

**CONSOLIDATED STATE PERFORMANCE REPORT:
Part I**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2018-19

Arkansas



PART I DUE Thursday, April 09, 2020

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

INTRODUCTION

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303¹ of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*².

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.

¹ 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.

² All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

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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, 2018-19 Part II, 2018-19

Name of State Education Agency (SEA) Submitting This Report:

ARKANSAS DEPARTMENT OF EDUCATION

Address:

Person to contact about this report:

Name:

Arijit Sarkar

Telephone:

(501) 682-1524

Fax:

(501) 683-3108

e-mail:

arijit.sarkar@arkansas.gov

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

Arijit Sarkar

Submitted Date and Time:

05/07/20 9:54:53 AM

1.1 GENERAL INFORMATION

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the *ESEA*.

1.1.1 State Report Cards

Provide the url for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	https://myschoolinfo.arkansas.gov/SRC
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Comments: The response is limited to 4,000 characters.

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

1.2.1 Academic Achievement and Participation in Mathematics Assessment

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children with disabilities, as defined under the *Individuals with Disabilities Education Act* (*IDEA*), who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

1.2.1.1 Academic Achievement and Participation in Mathematics Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	36,594	99.8%	36,594	S	61.5%
American Indian or Alaska Native	S	220	>=95%	220	S	60%
Asian or Pacific Islander	S	950	>=99%	950	S	65%
Asian	S	587	>=99%	587	S	82%
Native Hawaiian or other Pacific Islander	S	363	>=99%	363	S	39%
Black or African American	S	7,441	99.8%	7,441	S	42.5%
Hispanic or Latino	S	4,999	99.8%	4,999	S	54.2%
White	S	21,850	99.8%	21,850	S	69.3%
Two or more races	S	1,134	>=99%	1,134	S	64%
Children with disabilities (<i>IDEA</i>)	S	5,428	99.7%	5,428	S	24.2%
English learners	S	3,383	99.8%	3,383	S	39.7%
Economically disadvantaged students	S	25,144	99.8%	25,144	S	53.7%
Children in foster care	S	188	>=95%	188	S	46%
Children who are homeless	S	1,149	>=99%	1,149	S	48%
Migratory students	S	302	>=99%	302	S	45%
Military connected students	S	453	>=99%	453	S	74%
Male	S	18,803	99.8%	18,803	S	60.3%
Female	S	17,791	99.8%	17,791	S	62.7%

Comments: The response is limited to 4,000 characters.

1.2.1.2 Academic Achievement and Participation in Mathematics Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	37,753	99.8%	37,753	S	53.4%
American Indian or Alaska Native	S	225	>=95%	225	S	51%
Asian or Pacific Islander	S	1,029	>=99%	1,029	S	64%
<i>Asian</i>	S	662	>=99%	662	S	78%
<i>Native Hawaiian or other Pacific Islander</i>	S	367	>=99%	367	S	38%
Black or African American	S	7,624	99.7%	7,624	S	30.3%
Hispanic or Latino	S	5,300	99.8%	5,300	S	50.5%
White	S	22,516	99.8%	22,516	S	61.5%
Two or more races	S	1,059	>=99%	1,059	S	53%
Children with disabilities (<i>IDEA</i>)	S	5,588	99.7%	5,588	S	20%
English learners	S	3,129	99.8%	3,129	S	35.1%
Economically disadvantaged students	S	25,706	99.7%	25,706	S	45%
Children in foster care	S	190	>=95%	190	S	40%
Children who are homeless	S	1,131	>=99%	1,131	S	38%
Migratory students	S	299	>=99%	299	S	39%
Military connected students	S	443	>=99%	443	S	65%
Male	S	19,534	99.7%	19,534	S	53.6%
Female	S	18,219	99.8%	18,219	S	53.1%

Comments: The response is limited to 4,000 characters.

1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	38,602	99.8%	38,602	S	48.8%
American Indian or Alaska Native	S	215	>=95%	215	S	52%
Asian or Pacific Islander	S	971	>=99%	971	S	59%
<i>Asian</i>	S	644	>=99%	644	S	77%
<i>Native Hawaiian or other Pacific Islander</i>	S	327	>=99%	327	S	23%
Black or African American	S	7,979	99.7%	7,979	S	25.9%
Hispanic or Latino	S	5,264	>=99.9%	5,264	S	45%
White	S	23,008	99.8%	23,008	S	57.3%
Two or more races	S	1,165	>=99%	1,165	S	47%
Children with disabilities (<i>IDEA</i>)	S	5,331	99.6%	5,331	S	12.7%
English learners	S	2,638	>=99%	2,638	S	22%
Economically disadvantaged students	S	26,106	99.7%	26,106	S	39.4%
Children in foster care	S	189	>=95%	189	S	29%
Children who are homeless	S	1,184	>=99%	1,184	S	33%
Migratory students	S	282	>=95%	282	S	36%
Military connected students	S	391	>=99%	391	S	62%
Male	S	19,719	99.8%	19,719	S	47.9%
Female	S	18,883	99.8%	18,883	S	49.8%

Comments: The response is limited to 4,000 characters.

1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	38,693	99.8%	38,693	S	53.2%
American Indian or Alaska Native	S	231	>=95%	231	S	53%
Asian or Pacific Islander	S	925	>=99%	925	S	63%
<i>Asian</i>	S	579	>=99%	579	S	77%
<i>Native Hawaiian or other Pacific Islander</i>	S	346	>=99%	346	S	38%
Black or African American	S	7,805	99.7%	7,805	S	27.7%
Hispanic or Latino	S	5,354	>=99.9%	5,354	S	49.3%
White	S	23,276	99.8%	23,276	S	62.2%
Two or more races	S	1,102	>=99%	1,102	S	55%
Children with disabilities (<i>IDEA</i>)	S	5,278	99.6%	5,278	S	15%
English learners	S	2,573	>=99%	2,573	S	29%
Economically disadvantaged students	S	25,633	99.7%	25,633	S	43.8%
Children in foster care	S	175	>=95%	175	S	33%
Children who are homeless	S	1,126	>=99%	1,126	S	37%
Migratory students	S	258	>=95%	258	S	39%
Military connected students	S	476	>=99%	476	S	74%
Male	S	19,783	99.8%	19,783	S	51.2%
Female	S	18,910	99.8%	18,910	S	55.4%

Comments: The response is limited to 4,000 characters.

1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	36,269	99.6%	36,269	S	47.4%
American Indian or Alaska Native	S	238	>=95%	238	S	49%
Asian or Pacific Islander	S	862	>=99%	862	S	54%
<i>Asian</i>	S	531	>=99%	531	S	74%
<i>Native Hawaiian or other Pacific Islander</i>	S	331	>=99%	331	S	22%
Black or African American	S	6,943	99.4%	6,943	S	22.7%
Hispanic or Latino	S	4,995	99.7%	4,995	S	41.3%
White	S	22,194	99.7%	22,194	S	56.1%
Two or more races	S	1,037	>=99%	1,037	S	49%
Children with disabilities (<i>IDEA</i>)	S	4,902	99.3%	4,902	S	8.9%
English learners	S	2,346	>=99%	2,346	S	15%
Economically disadvantaged students	S	23,295	99.6%	23,295	S	36.7%
Children in foster care	S	152	>=95%	152	S	27%
Children who are homeless	S	990	>=99%	990	S	29%
Migratory students	S	247	>=95%	247	S	20%
Military connected students	S	373	>=99%	373	S	68%
Male	S	18,604	99.6%	18,604	S	44.2%
Female	S	17,665	99.7%	17,665	S	50.7%

Comments: The response is limited to 4,000 characters.

1.2.1.6 Academic Achievement and Participation in Mathematics Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	36,133	99.5%	36,133	S	47.5%
American Indian or Alaska Native	S	213	>=95%	213	S	49%
Asian or Pacific Islander	S	925	>=99%	925	S	56%
<i>Asian</i>	S	611	>=99%	611	S	73%
<i>Native Hawaiian or other Pacific Islander</i>	S	314	>=99%	314	S	21%
Black or African American	S	6,980	99.2%	6,980	S	21.4%
Hispanic or Latino	S	4,681	99.8%	4,681	S	40.5%
White	S	22,359	99.5%	22,359	S	56.7%
Two or more races	S	975	>=99%	975	S	49%
Children with disabilities (<i>IDEA</i>)	S	4,569	99.2%	4,569	S	7.7%
English learners	S	2,383	>=99%	2,383	S	17%
Economically disadvantaged students	S	22,692	99.4%	22,692	S	36.1%
Children in foster care	S	138	>=95%	138	S	30%
Children who are homeless	S	973	98%	973	S	27%
Migratory students	S	246	>=95%	246	S	23%
Military connected students	S	360	>=99%	360	S	64%
Male	S	18,565	99.4%	18,565	S	45.4%
Female	S	17,568	99.6%	17,568	S	49.7%

Comments: The response is limited to 4,000 characters.

1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	72,174	98.8%	72,174	S	32.3%
American Indian or Alaska Native	S	476	>=99%	476	S	30%
Asian or Pacific Islander	S	1,849	>=99%	1,849	S	43%
<i>Asian</i>	S	1,253	>=99%	1,253	S	58%
<i>Native Hawaiian or other Pacific Islander</i>	S	596	97%	596	S	12%
Black or African American	S	13,994	97.7%	13,994	S	11.4%
Hispanic or Latino	S	9,538	99%	9,538	S	24.1%
White	S	44,572	99.1%	44,572	S	40.1%
Two or more races	S	1,745	>=99%	1,745	S	36%
Children with disabilities (<i>IDEA</i>)	S	8,809	98%	8,809	S	6.3%
English learners	S	5,410	98.7%	5,410	S	7.8%
Economically disadvantaged students	S	43,467	98.5%	43,467	S	21.9%
Children in foster care	S	289	96%	289	S	15%
Children who are homeless	S	1,866	97%	1,866	S	18%
Migratory students	S	463	>=99%	463	S	11%
Military connected students	S	665	>=99%	665	S	43%
Male	S	36,979	98.6%	36,979	S	31.5%
Female	S	35,195	99%	35,195	S	33.1%

Comments: The response is limited to 4,000 characters.

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State's reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

1.2.2.1 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	36,576	99.8%	36,576	S	41%
American Indian or Alaska Native	S	220	>=95%	220	S	36%
Asian or Pacific Islander	S	949	>=99%	949	S	47%
Asian	S	586	>=99%	586	S	64%
Native Hawaiian or other Pacific Islander	S	363	>=99%	363	S	19%
Black or African American	S	7,437	99.7%	7,437	S	23.4%
Hispanic or Latino	S	4,993	99.7%	4,993	S	34.2%
White	S	21,843	99.8%	21,843	S	48.2%
Two or more races	S	1,134	>=99%	1,134	S	43%
Children with disabilities (<i>IDEA</i>)	S	5,422	99.6%	5,422	S	14.5%
English Learners	S	3,379	99.7%	3,379	S	19.3%
Economically disadvantaged students	S	25,127	99.7%	25,127	S	32.6%
Children in foster care	S	188	>=95%	188	S	28%
Children who are homeless	S	1,148	>=99%	1,148	S	28%
Migratory students	S	302	>=99%	302	S	24%
Military connected students	S	453	>=99%	453	S	51%
Male	S	18,793	99.7%	18,793	S	36.2%
Female	S	17,783	99.8%	17,783	S	46.1%

Comments: The response is limited to 4,000 characters.

1.2.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	37,731	99.7%	37,731	S	45%
American Indian or Alaska Native	S	224	>=95%	224	S	45%
Asian or Pacific Islander	S	1,028	>=99%	1,028	S	51%
<i>Asian</i>	S	662	>=99%	662	S	68%
<i>Native Hawaiian or other Pacific Islander</i>	S	366	>=99%	366	S	22%
Black or African American	S	7,612	99.6%	7,612	S	27%
Hispanic or Latino	S	5,300	99.8%	5,300	S	36.3%
White	S	22,507	99.7%	22,507	S	52.8%
Two or more races	S	1,060	>=99%	1,060	S	46%
Children with disabilities (<i>IDEA</i>)	S	5,578	99.6%	5,578	S	13.4%
English Learners	S	3,128	99.8%	3,128	S	15%
Economically disadvantaged students	S	25,689	99.7%	25,689	S	35.9%
Children in foster care	S	190	>=95%	190	S	29%
Children who are homeless	S	1,129	>=99%	1,129	S	30%
Migratory students	S	299	>=99%	299	S	25%
Military connected students	S	443	>=99%	443	S	59%
Male	S	19,520	99.7%	19,520	S	40.2%
Female	S	18,211	99.8%	18,211	S	50.1%

Comments: The response is limited to 4,000 characters.

1.2.2.3 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	38,595	99.8%	38,595	S	44.4%
American Indian or Alaska Native	S	214	>=95%	214	S	47%
Asian or Pacific Islander	S	971	>=99%	971	S	52%
<i>Asian</i>	S	644	>=99%	644	S	69%
<i>Native Hawaiian or other Pacific Islander</i>	S	327	>=99%	327	S	18%
Black or African American	S	7,984	99.7%	7,984	S	24.6%
Hispanic or Latino	S	5,261	99.8%	5,261	S	38.8%
White	S	23,000	99.7%	23,000	S	52.1%
Two or more races	S	1,165	>=99%	1,165	S	46%
Children with disabilities (<i>IDEA</i>)	S	5,325	99.5%	5,325	S	11.1%
English Learners	S	2,638	>=99%	2,638	S	14%
Economically disadvantaged students	S	26,100	99.7%	26,100	S	34.9%
Children in foster care	S	188	>=95%	188	S	32%
Children who are homeless	S	1,188	>=99%	1,188	S	30%
Migratory students	S	282	>=95%	282	S	23%
Military connected students	S	391	>=99%	391	S	54%
Male	S	19,714	99.7%	19,714	S	38.1%
Female	S	18,881	99.8%	18,881	S	51%

Comments: The response is limited to 4,000 characters.

1.2.2.4 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	38,671	99.7%	38,671	S	46.1%
American Indian or Alaska Native	S	230	>=95%	230	S	45%
Asian or Pacific Islander	S	925	>=99%	925	S	49%
<i>Asian</i>	S	579	>=99%	579	S	65%
<i>Native Hawaiian or other Pacific Islander</i>	S	346	>=99%	346	S	22%
Black or African American	S	7,792	99.6%	7,792	S	24.7%
Hispanic or Latino	S	5,354	>=99.9%	5,354	S	39.3%
White	S	23,269	99.8%	23,269	S	54.7%
Two or more races	S	1,101	>=99%	1,101	S	48%
Children with disabilities (<i>IDEA</i>)	S	5,265	99.4%	5,265	S	11.4%
English Learners	S	2,573	>=99%	2,573	S	13%
Economically disadvantaged students	S	25,617	99.7%	25,617	S	36.2%
Children in foster care	S	174	>=95%	174	S	23%
Children who are homeless	S	1,122	>=99%	1,122	S	30%
Migratory students	S	256	>=95%	256	S	23%
Military connected students	S	476	>=99%	476	S	63%
Male	S	19,767	99.7%	19,767	S	40.1%
Female	S	18,904	99.8%	18,904	S	52.4%

Comments: The response is limited to 4,000 characters.

1.2.2.5 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	36,241	99.6%	36,241	S	46.1%
American Indian or Alaska Native	S	238	>=95%	238	S	45%
Asian or Pacific Islander	S	860	>=99%	860	S	51%
<i>Asian</i>	S	530	>=99%	530	S	70%
<i>Native Hawaiian or other Pacific Islander</i>	S	330	>=99%	330	S	21%
Black or African American	S	6,930	99.3%	6,930	S	24.1%
Hispanic or Latino	S	4,990	99.6%	4,990	S	40.1%
White	S	22,187	99.7%	22,187	S	54.1%
Two or more races	S	1,036	>=99%	1,036	S	48%
Children with disabilities (<i>IDEA</i>)	S	4,894	99.2%	4,894	S	9.9%
English Learners	S	2,343	>=99%	2,343	S	14%
Economically disadvantaged students	S	23,275	99.5%	23,275	S	36.3%
Children in foster care	S	152	>=95%	152	S	29%
Children who are homeless	S	988	>=99%	988	S	29%
Migratory students	S	248	>=95%	248	S	21%
Military connected students	S	373	>=99%	373	S	61%
Male	S	18,589	99.5%	18,589	S	37.8%
Female	S	17,652	99.7%	17,652	S	54.9%

Comments: The response is limited to 4,000 characters.

1.2.2.6 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	36,106	99.5%	36,106	S	49.5%
American Indian or Alaska Native	S	213	>=95%	213	S	53%
Asian or Pacific Islander	S	925	>=99%	925	S	56%
<i>Asian</i>	S	611	>=99%	611	S	73%
<i>Native Hawaiian or other Pacific Islander</i>	S	314	>=99%	314	S	24%
Black or African American	S	6,961	99%	6,961	S	26.4%
Hispanic or Latino	S	4,678	99.7%	4,678	S	42.5%
White	S	22,354	99.5%	22,354	S	57.7%
Two or more races	S	975	>=99%	975	S	52%
Children with disabilities (<i>IDEA</i>)	S	4,565	99.1%	4,565	S	8.7%
English Learners	S	2,382	>=99%	2,382	S	15%
Economically disadvantaged students	S	22,673	99.4%	22,673	S	38.8%
Children in foster care	S	138	>=95%	138	S	32%
Children who are homeless	S	972	98%	972	S	32%
Migratory students	S	246	>=95%	246	S	28%
Military connected students	S	360	>=99%	360	S	64%
Male	S	18,548	99.3%	18,548	S	40.7%
Female	S	17,558	99.6%	17,558	S	58.8%

Comments: The response is limited to 4,000 characters.

1.2.2.7 Academic Achievement and Participation in Reading/Language Arts Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	72,093	98.7%	72,093	S	42.2%
American Indian or Alaska Native	S	475	>=99%	475	S	43%
Asian or Pacific Islander	S	1,850	>=99%	1,850	S	49%
<i>Asian</i>	S	1,254	>=99%	1,254	S	64%
<i>Native Hawaiian or other Pacific Islander</i>	S	596	97%	596	S	17%
Black or African American	S	13,970	97.6%	13,970	S	20.4%
Hispanic or Latino	S	9,527	98.9%	9,527	S	33.4%
White	S	44,528	99.1%	44,528	S	50.6%
Two or more races	S	1,743	>=99%	1,743	S	46%
Children with disabilities (<i>IDEA</i>)	S	8,803	98%	8,803	S	7.9%
English Learners	S	5,400	98.5%	5,400	S	10.7%
Economically disadvantaged students	S	43,395	98.4%	43,395	S	31.4%
Children in foster care	S	286	>=95%	286	S	24%
Children who are homeless	S	1,866	97%	1,866	S	27%
Migratory students	S	462	>=99%	462	S	18%
Military connected students	S	665	>=99%	665	S	56%
Male	S	36,932	98.5%	36,932	S	34.7%
Female	S	35,161	99%	35,161	S	50.2%

Comments: The response is limited to 4,000 characters.

1.2.3 Academic Achievement and Participation in Science Assessment

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the ESEA by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	36,576	99.8%	36,576	S	39.1%
American Indian or Alaska Native	S	220	>=95%	220	S	41%
Asian or Pacific Islander	S	949	>=99%	949	S	40%
Asian	S	586	>=99%	586	S	57%
Native Hawaiian or other Pacific Islander	S	363	>=99%	363	S	11%
Black or African American	S	7,441	99.8%	7,441	S	18.7%
Hispanic or Latino	S	4,994	99.7%	4,994	S	29.7%
White	S	21,838	99.8%	21,838	S	48.2%
Two or more races	S	1,134	>=99%	1,134	S	39%
Children with disabilities (IDEA)	S	5,414	99.6%	5,414	S	14.2%
English Learners	S	3,380	99.7%	3,380	S	15.1%
Economically disadvantaged students	S	25,132	99.8%	25,132	S	30.4%
Children in foster care	S	187	>=95%	187	S	28%
Children who are homeless	S	1,149	>=99%	1,149	S	26%
Migratory students	S	302	>=99%	302	S	23%
Military connected students	S	453	>=99%	453	S	52%
Male	S	18,793	99.7%	18,793	S	39.6%
Female	S	17,783	99.8%	17,783	S	38.6%

Comments: The response is limited to 4,000 characters.

1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	37,747	99.8%	37,747	S	42%
American Indian or Alaska Native	S	224	>=95%	224	S	38%
Asian or Pacific Islander	S	1,029	>=99%	1,029	S	46%
<i>Asian</i>	S	662	>=99%	662	S	64%
<i>Native Hawaiian or other Pacific Islander</i>	S	367	>=99%	367	S	12%
Black or African American	S	7,622	99.7%	7,622	S	21.3%
Hispanic or Latino	S	5,299	99.8%	5,299	S	33.9%
White	S	22,513	99.8%	22,513	S	50.7%
Two or more races	S	1,060	>=99%	1,060	S	42%
Children with disabilities (<i>IDEA</i>)	S	5,580	99.7%	5,580	S	13.5%
English Learners	S	3,130	99.8%	3,130	S	16.2%
Economically disadvantaged students	S	25,701	99.7%	25,701	S	33.2%
Children in foster care	S	191	>=95%	191	S	28%
Children who are homeless	S	1,127	>=99%	1,127	S	29%
Migratory students	S	299	>=95%	299	S	24%
Military connected students	S	443	>=99%	443	S	56%
Male	S	19,533	99.7%	19,533	S	42.6%
Female	S	18,214	99.8%	18,214	S	41.3%

Comments: The response is limited to 4,000 characters.

1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	38,593	99.78%	38,593	S	40.5%
American Indian or Alaska Native	S	214	>=95%	214	S	46%
Asian or Pacific Islander	S	971	>=99%	971	S	47%
<i>Asian</i>	S	644	>=99%	644	S	66%
<i>Native Hawaiian or other Pacific Islander</i>	S	327	>=99%	327	S	11%
Black or African American	S	7,982	99.7%	7,982	S	17.6%
Hispanic or Latino	S	5,260	>=99.9%	5,260	S	33.3%
White	S	23,003	99.8%	23,003	S	49.7%
Two or more races	S	1,163	>=99%	1,163	S	40%
Children with disabilities (<i>IDEA</i>)	S	5,323	99.6%	5,323	S	12.1%
English Learners	S	2,637	>=99%	2,637	S	14%
Economically disadvantaged students	S	26,098	99.8%	26,098	S	30.9%
Children in foster care	S	187	>=95%	187	S	26%
Children who are homeless	S	1,187	>=99%	1,187	S	27%
Migratory students	S	283	>=95%	283	S	22%
Military connected students	S	391	>=99%	391	S	51%
Male	S	19,716	99.8%	19,716	S	41%
Female	S	18,877	99.8%	18,877	S	39.9%

Comments: The response is limited to 4,000 characters.

1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	38,676	99.7%	38,676	S	45.6%
American Indian or Alaska Native	S	230	>=95%	230	S	44%
Asian or Pacific Islander	S	925	>=99%	925	S	48%
<i>Asian</i>	S	579	>=99%	579	S	68%
<i>Native Hawaiian or other Pacific Islander</i>	S	346	>=99%	346	S	15%
Black or African American	S	7,796	99.7%	7,796	S	20.9%
Hispanic or Latino	S	5,351	99.8%	5,351	S	37.2%
White	S	23,273	99.8%	23,273	S	55.6%
Two or more races	S	1,101	>=99%	1,101	S	48%
Children with disabilities (<i>IDEA</i>)	S	5,263	99.5%	5,263	S	12.9%
English Learners	S	2,572	>=99%	2,572	S	15%
Economically disadvantaged students	S	25,620	99.7%	25,620	S	35.6%
Children in foster care	S	175	>=95%	175	S	26%
Children who are homeless	S	1,124	>=99%	1,124	S	28%
Migratory students	S	257	>=95%	257	S	23%
Military connected students	S	476	>=99%	476	S	66%
Male	S	19,774	99.7%	19,774	S	44.8%
Female	S	18,902	99.7%	18,902	S	46.4%

Comments: The response is limited to 4,000 characters.

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	36,251	99.60%	36,251	S	42.8%
American Indian or Alaska Native	S	238	>=95%	238	S	42%
Asian or Pacific Islander	S	860	>=99%	860	S	49%
<i>Asian</i>	S	530	>=99%	530	S	69%
<i>Native Hawaiian or other Pacific Islander</i>	S	330	>=99%	330	S	17%
Black or African American	S	6,934	99.3%	6,934	S	19.4%
Hispanic or Latino	S	4,993	99.7%	4,993	S	35.4%
White	S	22,190	99.7%	22,190	S	51.6%
Two or more races	S	1,036	>=99%	1,036	S	43%
Children with disabilities (<i>IDEA</i>)	S	4,893	99.3%	4,893	S	10.5%
English Learners	S	2,346	>=99%	2,346	S	12%
Economically disadvantaged students	S	23,279	99.5%	23,279	S	32.5%
Children in foster care	S	152	>=95%	152	S	28%
Children who are homeless	S	987	>=99%	987	S	27%
Migratory students	S	248	>=95%	248	S	19%
Military connected students	S	374	>=99%	374	S	56%
Male	S	18,591	99.5%	18,591	S	41.1%
Female	S	17,660	99.7%	17,660	S	44.6%

Comments: The response is limited to 4,000 characters.

1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	36,119	99.5%	36,119	S	42.4%
American Indian or Alaska Native	S	213	>=95%	213	S	47%
Asian or Pacific Islander	S	926	>=99%	926	S	47%
<i>Asian</i>	S	611	>=99%	611	S	65%
<i>Native Hawaiian or other Pacific Islander</i>	S	315	>=99%	315	S	14%
Black or African American	S	6,972	99.2%	6,972	S	18.1%
Hispanic or Latino	S	4,679	99.8%	4,679	S	34.8%
White	S	22,355	99.5%	22,355	S	51.3%
Two or more races	S	974	>=99%	974	S	44%
Children with disabilities (<i>IDEA</i>)	S	4,556	99%	4,556	S	8.4%
English Learners	S	2,384	>=99%	2,384	S	12%
Economically disadvantaged students	S	22,683	99.4%	22,683	S	31.8%
Children in foster care	S	138	>=95%	138	S	23%
Children who are homeless	S	972	98%	972	S	25%
Migratory students	S	246	>=99%	246	S	21%
Military connected students	S	360	>=99%	360	S	53%
Male	S	18,556	99.4%	18,556	S	40.2%
Female	S	17,563	99.6%	17,563	S	44.8%

Comments: The response is limited to 4,000 characters.

1.2.3.7 Academic Achievement and Participation in Science Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	71,708	98.8%	71,708	S	33.9%
American Indian or Alaska Native	S	474	>=99%	474	S	32%
Asian or Pacific Islander	S	1,840	>=99%	1,840	S	42%
<i>Asian</i>	S	1,247	>=99%	1,247	S	57%
<i>Native Hawaiian or other Pacific Islander</i>	S	593	97%	593	S	10%
Black or African American	S	13,858	97.7%	13,858	S	12.9%
Hispanic or Latino	S	9,493	99%	9,493	S	24.2%
White	S	44,307	99.1%	44,307	S	42.1%
Two or more races	S	1,736	>=99%	1,736	S	37%
Children with disabilities (<i>IDEA</i>)	S	8,354	97.9%	8,354	S	6.6%
English Learners	S	5,381	98.7%	5,381	S	7.7%
Economically disadvantaged students	S	43,111	98.4%	43,111	S	23.6%
Children in foster care	S	277	>=95%	277	S	13%
Children who are homeless	S	1,854	98%	1,854	S	19%
Migratory students	S	462	>=99%	462	S	13%
Military connected students	S	665	>=99%	665	S	47%
Male	S	36,660	98.5%	36,660	S	32.2%
Female	S	35,048	99%	35,048	S	35.6%

Comments: The response is limited to 4,000 characters.

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

This section collects information on children with disabilities' participation in the mathematics, reading/language arts, and science assessments.

1.2.4.1 Participation of Children with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(2) of the *ESEA* by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	3,608	9.04%
Regular Assessment with Accommodations	31,953	80.07%
Alternate Assessment Based on Alternate Achievement Standards	4,344	10.89%
Total	39,905	

Comments: The response is limited to 4,000 characters.

1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
4,344	296,218	1.47%

Comments: The response is limited to 4,000 characters.

1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2018-19?	YES

Comments: The response is limited to 4,000 characters.

Arkansas submitted a 1% waiver request for mathematics for the 2018-19 school year and it was approved.

1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment

The data provided should include reading/language arts participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Note: For this question only, report on children with disabilities (*IDEA*) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	3,609	9.06%
Regular Assessment with Accommodations	31,892	80.03%
Alternate Assessment Based on Alternate Achievement Standards	4,351	10.92%
Recently arrived ELs, took ELP		
Total	39,852	

Comments: The response is limited to 4,000 characters.

1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
4,351	296,013	1.47%

Comments: The response is limited to 4,000 characters.

1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2018-19?	YES

Comments: The response is limited to 4,000 characters.

Arkansas submitted a 1% waiver request for reading/language arts for the 2018-19 school year and it was approved.

1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment

The data provided should include science participation results from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	3,609	9.16%
Regular Assessment with Accommodations	31,943	81.11%
Alternate Assessment Based on Alternate Achievement Standards	3,831	9.73%
Total	39,383	

Comments: The response is limited to 4,000 characters.

1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
3,831	295,670	1.30%

Comments: The response is limited to 4,000 characters.

1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2018-19?	NO

Comments: The response is limited to 4,000 characters.

Arkansas did not exceed the 1% threshold for science in 2017-18; therefore, did not need to request a waiver in science for 2018-19.

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

This sub-section collects information on provisions provided to ELs.

1.2.5.1.1 Recently Arrived ELs Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the *ESEA*.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	

Comments: The response is limited to 4,000 characters.

All students identified as English Learners (ELs) enrolled in grades K–12, whether receiving ESL services or having declined services, are required to take the English language proficiency (ELP) summative assessment, ELPA21. ELs must also participate in the appropriate grade-level state content assessment(s), ACT Aspire.

1.2.5.1.2 Native Language Assessments Offered

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write "Yes" if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	NO		
State offers the State reading/language arts content tests in the students' native language(s).	NO		
State offers the State science content tests in the students' native language(s).	NO		

Comments: The response is limited to 4,000 characters.

1.2.5.2 Performance of ELs on State ELP Assessment

In the table below, please provide for all ELs: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	38,754	S	S	71.4%	S	19.2%

Comments: The response is limited to 4,000 characters.

Arkansas expects ALL English Learners to participate in ELPA21 every year. Extenuating circumstances may occur that results in students not being tested. The Reasons Not Tested are coded per student and include Emergency/Extended Hospitalization/Medically Fragile/Residential Treatment/Homebound Medically Fragile (all require doctor's statement); incarceration; withdrew from school/dropped out prior to end of testing window; homeschooled except for extracurricular; Special Education services only for home/private school; deceased.

1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	34,314	S	S	70.9%	S	19.7%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds		S	S		S	

Comments: The response is limited to 4,000 characters.

Arkansas expects ALL English Learners to participate in ELPA21 every year. Extenuating circumstances may occur that results in students not being tested. The Reasons Not Tested are coded per student and include Emergency/Extended Hospitalization/Medically Fragile/Residential Treatment/Homebound Medically Fragile (all require doctor's statement); incarceration; withdrew from school/dropped out prior to end of testing window; homeschooled except for extracurricular; Special Education services only for home/private school; deceased.

1.2.5.3.1 ELs in LEAs Receiving Title III Funds Who Have Exited Language Instruction Educational Program (LIEP) based on Attaining ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have exited an LIEP based on attaining ELP.

	#	%*
ELs in LEAs receiving Title III, Part A funds who exited	5,385	15.10%

* The number is taken from FS204 but the percentage is manually entered.

Comments: The response is limited to 4,000 characters.

1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have not attained proficiency within five years.

	#	%*
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	13,766	40.40%

* The number is taken from FS204 but the percentage is manually entered.

Comments: The response is limited to 4,000 characters.

1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the ESEA.

1.2.5.4.1 Students in LEAs Receiving Title III Funds who have Exited EL Status by Year

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

# Year One	# Year Two	# Year Three	# Year Four	Total
5,501	3,598	2,790	1,239	13,128

Comments: The response is limited to 4,000 characters.

Data was checked and does reflect the number of exited monitored students. The increase in Monitored Year 3 from 17-18 to 18-19 is due to 1) switching to ELPA21 in the 16-17 school year and 2) new statewide exit criteria fully implemented during the end of the 17-18 school year including ELPA21 and the use of a professional judgement rubric demonstrating academic literacy comparable to grade level peers. For example, in SY17-18, there were 3,312 students who were monitored year two. Of those, in SY18-19, there were 2,790 continuing as monitored Year 3. This is comparable between years.

1.2.5.4.2 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Mathematics

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who identified as children with disabilities who have exited EL status on the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs (LIEPs) and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	4,595	64.6%	83	51%
Year Two	3,077	72%	46	57%
Year Three	2,340	75%	33	55%
Year Four	947	82%	26	35%

Comments: The response is limited to 4,000 characters.

1.2.5.4.3 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Reading/Language Arts

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual reading/language arts assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	4,594	56.3%	83	48%
Year Two	3,077	74%	46	61%
Year Three	2,337	78%	33	58%
Year Four	947	80%	26	31%

Comments: The response is limited to 4,000 characters.

1.2.5.4.4 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Science

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual science assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	4,597	46.8%	83	49%
Year Two	3,076	60.4%	45	42%
Year Three	2,336	65%	33	55%
Year Four	947	68%	26	27%

Comments: The response is limited to 4,000 characters.

1.2.6 Grants for State Assessments and Related Activities**1.2.6.1 Grants for State Assessments and Related Activities**

This section requests information on your State's use of funds under Section 1201 of *ESEA*.

1.2.6.1.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	0.00%
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	100.00%

Comments: The response is limited to 4,000 characters.

1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	YES
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	NO
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	NO
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	NO
Ensuring the continued validity and reliability of State assessments.	NO
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	NO
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	NO
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	NO
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	NO
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	NO
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	NO
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	NO
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	NO
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	NO
Other	NO

Comments: The response is limited to 4,000 characters.

1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	7,937.62	1,122.51	14.14%
Low-poverty schools	12,072.57	1,295.37	10.73%
Total schools	37,911.70	4,300.21	

Comments: The response is limited to 4,000 characters.

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

In the table below, provide information on the credentials of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers teaching with emergency or provisional credentials	Percentage Teachers teaching with emergency or provisional credentials
High-poverty schools	7,937.62	413.22	5.21%
Low-poverty schools	12,072.57	200.96	1.66%
Total schools	37,911.70	945.55	

Comments: The response is limited to 4,000 characters.

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers who are not teaching in the subject or field for which they are certified or licensed	Percentage teachers who are not teaching in the subject or field for which they are certified or licensed
High-poverty schools	7,937.62	413.49	5.21%
Low-poverty schools	12,072.57	228.40	1.89%
Total schools	37,911.70	1,076.65	

Comments: The response is limited to 4,000 characters.

1.3.4 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools	82.90%	49.20%
Poverty metric used	Based on free/reduced lunch quartile-top 25% and bottom 25%	

FAQ:

How are the poverty quartiles determined? Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

Comments: The response is limited to 4,000 characters.

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.4.1 EL Enrollment Data**1.4.1.1 Number of ALL ELs Enrolled in the State**

In the table below, provide the October 1 count of ALL ELs in the State who meet the EL definition under Section 8101(21) of the *ESEA*.

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.
- Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the *ESEA*) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the *ESEA*) in the ALL EL student count in this table.

Total ELs	#
Number of ALL ELs in the State	38,501
Number of ELs identified as children with disabilities	5,448

Comments: The response is limited to 4,000 characters.

1.4.1.2 Number of ELs in LEAs receiving Title III funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

ELs Receiving Services	#
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	33,234

Comments: The response is limited to 4,000 characters.

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, identify the language of instruction (other than English) next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

LIEPs	Language of instruction (if applicable)	Number of ELs Enrolled
Transitional Bilingual		
Dual Language or Two-way Immersion		
English as Second language (ESL) or English Language Development (ELD)		19,014
Content Classes with integrated ESL support		13,899
Newcomer programs		321
Other		

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed. Report additional languages with significant numbers of ELs in the comment section.

Language	# ELs
Spanish; Castilian	31,679
Marshallese	3,095
Vietnamese	439
Arabic	390
Chinese	280

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

Language fields were updated and data resubmitted.

1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the *ESEA* and reported in CSPR Section 1.4.2 (LIEPs) even if they are not paid with Title III funds.

Number of teachers serving in LIEPs (including core content (reading, math, science and social studies) in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*
1,992	1,786	899

*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

Comments: The response is limited to 4,000 characters.

The change in numbers of teachers from SY17-18 to SY18-19 is as a result in changing how these numbers were reported to the Arkansas Department of Education by districts. For SY18-19, only teachers providing LIEP/ELD services in some format were counted. For SY16-17, the number was not as clearly defined for districts.

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	22
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	39
Supporting implementation of school wide programs	16
Professional development to teachers and other personnel serving ELs	34
Parent and community engagement activities	45
Supporting the development and implementation of pre-school programs	18
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	8
Improving instruction of ELs with disabilities	23
Providing tutorials, career and technical education	15
Offering programs to help ELs achieve success in post-secondary education	1
Other	0

If State reports a nonzero count of LEAs under "Other", please describe the activities that were conducted during SY2018-19 in the comment box below.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	YES
Helping ELs meet the same challenging State academic standards that all children are expected to meet	YES
Identifying or developing, and implementing, measures of English proficiency	YES
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	YES
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	NO
Other	NO

If "Other" is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.7 Education Programs and Activities for Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the *ESEA*.

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
3,430	491	6

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the *ESEA* or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

Data has been revised and resubmitted.

Table 1.4.7 Definitions:

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the “# of days/\$\$ Distribution” is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/2/2018	7/31/2018	29

Table 1.4.8.1 Definitions:

1. **Date State Received Allocation** = Date the State receives the Title III allocation from ED.
2. **Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Comments: The response is limited to 4,000 characters.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

The only thing that the State could do to shorten this timeframe would be to release each federal funding category separately. Currently, the State posts most of the categories at once. This means that some categories are actually calculated sooner and are waiting on the others to be completed before announcement. However, the State thinks this would be rather inefficient and perhaps even confusing for LEAs.

1.4.9 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the *ESEA*.

Termination of Title III Programs	Yes / No
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	NO
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.	

Comments: The response is limited to 4,000 characters.

1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Persistently Dangerous Schools	#
Persistently Dangerous Schools	

Comments: The response is limited to 4,000 characters.

Comment: This year the State of Arkansas is conducting a pilot program to collect data in anticipation of reviewing and updating our definition and guidance on Persistently Dangerous Schools. For more information, visit: <http://adecm.arkansas.gov/ViewApprovedMemo.aspx?id=4121>

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	277	277
LEAs with subgrants	17	17
Total	294	294

Comments: The response is limited to 4,000 characters.

1.6.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled
Age 3 through 5 (not Kindergarten)	244
K	1,206
1	1,118
2	1,039
3	1,143
4	1,145
5	1,191
6	1,112
7	989
8	963
9	1,014
10	873
11	822
12	1,048
Ungraded	3
Total	13,910

Comments: The response is limited to 4,000 characters.

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Primary Nighttime Residence	# of Homeless Children/Youth	# of Homeless Children/Youth who are Unaccompanied
Shelters and transitional housing	604	28
Doubled-up (e.g., living with another family)	12,541	741
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	222	5
Hotels/Motels	543	3
Total	13,910	777

Comments: The response is limited to 4,000 characters.

1.6.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	777
Migrant children/youth	325
Children with disabilities (<i>IDEA</i>)	2,468
English Learners (ELs)	1,200

Comments: The response is limited to 4,000 characters.

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	194
Age 3 through 5 (not Kindergarten)	311
Total	505

Comments: The response is limited to 4,000 characters.

Two districts had extremely experienced liaisons and now have new liaisons with no experience. These two districts both had much lower counts for B-5 excluding K from 17-18 to 18-19. Together they had 174 less in 18-19 than in 17-18. This is an indicator for specialized training for these two district.