

**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

Arizona



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.

OMB Number: 1810-0724
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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:

Arizona Department of Education

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05/07/20 11:02:06 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://azreportcards.azed.gov/
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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	82,611	99.4%	82,611	S	51.1%
American Indian or Alaska Native	S	3,485	99.4%	3,485	S	26.7%
Asian or Pacific Islander	S	2,683	>=99%	2,683	S	77%
Asian	S	2,394	>=99%	2,394	S	80%
Native Hawaiian or other Pacific Islander	S	289	>=95%	289	S	53%
Black or African American	S	4,402	99%	4,402	S	37.7%
Hispanic or Latino	S	38,496	99.4%	38,496	S	41.2%
White	S	29,995	99.3%	29,995	S	65.4%
Two or more races	S	3,550	99.4%	3,550	S	57.8%
Children with disabilities (<i>IDEA</i>)	S	12,377	97.6%	12,377	S	22.9%
English learners	S	6,777	99.5%	6,777	S	13.3%
Economically disadvantaged students	S	42,706	99.5%	42,706	S	39.4%
Children in foster care	S	706	97%	706	S	33%
Children who are homeless	S	1,055	>=99%	1,055	S	26%
Migratory students	S	251	>=95%	251	S	26%
Military connected students	S	554	>=99%	554	S	68%
Male	S	42,165	99.2%	42,165	S	52.2%
Female	S	40,446	99.5%	40,446	S	49.9%

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	86,389	99.4%	86,389	S	48.1%
American Indian or Alaska Native	S	3,743	99.4%	3,743	S	26.4%
Asian or Pacific Islander	S	2,816	>=99%	2,816	S	77%
<i>Asian</i>	S	2,518	>=99%	2,518	S	80%
<i>Native Hawaiian or other Pacific Islander</i>	S	298	>=99%	298	S	52%
Black or African American	S	4,632	99.1%	4,632	S	32.7%
Hispanic or Latino	S	40,448	99.4%	40,448	S	38.4%
White	S	31,355	99.3%	31,355	S	62.3%
Two or more races	S	3,395	99.4%	3,395	S	54.3%
Children with disabilities (<i>IDEA</i>)	S	12,600	97.7%	12,600	S	20.1%
English learners	S	7,432	99.5%	7,432	S	12.5%
Economically disadvantaged students	S	45,134	99.5%	45,134	S	36.1%
Children in foster care	S	707	97%	707	S	31%
Children who are homeless	S	1,173	>=99%	1,173	S	24%
Migratory students	S	263	>=95%	263	S	21%
Military connected students	S	581	>=99%	581	S	61%
Male	S	44,464	99.2%	44,464	S	48.8%
Female	S	41,925	99.6%	41,925	S	47.4%

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	89,733	99.3%	89,733	S	46.5%
American Indian or Alaska Native	S	3,863	99.2%	3,863	S	24.7%
Asian or Pacific Islander	S	2,841	>=99%	2,841	S	77%
<i>Asian</i>	S	2,547	>=99%	2,547	S	80%
<i>Native Hawaiian or other Pacific Islander</i>	S	294	>=95%	294	S	51%
Black or African American	S	4,665	99%	4,665	S	30.3%
Hispanic or Latino	S	42,702	99.4%	42,702	S	37.2%
White	S	32,129	99.2%	32,129	S	60.6%
Two or more races	S	3,531	99.2%	3,531	S	51.2%
Children with disabilities (<i>IDEA</i>)	S	12,757	97.6%	12,757	S	17.1%
English learners	S	8,320	99.7%	8,320	S	12.2%
Economically disadvantaged students	S	47,088	99.5%	47,088	S	34.6%
Children in foster care	S	672	97%	672	S	22%
Children who are homeless	S	1,188	>=99%	1,188	S	23%
Migratory students	S	235	>=95%	235	S	29%
Military connected students	S	563	>=99%	563	S	61%
Male	S	45,703	99.2%	45,703	S	45.8%
Female	S	44,030	99.5%	44,030	S	47.2%

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	89,750	99.2%	89,750	S	41.1%
American Indian or Alaska Native	S	3,820	98.8%	3,820	S	20.5%
Asian or Pacific Islander	S	2,814	>=99%	2,814	S	72%
<i>Asian</i>	S	2,500	>=99%	2,500	S	75%
<i>Native Hawaiian or other Pacific Islander</i>	S	314	>=99%	314	S	41%
Black or African American	S	4,596	98.9%	4,596	S	25.1%
Hispanic or Latino	S	42,056	99.3%	42,056	S	30.5%
White	S	32,844	99.1%	32,844	S	56%
Two or more races	S	3,620	99%	3,620	S	46.9%
Children with disabilities (<i>IDEA</i>)	S	12,026	97.2%	12,026	S	13%
English learners	S	7,422	99.3%	7,422	S	7.1%
Economically disadvantaged students	S	45,370	99.3%	45,370	S	28.7%
Children in foster care	S	643	96%	643	S	20%
Children who are homeless	S	1,170	98%	1,170	S	18%
Migratory students	S	362	98%	362	S	25%
Military connected students	S	529	>=99%	529	S	59%
Male	S	45,679	99%	45,679	S	41.3%
Female	S	44,071	99.4%	44,071	S	40.8%

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	88,273	98.9%	88,273	S	38.2%
American Indian or Alaska Native	S	3,874	98.4%	3,874	S	18.1%
Asian or Pacific Islander	S	2,819	>=99%	2,819	S	70%
<i>Asian</i>	S	2,494	>=99%	2,494	S	74%
<i>Native Hawaiian or other Pacific Islander</i>	S	325	98%	325	S	42%
Black or African American	S	4,680	98.2%	4,680	S	22.1%
Hispanic or Latino	S	41,018	99.1%	41,018	S	26.8%
White	S	32,694	98.8%	32,694	S	53.8%
Two or more races	S	3,188	98.6%	3,188	S	43.7%
Children with disabilities (<i>IDEA</i>)	S	11,069	96.3%	11,069	S	11.1%
English learners	S	6,486	99.3%	6,486	S	4.1%
Economically disadvantaged students	S	43,389	99.1%	43,389	S	25.3%
Children in foster care	S	584	93%	584	S	16%
Children who are homeless	S	1,088	98%	1,088	S	15%
Migratory students	S	376	>=99%	376	S	18%
Military connected students	S	432	97%	432	S	52%
Male	S	44,969	98.7%	44,969	S	38.9%
Female	S	43,304	99.1%	43,304	S	37.5%

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	86,734	98.8%	86,734	S	37.5%
American Indian or Alaska Native	S	3,661	98.9%	3,661	S	16.4%
Asian or Pacific Islander	S	2,634	>=99%	2,634	S	72%
<i>Asian</i>	S	2,379	>=99%	2,379	S	75%
<i>Native Hawaiian or other Pacific Islander</i>	S	255	>=95%	255	S	43%
Black or African American	S	4,338	98.6%	4,338	S	22.2%
Hispanic or Latino	S	40,194	99%	40,194	S	26.8%
White	S	32,407	98.6%	32,407	S	51.9%
Two or more races	S	3,499	98%	3,499	S	42.4%
Children with disabilities (<i>IDEA</i>)	S	10,510	96.2%	10,510	S	10.9%
English learners	S	4,954	99.5%	4,954	S	4.7%
Economically disadvantaged students	S	41,846	98.9%	41,846	S	25.1%
Children in foster care	S	491	93%	491	S	15%
Children who are homeless	S	1,045	98%	1,045	S	17%
Migratory students	S	412	>=99%	412	S	20%
Military connected students	S	389	97%	389	S	47%
Male	S	43,939	98.6%	43,939	S	36.8%
Female	S	42,795	98.9%	42,795	S	38.3%

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	75,202	97%	75,202	S	48.5%
American Indian or Alaska Native	S	3,203	96%	3,203	S	28.3%
Asian or Pacific Islander	S	2,365	98%	2,365	S	75%
<i>Asian</i>	S	2,138	98%	2,138	S	77%
<i>Native Hawaiian or other Pacific Islander</i>	S	227	>=95%	227	S	48%
Black or African American	S	3,916	94.9%	3,916	S	32.4%
Hispanic or Latino	S	33,957	97.2%	33,957	S	37.5%
White	S	29,489	97.3%	29,489	S	63.2%
Two or more races	S	2,271	96%	2,271	S	50%
Children with disabilities (<i>IDEA</i>)	S	4,733	89.6%	4,733	S	14.3%
English learners	S	2,306	91%	2,306	S	7%
Economically disadvantaged students	S	19,786	96.8%	19,786	S	35.3%
Children in foster care	S	332	89%	332	S	28%
Children who are homeless	S	581	90%	581	S	27%
Migratory students	S	190	92%	190	S	14%
Military connected students	S	272	>=95%	272	S	56%
Male	S	37,567	96.7%	37,567	S	47.3%
Female	S	37,635	97.4%	37,635	S	49.6%

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	82,257	99.4%	82,257	S	46.2%
American Indian or Alaska Native	S	3,461	99.4%	3,461	S	21.8%
Asian or Pacific Islander	S	2,678	>=99%	2,678	S	69%
Asian	S	2,389	>=99%	2,389	S	72%
Native Hawaiian or other Pacific Islander	S	289	>=95%	289	S	46%
Black or African American	S	4,370	99%	4,370	S	35.8%
Hispanic or Latino	S	38,333	99.4%	38,333	S	36%
White	S	29,884	99.3%	29,884	S	60.8%
Two or more races	S	3,531	99.4%	3,531	S	54.4%
Children with disabilities (<i>IDEA</i>)	S	12,247	97.6%	12,247	S	17.6%
English Learners	S	6,729	99.5%	6,729	S	6.3%
Economically disadvantaged students	S	42,507	99.5%	42,507	S	33.7%
Children in foster care	S	697	97%	697	S	24%
Children who are homeless	S	1,044	>=99%	1,044	S	25%
Migratory students	S	247	>=95%	247	S	18%
Military connected students	S	553	>=99%	553	S	60%
Male	S	41,934	99.2%	41,934	S	44.2%
Female	S	40,323	99.5%	40,323	S	48.4%

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	86,207	99.4%	86,207	S	51.3%
American Indian or Alaska Native	S	3,731	99.4%	3,731	S	28.1%
Asian or Pacific Islander	S	2,815	>=99%	2,815	S	74%
<i>Asian</i>	S	2,518	>=99%	2,518	S	76%
<i>Native Hawaiian or other Pacific Islander</i>	S	297	>=99%	297	S	51%
Black or African American	S	4,612	99.1%	4,612	S	37.5%
Hispanic or Latino	S	40,352	99.4%	40,352	S	40.4%
White	S	31,311	99.3%	31,311	S	67.4%
Two or more races	S	3,386	99.4%	3,386	S	59.6%
Children with disabilities (<i>IDEA</i>)	S	12,528	97.7%	12,528	S	19.5%
English Learners	S	7,401	99.5%	7,401	S	6.6%
Economically disadvantaged students	S	45,002	99.5%	45,002	S	38.2%
Children in foster care	S	705	97%	705	S	30%
Children who are homeless	S	1,165	>=99%	1,165	S	30%
Migratory students	S	262	>=95%	262	S	14%
Military connected students	S	578	>=99%	578	S	66%
Male	S	44,366	99.2%	44,366	S	47.9%
Female	S	41,841	99.6%	41,841	S	55%

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	89,675	99.3%	89,675	S	52.1%
American Indian or Alaska Native	S	3,866	99.2%	3,866	S	26.9%
Asian or Pacific Islander	S	2,841	>=99%	2,841	S	75%
<i>Asian</i>	S	2,548	>=99%	2,548	S	76%
<i>Native Hawaiian or other Pacific Islander</i>	S	293	>=95%	293	S	59%
Black or African American	S	4,662	99%	4,662	S	38.9%
Hispanic or Latino	S	42,656	99.4%	42,656	S	41.9%
White	S	32,124	99.2%	32,124	S	67.7%
Two or more races	S	3,524	99.2%	3,524	S	59.7%
Children with disabilities (<i>IDEA</i>)	S	12,705	97.6%	12,705	S	17.2%
English Learners	S	8,292	99.7%	8,292	S	7.8%
Economically disadvantaged students	S	47,050	99.5%	47,050	S	39.7%
Children in foster care	S	671	97%	671	S	28%
Children who are homeless	S	1,192	>=99%	1,192	S	29%
Migratory students	S	235	>=95%	235	S	21%
Military connected students	S	562	>=99%	562	S	67%
Male	S	45,641	99.2%	45,641	S	47.6%
Female	S	44,034	99.5%	44,034	S	56.8%

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	89,720	99.2%	89,720	S	42.2%
American Indian or Alaska Native	S	3,801	98.8%	3,801	S	19.6%
Asian or Pacific Islander	S	2,809	>=99%	2,809	S	68%
<i>Asian</i>	S	2,495	>=99%	2,495	S	71%
<i>Native Hawaiian or other Pacific Islander</i>	S	314	>=99%	314	S	42%
Black or African American	S	4,604	98.9%	4,604	S	29.5%
Hispanic or Latino	S	42,058	99.3%	42,058	S	31.6%
White	S	32,829	99.1%	32,829	S	57.2%
Two or more races	S	3,619	99%	3,619	S	49.6%
Children with disabilities (<i>IDEA</i>)	S	11,999	97.2%	11,999	S	12.4%
English Learners	S	7,383	99.3%	7,383	S	3.6%
Economically disadvantaged students	S	45,342	99.3%	45,342	S	29.5%
Children in foster care	S	645	96%	645	S	21%
Children who are homeless	S	1,172	98%	1,172	S	19%
Migratory students	S	361	98%	361	S	20%
Military connected students	S	527	>=99%	527	S	62%
Male	S	45,630	99%	45,630	S	38%
Female	S	44,090	99.4%	44,090	S	46.5%

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	88,067	98.9%	88,067	S	41.4%
American Indian or Alaska Native	S	3,863	98.4%	3,863	S	19.3%
Asian or Pacific Islander	S	2,814	>=99%	2,814	S	70%
<i>Asian</i>	S	2,490	>=99%	2,490	S	72%
<i>Native Hawaiian or other Pacific Islander</i>	S	324	98%	324	S	47%
Black or African American	S	4,658	98.1%	4,658	S	29.2%
Hispanic or Latino	S	40,924	99.2%	40,924	S	30.9%
White	S	32,635	98.8%	32,635	S	55.7%
Two or more races	S	3,173	98.6%	3,173	S	50.4%
Children with disabilities (<i>IDEA</i>)	S	11,016	96.3%	11,016	S	11.8%
English Learners	S	6,456	99.3%	6,456	S	2.6%
Economically disadvantaged students	S	43,278	99.1%	43,278	S	29%
Children in foster care	S	581	93%	581	S	20%
Children who are homeless	S	1,090	98%	1,090	S	18%
Migratory students	S	377	>=99%	377	S	18%
Military connected students	S	430	97%	430	S	57%
Male	S	44,830	98.7%	44,830	S	36.7%
Female	S	43,237	99.1%	43,237	S	46.3%

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	86,581	98.8%	86,581	S	38.4%
American Indian or Alaska Native	S	3,644	98.9%	3,644	S	15.2%
Asian or Pacific Islander	S	2,622	>=99%	2,622	S	66%
<i>Asian</i>	S	2,372	>=99%	2,372	S	69%
<i>Native Hawaiian or other Pacific Islander</i>	S	250	>=95%	250	S	37%
Black or African American	S	4,326	98.6%	4,326	S	26.6%
Hispanic or Latino	S	40,138	99%	40,138	S	28%
White	S	32,357	98.6%	32,357	S	52.3%
Two or more races	S	3,493	98%	3,493	S	46.5%
Children with disabilities (<i>IDEA</i>)	S	10,488	96.2%	10,488	S	9.9%
English Learners	S	4,937	99.5%	4,937	S	1.5%
Economically disadvantaged students	S	41,780	98.9%	41,780	S	26.1%
Children in foster care	S	486	93%	486	S	20%
Children who are homeless	S	1,036	98%	1,036	S	19%
Migratory students	S	410	>=99%	410	S	16%
Military connected students	S	388	97%	388	S	53%
Male	S	43,837	98.6%	43,837	S	32.8%
Female	S	42,744	98.9%	42,744	S	44.1%

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	76,806	97.1%	76,806	S	45.3%
American Indian or Alaska Native	S	3,252	96.1%	3,252	S	23%
Asian or Pacific Islander	S	2,593	98%	2,593	S	70%
<i>Asian</i>	S	2,362	98%	2,362	S	72%
<i>Native Hawaiian or other Pacific Islander</i>	S	231	>=95%	231	S	47%
Black or African American	S	4,019	95%	4,019	S	32.6%
Hispanic or Latino	S	34,421	97.2%	34,421	S	34.1%
White	S	30,176	97.3%	30,176	S	59.8%
Two or more races	S	2,344	96%	2,344	S	49%
Children with disabilities (<i>IDEA</i>)	S	5,049	90.1%	5,049	S	13.8%
English Learners	S	2,189	90%	2,189	S	<=1%
Economically disadvantaged students	S	19,946	96.8%	19,946	S	32.6%
Children in foster care	S	344	89%	344	S	28%
Children who are homeless	S	603	91%	603	S	23%
Migratory students	S	214	93%	214	S	10%
Military connected students	S	287	>=95%	287	S	56%
Male	S	38,424	96.7%	38,424	S	41%
Female	S	38,382	97.4%	38,382	S	49.7%

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						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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	87,109	99.2%	87,109	S	60.3%
American Indian or Alaska Native	S	3,731	99.1%	3,731	S	34.3%
Asian or Pacific Islander	S	2,838	>=99%	2,838	S	78%
<i>Asian</i>	S	2,538	>=99%	2,538	S	81%
<i>Native Hawaiian or other Pacific Islander</i>	S	300	>=95%	300	S	54%
Black or African American	S	4,661	98.9%	4,661	S	46.1%
Hispanic or Latino	S	40,653	99.2%	40,653	S	48.7%
White	S	31,738	99.1%	31,738	S	77.9%
Two or more races	S	3,488	99.5%	3,488	S	69%
Children with disabilities (<i>IDEA</i>)	S	12,670	97.4%	12,670	S	35.3%
English Learners	S	7,458	99.5%	7,458	S	14.2%
Economically disadvantaged students	S	45,300	99.3%	45,300	S	47.7%
Children in foster care	S	773	96%	773	S	44%
Children who are homeless	S	1,155	97%	1,155	S	38%
Migratory students	S	261	>=95%	261	S	22%
Military connected students	S	1,565	>=99%	1,565	S	78%
Male	S	44,839	99%	44,839	S	60.9%
Female	S	42,270	99.3%	42,270	S	59.7%

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						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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	87,001	98.4%	87,001	S	56.2%
American Indian or Alaska Native	S	3,639	97.7%	3,639	S	27.7%
Asian or Pacific Islander	S	2,640	>=99%	2,640	S	82%
<i>Asian</i>	S	2,376	>=99%	2,376	S	84%
<i>Native Hawaiian or other Pacific Islander</i>	S	264	>=95%	264	S	58%
Black or African American	S	4,344	98.4%	4,344	S	40.7%
Hispanic or Latino	S	40,230	98.6%	40,230	S	43.6%
White	S	32,604	98.3%	32,604	S	74.1%
Two or more races	S	3,543	97.9%	3,543	S	63.3%
Children with disabilities (<i>IDEA</i>)	S	10,570	95.6%	10,570	S	24.7%
English Learners	S	4,931	98.9%	4,931	S	8.2%
Economically disadvantaged students	S	41,849	98.4%	41,849	S	42.4%
Children in foster care	S	554	92%	554	S	34%
Children who are homeless	S	1,034	97%	1,034	S	31%
Migratory students	S	409	>=99%	409	S	26%
Military connected students	S	988	>=99%	988	S	76%
Male	S	44,084	98.3%	44,084	S	55.5%
Female	S	42,917	98.6%	42,917	S	56.9%

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	74,585	86.1%	74,585	S	38.4%
American Indian or Alaska Native	S	3,142	83.7%	3,142	S	15.9%
Asian or Pacific Islander	S	2,510	90%	2,510	S	65%
<i>Asian</i>	S	2,281	90%	2,281	S	68%
<i>Native Hawaiian or other Pacific Islander</i>	S	229	85%	229	S	35%
Black or African American	S	3,818	85.5%	3,818	S	26.1%
Hispanic or Latino	S	32,879	83.7%	32,879	S	26.1%
White	S	29,825	88.8%	29,825	S	53.3%
Two or more races	S	2,411	88%	2,411	S	43%
Children with disabilities (<i>IDEA</i>)	S	5,326	80%	5,326	S	18.5%
English Learners	S	3,031	75.2%	3,031	S	2.9%
Economically disadvantaged students	S	20,954	89.2%	20,954	S	23%
Children in foster care	S	382	76%	382	S	18%
Children who are homeless	S	625	84%	625	S	15%
Migratory students	S	64	24%	64	S	6%
Military connected students	S	948	91%	948	S	57%
Male	S	37,611	85.6%	37,611	S	38.8%
Female	S	36,974	86.6%	36,974	S	38.1%

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	6,823	8.97%
Regular Assessment with Accommodations	63,231	83.12%
Alternate Assessment Based on Alternate Achievement Standards	6,018	7.91%
Total	76,072	

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
6,018	598,692	1.01%

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?	NO

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

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	6,857	9.02%
Regular Assessment with Accommodations	63,158	83.07%
Alternate Assessment Based on Alternate Achievement Standards	6,017	7.91%
Recently arrived ELs, took ELP		
Total	76,032	

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
6,017	599,313	1.00%

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?	NO

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

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	22,464	78.64%
Regular Assessment with Accommodations	3,395	11.88%
Alternate Assessment Based on Alternate Achievement Standards	2,707	9.48%
Total	28,566	

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
2,707	248,695	1.09%

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 SY2018-19?	NO

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

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.

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	90,560	S	S	26.4%	S	15.1%

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

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	86,041	S	S	26.3%	S	14.9%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	11,461	S	S	24%	S	6%

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

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	12,811	21.34%

* 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	19,322	32.18%

* 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
4,146	5,250	14,327	17,474	41,197

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

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	2,642	31%	158	26%
Year Two	2,384	39%	111	32%
Year Three	8,155	34.9%	483	20%
Year Four	7,971	32.9%	352	17%

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	17	12%	1	
Year Two	5			
Year Three	25	<=20%	3	
Year Four	43	<=10%	14	

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	682	29%	29	31%
Year Two	2,206	38%	107	27%
Year Three	4,346	32%	283	18%
Year Four	5,462	39.5%	282	20%

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>	40.00%
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>	60.00%

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.	YES
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> .	YES
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> .	YES
Ensuring the continued validity and reliability of State assessments.	YES
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	YES
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	YES
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.	YES
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> .	YES
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.	YES
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> .	YES
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	YES
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.	YES
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.	YES
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	8,950.90	2,271.30	25.38%
Low-poverty schools	12,523.64	2,114.34	16.88%
Total schools	47,943.88	10,376.10	

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	8,950.90	369.96	4.13%
Low-poverty schools	12,523.64	30.22	0.24%
Total schools	47,943.88	842.38	

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	8,950.90	980.48	10.95%
Low-poverty schools	12,523.64	482.17	3.85%
Total schools	47,943.88	3,284.06	

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	84.79%	27.78%
Poverty metric used	Data reported in our student data system using free and reduced-price lunch income guidelines	

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	81,549
Number of ELs identified as children with disabilities	10,609

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	60,043

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	N/A	0
Dual Language or Two-way Immersion	Spanish	529
English as Second language (ESL) or English Language Development (ELD)	English	44,585
Content Classes with integrated ESL support	English	14,929
Newcomer programs	English	0
Other	Navajo	0

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.

Heritage language

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	60,367
English	11,274
Arabic	1,779
Swahili	903
Vietnamese	726

The response is limited to 8,000 characters.

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

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.*
14,850	14,850	2,653

*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.

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	179
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	113
Supporting implementation of school wide programs	142
Professional development to teachers and other personnel serving ELs	218
Parent and community engagement activities	209
Supporting the development and implementation of pre-school programs	15
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	124
Improving instruction of ELs with disabilities	78
Providing tutorials, career and technical education	34
Offering programs to help ELs achieve success in post-secondary education	23
Other	61

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.

An English Acquisition Coach will work exclusively with EL teachers to provide teacher mentoring and support, curriculum development & alignment, delivery of instruction, classroom and local assessments, and professional development. Coaching thirteen teachers in the areas of methods delivered in the Accelerated English Acquisition Methods specifically targeting ELL students in the areas of Grammar, Writing and Oral Conversation/Vocabulary. Purchase the services of an additional English Acquisition Specialist to provide professional development in instructional strategies and methods to SEI classroom teachers to benefit the learning of EL students; After school intervention tutoring; Consortia funding used for an EL instructor to push into classrooms to assist ELs; In-classroom instructional support from Instructional Support Specialists to assist highly qualified and appropriately certified ELD teachers directly with small group instruction; Professional development training was done to support implementation of ILLPs and strengthen our district practices. Parent engagement materials were provided to support EL students at home and to provide an educational connection with our parents and students. Our district adopted a new ELA curriculum which included EL materials to support our EL students and provide our teachers with better materials to both increase their instructional practices and better support our students. The District EL Coordinator worked closely with our Special Educational Department to improve the practices for our EL students with disabilities; Paraprofessional to work in our self-contained EL classrooms K-2 EL summer school (salaries for teachers and paraprofessional) Supplemental resource leveled readers for intervention and summer school in the SEI self-contained classrooms; Training on ILLPs--Support was provided to grade level teams and individuals regarding implementation of Individual language learner plans. 1-on-1 with SEI teachers--support was provided at the classroom level for teachers who were teaching SEI classes. Training was provided for assistant principals surrounding the needs of English learners. Training was provided for assistant principals on supporting teachers implementing SEI and ILLP models of instruction; Information acquired from the OELAS conference was shared with the instructional assistants working with EL students. Additionally, our EL teacher used this new information to support our certified teachers working with EL students; Funds were used to purchase supplies to make a parent-version of the Story Cube game and to pay the EL teacher for work conducted outside her contract day. We discussed how games are a great way to build language at home; Provided 25 Imagine Learning Licenses to EL students during the 2018-2019 school year using Title III funds. We also used these funds to purchase a classroom license for RazKids Plus, designed specifically for use with middle and high school EL students. EL program provided tutoring for EL students at the elementary and middle school levels. These services were provided by SEI certified teachers after school hours in the areas of English/Language Arts. Title III funds were also used to purchase supplemental classroom materials that were used in ELD classrooms with qualified teachers and/or instructional assistants to help students attain English Language Proficiency and high academic achievement; Title III funds were utilized to fund an EL Coordinator/SEI Interventionist to support the training of administration and all teaching staff on best practices and EL instructional strategies. The intervention support was provided for all students on ILLP's and in the SEI classroom. In addition, this position provided parent engagement meetings where parents and guardians were taught how to utilize I Read/You Read books to increase English language acquisition in the home; Headphones for Rosetta Stone software Rosetta Stone Software Licenses; Compensatory Education; LEA has implemented professional development for teachers to implement strategies to use in the classroom during the school year. Professional development was conducted weekly in-house, but LEA also utilized consultants/outside trainers during weekly training.

Professional development also included attending OELAS conference for additional guidance on EL and SEI strategies; Interventions exclusive to EL students offered during Summer School; Title III funds are used to support classroom teachers of students on ILLPs by providing professional development on how to provide English language instruction and how to effectively assess English Learners in the general education classroom by the English Language Development Coordinator and classroom teacher leaders in the schools. Also, funds are used to provide parent and community informational nights to support families to partner with schools in their child's education. Next, funds are used to offer summer school for English Learners to support the language development over the summer. Finally, funds are used to send the English Language Development Coordinator to the OELAS conference so that she can provide up to date professional development to classroom teachers of ELs; Teacher professional development through attendance at the OELAS Conference in December 2018; In FY2019 Title III funds were used to provide parent involvement classes, EL teacher trainings, and Grammar Gallery Software for the use or benefit of EL teachers, students, and families; Title III funds were used to enhance existing programs and refine work in schools that serve EL students. Instructional coaching support and assistance with program operations were provided to assist schools in meeting the needs of EL students. Instructional materials and classroom supplies to support reading, writing, listening, speaking, grammar and vocabulary were purchased for use within classrooms of EL students; The school enhanced instruction for EL's by hiring an instructional assistant who worked exclusively with the EL students under the supervision of an EL teacher; EL Teacher professional development surrounds training that 1. identifies gaps in student learning by matching the ELD standards students are having difficulty. 2. Developing lessons to reteach or scaffold the current instruction 3. Developing structured Tier II Intervention time that allows for these gaps during the week and Tier III for after-school. 4. Teachers receiving training in breaking down standards, applying instruction practices and then creating assessments to measure mastery. Current curricula were adopted to meet student's development that will include creating of pacing guides and instructional calendar that will list resources and tools available to the teacher; We had 7 staff attend the OELAS conference. We also had staff and members of the community attend parent literacy classes for 10. The Professional development helped the teachers with their performance in the classroom and to improve instruction and assessment with the English learners; EL Teachers in the District were sent to the OELAS conference during 2018-2019, and substitutes were provided. EL Teachers met as a group several times throughout the year to go over progress and collaborate on parent engagement strategies as well as instructional strategies. EL Teachers were provided with in-service time as a group to collaborate on instructional strategies and parent engagement strategies. Substitutes were provided. One EL Teacher from the District served on the Proficiency Standards Committee and was granted multiple school business days to participate; Supplemental curriculum has been purchased to support our students in the SEI classroom. Training was provided for our SEI and general education teachers serving EL students.

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	YES
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
10,837	845	2

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.

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
7/1/2018	7/1/2018	0

Table 1.4.8.1 Definitions:

- Date State Received Allocation** = Date the State receives the Title III allocation from ED.
- Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
- # 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.

Zero (0) is correct. Preliminary allocations to subgrantees for the intended school year are calculated and distributed prior to July 1 by utilizing ninety percent (90%) of the estimated Title III award amount. Once Arizona receives notification of the final Title III award amount, the remainder of the funds are distributed accordingly.

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.

N/A

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.

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	665	665
LEAs with subgrants	40	40
Total	705	705

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)	171
K	1,406
1	1,394
2	1,455
3	1,437
4	1,616
5	1,591
6	1,590
7	1,512
8	1,457
9	2,306
10	1,687
11	1,416
12	2,017
Ungraded	7
Total	21,062

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	2,462	15
Doubled-up (e.g., living with another family)	13,307	422
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	602	16
Hotels/Motels	1,915	35
Total	18,286	488

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	1,894
Migrant children/youth	106
Children with disabilities (<i>IDEA</i>)	3,558
English Learners (ELs)	2,454

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	11
Age 3 through 5 (not Kindergarten)	99
Total	110

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