

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART I AND II

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

### 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 ED Facts 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

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

<b>State Report Card URL</b>	<b>Date the State publicly posted its State Report Card for the current report period if public URL is unavailable</b>
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)

<b>Identification Status*</b>	<b>Number of Schools</b>	<b>Number of Title I Schools</b>	<b>Number of non-Title I Schools</b>
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

<b>Reason for Identification*</b>	<b>Number of Schools</b>	<b>Number of Title I Schools</b>	<b>Number of non-Title I Schools</b>
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
<i>Asian</i>	FS151/DG696	FS151/DG696	FS150/DG695
<i>Native Hawaiian or Other Pacific Islander</i>	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 ( <i>IDEA</i> )	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

<b>Student Group</b>	<b>Number of Graduates Who Enrolled in an IHE</b>	<b>Number of Graduates Who Did Not Enroll in an IHE</b>	<b>Number of Graduates for Which There is No Information on Enrollment Status</b>	<b>Total</b>
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
<i>Asian</i>	FS160/DG739	FS160/DG739	FS160/DG739	Calculated
<i>Native Hawaiian or Other Pacific Islander</i>	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 ( <i>IDEA</i> )	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

<b>Type of Postsecondary Program</b>	<b>Included in Data Reported (Yes or No)</b>
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

<b>Student Group</b>	<b># Students Served</b>
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 ( <i>IDEA</i> )	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

<b>Age /Grade</b>	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>
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

<b>SEA Program/Facility Type</b>	<b>Count of Programs/Facilities</b>	<b>Count of Programs Reporting Data</b>	<b>Average Length of Stay (# days)</b>	<b>Average Number of Days Served</b>
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

<b>Student Subgroups</b>	<b>Neglected Programs</b>	<b>Delinquent Programs</b>
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Children with disabilities ( <i>IDEA</i> )	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

<b>Race/Ethnicity</b>	<b>Neglected Programs</b>	<b>Delinquent Programs</b>
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

<b>Outcomes (Once per student, only after exit)</b>	<b>Neglected and Delinquent Programs</b>
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

<b>Academic Subject</b>	<b>Long-Term Students Served</b>	<b>Long-Term Students Assessed</b>	<b>Percent Tested</b>
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

<b>LEA Program/Facility Type</b>	<b>Number of Programs/Facilities</b>	<b>Number of Programs Reporting Data</b>	<b>Average Length of Stay in Days</b>	<b>Average Number of Days Served</b>
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

<b>Student Subgroups</b>	<b>At-Risk Programs</b>	<b>Delinquent Programs</b>
Children with disabilities ( <i>IDEA</i> )	FS127/DG873	FS127/DG872
ELs	FS127/DG873	FS127/DG872

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

<b>Race/Ethnicity</b>	<b>At-Risk Programs</b>	<b>Delinquent Programs</b>
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

<b>Outcomes (once per student, only after exit)</b>	<b>Delinquent and At-Risk Programs</b>
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

<b>Academic Subject</b>	<b>Long-Term Students Served</b>	<b>Long-Term Students Assessed</b>	<b>Percent Tested</b>
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

<b>Content Area</b>	<b>Amount of Funds Spent in Dollars</b>
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

<b>Content Area</b>	<b>Number of LEAs Spending Funds</b>
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

<b>Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY 2023-24?</b>
Manual Entry

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

<b>LEA Transferability of Funds</b>	<b>Number of LEAs</b>
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

<b>Program</b>	<b>Number of LEAs Transferring Funds FROM Eligible Program</b>	<b>Number of LEAs Transferring Funds TO Eligible Program</b>
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 (FY2024)

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
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

<b>Purpose</b>	<b>Number of LEAs</b>
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

<b>Question</b>	<b>Response</b>
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

<b>NCES LEA ID</b>	<b>LEA Name</b>	<b>RLIS Award Amount</b>
Manual Entry	Manual Entry	Manual Entry

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

<b>Question</b>	<b>Number</b>	<b>Percentage</b>
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