LEA) Transferability of Funds

|  |  |
| --- | --- |
| **LEA Transferability of Funds** | **Number of LEAs** |
| LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b) | Manual Entry |

## 2.7.3      LEAs that transferred funds from an eligible program to another eligible program

|  |  |  |
| --- | --- | --- |
| **Program** | **Number of LEAs Transferring Funds FROM Eligible Program** | **Number of LEAs Transferring Funds TO Eligible Program** |
| Supporting Effective Instruction (Title II, Part A) | Manual Entry | Manual Entry |
| Student Support and Enrichment Grants (Title IV, Part A) | Manual Entry | Manual Entry |
| Improving Basic Programs Operated by LEAs (Title I, Part A) | *NA* | Manual Entry |
| Education of Migratory Children (Title I, Part C) | *NA* | Manual Entry |
| Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D) | *NA* | Manual Entry |
| English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A) | *NA* | Manual Entry |
| Rural Education Initiative (Title V, Part B) | *NA* | Manual Entry |

## 2.7.4 Total amount of appropriated funds transferred from and to each eligible program during the Fiscal Year (FY2022)

|  |  |  |
| --- | --- | --- |
| **Program** | **Total Amount of Funds Transferred FROM Eligible Program** | **Total Amount of Funds Transferred TO Eligible Program** |
| Supporting Effective Instruction (Title II, Part A) | Manual Entry | Manual Entry |
| Student Support and Enrichment Grants (Title IV, Part A) | Manual Entry | Manual Entry |
| Improving Basic Programs Operated by LEAs (Title I, Part A) | Manual Entry | Manual Entry |
| Education of Migratory Children (Title I, Part C) | Manual Entry | Manual Entry |
| Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D) | Manual Entry | Manual Entry |
| English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A) | Manual Entry | Manual Entry |
| Rural Education Initiative (Title V, Part B) | Manual Entry | Manual Entry |

# 2.8 Rural Education Achievement Program (REAP)

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

|  |  |
| --- | --- |
| **Purpose** | **Number of LEAs** |
| Activities authorized under Part A of Title I | Manual Entry |
| Activities authorized under Part A of Title II | Manual Entry |
| Activities authorized under Title III | Manual Entry |
| Activities authorized under Part A of Title IV | Manual Entry |
| Parental involvement activities | Manual Entry |

## 2.8.2 RLIS Objectives and Outcomes - Description of the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State’s most current Consolidated State Application.

|  |
| --- |
| Manual Entry |

## 2.8.3 RLIS Technical Assistance - Description of the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State’s most current Consolidated State Application.

|  |
| --- |
| Manual Entry |

## 2.8.4 RLIS Subgrant Award Determination

The response below contains a description of the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, the State describes that process and includes a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, the State describes that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

### 2.8.4.1 Description of the method the SEA used to award grants to eligible LEAs

|  |
| --- |
| Manual Entry |

## 2.8.5 RLIS State Administrative Funds

|  |  |
| --- | --- |
| **Question** | **Response** |
| What percentage of the RLIS grant funds were retained for State-level administration? | Manual Entry |
| What percentage of those funds retained for State-level administration were used specifically for technical assistance? | Manual Entry |

## 2.8.6 RLIS LEAs Awarded Funds

|  |  |  |
| --- | --- | --- |
| **NCES LEA ID** | **LEA Name** | **RLIS Award Amount** |
| Manual Entry | Manual Entry | Manual Entry |

## 2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

|  |  |  |
| --- | --- | --- |
| **Question** | **Number** | **Percentage** |
| What number and percentage of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA’s AFUA, under Section 5211 of the ESEA. | FS131 | Calculated |