

**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

District of Columbia



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
Expiration Date: 10/31/2022

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:

Office of the State Superintendent of Education (OSSE)

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Submitted Date and Time:

05/07/20 12:42:48 PM

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://dcschoolreportcard.org/
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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	6,505	98.7%	6,386	S	41.7%
American Indian or Alaska Native	S	10	>=50%	9	S	<50%
Asian or Pacific Islander	S	96	>=95%	83	S	72%
<i>Asian</i>	S	90	>=95%	77	S	75%
<i>Native Hawaiian or other Pacific Islander</i>	S	6	>=50%	6	S	<50%
Black or African American	S	4,305	98.6%	4,257	S	31.8%
Hispanic or Latino	S	1,082	>=99%	1,036	S	42%
White	S	827	>=99%	817	S	84%
Two or more races	S	183	>=95%	182	S	69%
Children with disabilities (<i>IDEA</i>)	S	1,105	95%	1,097	S	14%
English learners	S	944	>=99%	883	S	39%
Economically disadvantaged students	S	2,981	98.8%	2,934	S	27%
Children in foster care	S	43	>=90%	41	S	17%
Children who are homeless	S	446	>=99%	416	S	21%
Migratory students						
Military connected students	S	42	>=90%	42	S	43%
Male	S	3,264	98.1%	3,210	S	41.7%
Female	S	3,241	99.2%	3,176	S	41.7%

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	6,293	98.9%	6,161	S	38.5%
American Indian or Alaska Native	S	9	>=50%	9	S	<50%
Asian or Pacific Islander	S	100	>=95%	95	S	76%
<i>Asian</i>	S	96	>=95%	91	S	77%
<i>Native Hawaiian or other Pacific Islander</i>	S	4	S%	4	S	S%
Black or African American	S	4,150	98.8%	4,088	S	27.9%
Hispanic or Latino	S	1,105	>=99%	1,054	S	39%
White	S	779	>=99%	767	S	83%
Two or more races	S	149	>=95%	148	S	72%
Children with disabilities (<i>IDEA</i>)	S	1,158	96%	1,150	S	12%
English learners	S	814	>=99%	751	S	28%
Economically disadvantaged students	S	2,820	>=99%	2,770	S	22%
Children in foster care	S	47	>=90%	47	S	13%
Children who are homeless	S	413	98%	392	S	20%
Migratory students						
Military connected students	S	49	>=90%	49	S	41%
Male	S	3,241	98.6%	3,171	S	37.4%
Female	S	3,052	99.3%	2,990	S	40%

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	6,078	99.2%	5,982	S	32.6%
American Indian or Alaska Native	S	11	>=50%	11	S	<50%
Asian or Pacific Islander	S	88	>=95%	81	S	75%
<i>Asian</i>	S	83	>=95%	76	S	78%
<i>Native Hawaiian or other Pacific Islander</i>	S	5	S%	5	S	S%
Black or African American	S	4,121	99.1%	4,073	S	22.2%
Hispanic or Latino	S	1,113	>=99%	1,076	S	37%
White	S	599	>=99%	595	S	82%
Two or more races	S	144	>=95%	144	S	67%
Children with disabilities (<i>IDEA</i>)	S	1,225	98%	1,216	S	10%
English learners	S	782	>=99%	733	S	25%
Economically disadvantaged students	S	2,773	>=99%	2,731	S	18%
Children in foster care	S	52	>=90%	51	S	14%
Children who are homeless	S	371	>=99%	349	S	17%
Migratory students						
Military connected students	S	28	>=80%	28	S	43%
Male	S	3,033	98.9%	2,979	S	30%
Female	S	3,045	99.4%	3,003	S	34.8%

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	5,653	98.2%	5,532	S	23.5%
American Indian or Alaska Native	S	9	>=50%	9	S	<50%
Asian or Pacific Islander	S	73	>=95%	70	S	64%
<i>Asian</i>	S	68	>=95%	65	S	65%
<i>Native Hawaiian or other Pacific Islander</i>	S	5	S%	5	S	S%
Black or African American	S	3,887	98.1%	3,812	S	14.6%
Hispanic or Latino	S	1,005	>=99%	969	S	24%
White	S	544	98%	539	S	75%
Two or more races	S	134	>=95%	132	S	48%
Children with disabilities (<i>IDEA</i>)	S	1,098	95%	1,090	S	8%
English learners	S	498	98%	468	S	12%
Economically disadvantaged students	S	2,565	98%	2,488	S	10%
Children in foster care	S	32	>=90%	30	S	<=20%
Children who are homeless	S	290	96%	259	S	12%
Migratory students						
Military connected students	S	27	>=80%	27	S	44%
Male	S	2,813	98%	2,756	S	22%
Female	S	2,840	>=99%	2,776	S	25%

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	4,984	97.9%	4,901	S	27.5%
American Indian or Alaska Native	S	7	>=50%	7	S	<50%
Asian or Pacific Islander	S	78	>=95%	77	S	75%
<i>Asian</i>	S	75	>=95%	74	S	76%
<i>Native Hawaiian or other Pacific Islander</i>	S	3	S%	3	S	S%
Black or African American	S	3,434	97.6%	3,387	S	18.3%
Hispanic or Latino	S	919	98%	889	S	28%
White	S	437	98%	432	S	80%
Two or more races	S	109	>=95%	109	S	62%
Children with disabilities (<i>IDEA</i>)	S	968	94%	959	S	6%
English learners	S	331	97%	299	S	12%
Economically disadvantaged students	S	2,214	97%	2,169	S	13%
Children in foster care	S	27	82%	25	S	<=20%
Children who are homeless	S	281	>=95%	258	S	15%
Migratory students						
Military connected students	S	14	>=50%	13	S	<50%
Male	S	2,562	98%	2,519	S	27%
Female	S	2,422	98%	2,382	S	28%

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	4,721	96.9%	4,634	S	25%
American Indian or Alaska Native	S	6	>=50%	6	S	<50%
Asian or Pacific Islander	S	67	>=95%	63	S	62%
<i>Asian</i>	S	65	>=95%	61	S	62%
<i>Native Hawaiian or other Pacific Islander</i>	S	2	S%	2	S	S%
Black or African American	S	3,274	96.5%	3,239	S	16.9%
Hispanic or Latino	S	825	98%	784	S	23%
White	S	462	97%	455	S	74%
Two or more races	S	87	>=95%	87	S	61%
Children with disabilities (<i>IDEA</i>)	S	885	91%	879	S	8%
English learners	S	346	98%	296	S	11%
Economically disadvantaged students	S	1,999	95%	1,966	S	11%
Children in foster care	S	30	75%	30	S	<=20%
Children who are homeless	S	232	93%	216	S	7%
Migratory students						
Military connected students	S	13	>=50%	13	S	>=50%
Male	S	2,390	97%	2,346	S	22%
Female	S	2,331	97%	2,288	S	28%

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	4,159	91.8%	4,089	S	18.7%
American Indian or Alaska Native	S	15	>=80%	15	S	<50%
Asian or Pacific Islander	S	83	>=95%	80	S	48%
<i>Asian</i>	S	76	>=95%	74	S	49%
<i>Native Hawaiian or other Pacific Islander</i>	S	7	>=50%	6	S	<50%
Black or African American	S	2,880	90.8%	2,824	S	13%
Hispanic or Latino	S	763	91%	754	S	15%
White	S	361	>=99%	359	S	62%
Two or more races	S	57	>=90%	57	S	40%
Children with disabilities (<i>IDEA</i>)	S	774	86%	756	S	4%
English learners	S	426	90%	411	S	7%
Economically disadvantaged students	S	2,126	87%	2,072	S	9%
Children in foster care	S	29	67%	29	S	<=20%
Children who are homeless	S	185	84%	175	S	7%
Migratory students						
Military connected students	S	7	>=50%	7	S	<50%
Male	S	2,100	91%	2,061	S	17%
Female	S	2,059	92%	2,028	S	21%

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	6,461	98.8%	6,395	S	33.1%
American Indian or Alaska Native	S	10	>=50%	9	S	<50%
Asian or Pacific Islander	S	86	>=95%	83	S	60%
Asian	S	80	>=95%	77	S	62%
Native Hawaiian or other Pacific Islander	S	6	>=50%	6	S	<50%
Black or African American	S	4,311	98.8%	4,266	S	24.2%
Hispanic or Latino	S	1,046	>=99%	1,035	S	29%
White	S	822	>=99%	817	S	76%
Two or more races	S	184	>=95%	183	S	61%
Children with disabilities (<i>IDEA</i>)	S	1,108	95%	1,101	S	8%
English Learners	S	890	>=99%	882	S	23%
Economically disadvantaged students	S	2,975	99%	2,941	S	20%
Children in foster care	S	43	>=90%	41	S	20%
Children who are homeless	S	433	98%	415	S	17%
Migratory students						
Military connected students	S	42	>=90%	42	S	40%
Male	S	3,251	98.3%	3,219	S	29%
Female	S	3,210	99.3%	3,176	S	37.4%

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	6,251	99.1%	6,172	S	38.2%
American Indian or Alaska Native	S	9	>=50%	9	S	<50%
Asian or Pacific Islander	S	97	>=95%	95	S	74%
<i>Asian</i>	S	93	>=95%	91	S	76%
<i>Native Hawaiian or other Pacific Islander</i>	S	4	S%	4	S	S%
Black or African American	S	4,155	99%	4,100	S	26.9%
Hispanic or Latino	S	1,065	>=99%	1,052	S	42%
White	S	775	>=99%	768	S	83%
Two or more races	S	149	>=95%	148	S	70%
Children with disabilities (<i>IDEA</i>)	S	1,163	97%	1,156	S	9%
English Learners	S	759	>=99%	749	S	27%
Economically disadvantaged students	S	2,817	>=99%	2,779	S	23%
Children in foster care	S	47	>=90%	47	S	19%
Children who are homeless	S	405	98%	393	S	19%
Migratory students						
Military connected students	S	49	>=90%	49	S	41%
Male	S	3,215	98.8%	3,179	S	32.6%
Female	S	3,036	99.5%	2,993	S	44%

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	6,036	99.2%	5,982	S	35.6%
American Indian or Alaska Native	S	10	>=50%	10	S	>=50%
Asian or Pacific Islander	S	82	>=95%	81	S	74%
<i>Asian</i>	S	77	>=95%	76	S	75%
<i>Native Hawaiian or other Pacific Islander</i>	S	5	S%	5	S	S%
Black or African American	S	4,115	99.1%	4,074	S	25.5%
Hispanic or Latino	S	1,086	>=99%	1,075	S	37%
White	S	596	>=99%	595	S	88%
Two or more races	S	145	>=95%	145	S	70%
Children with disabilities (<i>IDEA</i>)	S	1,229	98%	1,220	S	10%
English Learners	S	739	>=99%	731	S	21%
Economically disadvantaged students	S	2,756	>=99%	2,727	S	19%
Children in foster care	S	52	>=90%	51	S	18%
Children who are homeless	S	358	98%	346	S	18%
Migratory students						
Military connected students	S	28	>=80%	28	S	57%
Male	S	3,006	98.8%	2,977	S	30%
Female	S	3,030	99.5%	3,005	S	41.3%

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	5,633	98.3%	5,537	S	36.6%
American Indian or Alaska Native	S	10	>=50%	10	S	<50%
Asian or Pacific Islander	S	71	>=95%	70	S	76%
<i>Asian</i>	S	66	>=95%	65	S	77%
<i>Native Hawaiian or other Pacific Islander</i>	S	5	S%	5	S	S%
Black or African American	S	3,886	98.1%	3,811	S	27.5%
Hispanic or Latino	S	982	>=99%	968	S	36%
White	S	548	>=99%	544	S	88%
Two or more races	S	135	>=95%	133	S	69%
Children with disabilities (<i>IDEA</i>)	S	1,096	95%	1,088	S	9%
English Learners	S	470	>=99%	466	S	12%
Economically disadvantaged students	S	2,555	98%	2,484	S	19%
Children in foster care	S	32	>=90%	30	S	<=20%
Children who are homeless	S	282	>=95%	255	S	17%
Migratory students						
Military connected students	S	27	>=80%	27	S	70%
Male	S	2,802	98%	2,758	S	29%
Female	S	2,831	>=99%	2,779	S	44%

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	4,960	98%	4,906	S	44%
American Indian or Alaska Native	S	7	>=50%	7	S	<50%
Asian or Pacific Islander	S	77	>=95%	77	S	83%
<i>Asian</i>	S	74	>=95%	74	S	84%
<i>Native Hawaiian or other Pacific Islander</i>	S	3	S%	3	S	S%
Black or African American	S	3,437	97.7%	3,391	S	35.6%
Hispanic or Latino	S	894	>=99%	890	S	46%
White	S	436	98%	432	S	91%
Two or more races	S	109	>=95%	109	S	73%
Children with disabilities (<i>IDEA</i>)	S	970	94%	961	S	11%
English Learners	S	298	97%	296	S	19%
Economically disadvantaged students	S	2,210	97%	2,173	S	28%
Children in foster care	S	28	85%	26	S	<=20%
Children who are homeless	S	274	>=95%	259	S	29%
Migratory students						
Military connected students	S	14	>=50%	13	S	>=50%
Male	S	2,554	98%	2,524	S	37%
Female	S	2,406	98%	2,382	S	51%

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	4,685	97.1%	4,643	S	39.5%
American Indian or Alaska Native	S	6	>=50%	6	S	<50%
Asian or Pacific Islander	S	62	>=95%	62	S	84%
<i>Asian</i>	S	60	>=95%	60	S	85%
<i>Native Hawaiian or other Pacific Islander</i>	S	2	S%	2	S	S%
Black or African American	S	3,276	96.7%	3,245	S	30.4%
Hispanic or Latino	S	792	98%	784	S	41%
White	S	462	97%	459	S	89%
Two or more races	S	87	>=95%	87	S	69%
Children with disabilities (<i>IDEA</i>)	S	887	92%	881	S	10%
English Learners	S	297	97%	294	S	19%
Economically disadvantaged students	S	1,989	96%	1,968	S	23%
Children in foster care	S	31	78%	31	S	<=10%
Children who are homeless	S	224	93%	216	S	19%
Migratory students						
Military connected students	S	13	>=50%	13	S	>=50%
Male	S	2,368	97%	2,350	S	31%
Female	S	2,317	97%	2,293	S	48%

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	4,141	91.8%	4,078	S	34%
American Indian or Alaska Native	S	15	>=50%	15	S	<50%
Asian or Pacific Islander	S	86	>=95%	85	S	59%
<i>Asian</i>	S	80	>=95%	79	S	62%
<i>Native Hawaiian or other Pacific Islander</i>	S	6	>=50%	6	S	<50%
Black or African American	S	2,892	90.9%	2,834	S	28%
Hispanic or Latino	S	757	92%	754	S	31%
White	S	343	97%	342	S	84%
Two or more races	S	48	>=90%	48	S	69%
Children with disabilities (<i>IDEA</i>)	S	791	85%	770	S	11%
English Learners	S	401	89%	399	S	10%
Economically disadvantaged students	S	2,121	87%	2,067	S	19%
Children in foster care	S	32	68%	30	S	<=20%
Children who are homeless	S	185	80%	170	S	21%
Migratory students						
Military connected students	S	8	>=50%	8	S	>=50%
Male	S	2,069	91%	2,034	S	28%
Female	S	2,072	93%	2,044	S	40%

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						
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.

1.2.3.3 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	6,024	98.3%	5,938	S	18.3%
American Indian or Alaska Native	S	11	>=50%	11	S	<50%
Asian or Pacific Islander	S	87	>=95%	80	S	51%
<i>Asian</i>	S	82	>=95%	75	S	55%
<i>Native Hawaiian or other Pacific Islander</i>	S	5	S	5	S	S
Black or African American	S	4,076	98.1%	4,034	S	7.9%
Hispanic or Latino	S	1,105	98%	1,072	S	17%
White	S	597	>=99%	593	S	78%
Two or more races	S	146	>=95%	146	S	54%
Children with disabilities (<i>IDEA</i>)	S	1,205	>=99%	1,198	S	5%
English Learners	S	773	98%	729	S	9%
Economically disadvantaged students	S	2,743	98%	2,705	S	6%
Children in foster care	S	50	>=90%	49	S	<=10%
Children who are homeless	S	363	97%	343	S	6%
Migratory students						
Military connected students	S	28	>=80%	28	S	29%
Male	S	3,006	97.9%	2,958	S	18%
Female	S	3,018	98.6%	2,980	S	19%

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	4,599	94.3%	4,516	S	8.6%
American Indian or Alaska Native	S	6	>=50%	6	S	<50%
Asian or Pacific Islander	S	67	>=95%	63	S	35%
<i>Asian</i>	S	65	>=95%	61	S	36%
<i>Native Hawaiian or other Pacific Islander</i>	S	2	S	2	S	S
Black or African American	S	3,166	93.3%	3,135	S	2.7%
Hispanic or Latino	S	815	97%	774	S	5%
White	S	459	96%	452	S	47%
Two or more races	S	86	>=95%	86	S	37%
Children with disabilities (<i>IDEA</i>)	S	840	87%	836	S	2%
English Learners	S	345	97%	295	S	<=5%
Economically disadvantaged students	S	1,917	91%	1,887	S	<=1%
Children in foster care	S	27	66%	27	S	<=20%
Children who are homeless	S	223	88%	208	S	<=5%
Migratory students						
Military connected students	S	12	>=50%	12	S	<50%
Male	S	2,321	93.7%	2,278	S	8%
Female	S	2,278	95%	2,238	S	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	4,016	86%	3,903	S	8.3%
American Indian or Alaska Native	S	14	>=50%	14	S	<50%
Asian or Pacific Islander	S	65	>=95%	63	S	37%
<i>Asian</i>	S	57	>=90%	57	S	40%
<i>Native Hawaiian or other Pacific Islander</i>	S	8	>=50%	6	S	<50%
Black or African American	S	2,857	84%	2,795	S	3%
Hispanic or Latino	S	689	88%	646	S	5%
White	S	335	94%	329	S	51%
Two or more races	S	56	>=90%	56	S	25%
Children with disabilities (<i>IDEA</i>)	S	787	>=99%	764	S	1%
English Learners	S	401	88%	349	S	2%
Economically disadvantaged students	S	2,074	81%	1,993	S	3%
Children in foster care	S	38	67%	36	S	<=10%
Children who are homeless	S	177	74%	162	S	<=5%
Migratory students						
Military connected students	S	9	>=50%	9	S	<50%
Male	S	1,975	85%	1,913	S	8%
Female	S	2,041	87%	1,990	S	9%

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	532	7.38%
Regular Assessment with Accommodations	6,277	87.02%
Alternate Assessment Based on Alternate Achievement Standards	404	5.60%
Total	7,213	

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
404	38,393	1.05%

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	838	11.57%
Regular Assessment with Accommodations	6,003	82.87%
Alternate Assessment Based on Alternate Achievement Standards	403	5.56%
Recently arrived ELs, took ELP		
Total	7,244	

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
403	38,167	1.06%

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	303	10.70%
Regular Assessment with Accommodations	2,368	83.62%
Alternate Assessment Based on Alternate Achievement Standards	161	5.69%
Total	2,832	

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
161	14,639	1.10%

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.

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).	YES	YES	Spanish; Castilian
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).	YES	YES	Spanish; Castilian

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	8,222	S	S	313%	S	4%

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	7,761	S	S	31%	S	4%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	1,574	S	S	22%	S	<50%

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	385	4.70%

* 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	3,004	36.70%

* 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
287	119	847	666	1,919

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	165	64%	9	>=50%
Year Two	63	68%	3	S
Year Three	769	43%	50	18%
Year Four	594	42%	47	13%

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	164	70%	9	>=50%
Year Two	63	83%	3	S
Year Three	771	52%	50	22%
Year Four	593	57%	46	37%

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	16	25%	3	S
Year Two	4	S		
Year Three	59	14%	8	<50%
Year Four	59	19%	9	

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>	30.00%
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>	70.00%

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> .	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> .	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.	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> .	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> .	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.	YES
Other	YES

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	3,277.81	129.25	3.94%
Low-poverty schools	4,177.38	152.50	3.65%
Total schools	7,455.19	281.75	

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	3,277.81		
Low-poverty schools	4,177.38		
Total schools	7,455.19	0.00	

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	3,277.81	253.98	7.75%
Low-poverty schools	4,177.38	281.74	6.74%
Total schools	7,455.19	535.72	

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	50.00%	50.00%

Poverty metric used	at-risk
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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	8,518
Number of ELs identified as children with disabilities	1,630

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	7,962

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, Mandarin, Hebrew, French	2,162
English as Second language (ESL) or English Language Development (ELD)	Spanish, Mandarin, Hebrew, French	445
Content Classes with integrated ESL support	Spanish, Mandarin, Hebrew, French	5,355
Newcomer programs	n/a	0
Other	n/a	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.

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	6,568
English	495
Amharic	433
French	237
Chinese	111

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.*
419	145	50

*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.

This projection is an estimate

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	16
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	12
Supporting implementation of school wide programs	14
Professional development to teachers and other personnel serving ELs	16
Parent and community engagement activities	16
Supporting the development and implementation of pre-school programs	11
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	12
Improving instruction of ELs with disabilities	2
Providing tutorials, career and technical education	0
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	YES

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.

During FY19, OSSE's division of Teaching and Learning provided supports for English learner (EL) students' achievement that encompassed two overarching areas: (1) EL policy and guidance and (2) professional development.

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EL Policy and Guidance

EL policy and guidance supports in FY 2019 included the following:

- OSSE made updates to the OSSE EL policies and procedures document, which is the main policy and guidance document OSSE maintains to guide LEAs in serving ELs. Updates include:
 - o For the first time this guidance document is now translated in the top five languages spoken in DC, for easy access by families.
 - o Increased guidance around EL identification procedures for students with previous enrollment in other DC schools.
 - o New information about EL status for adult students transferring across programs, including guidance for scenarios in which students with EL status transfers between adult-serving programs and traditional pathways.
 - o Streamlined procedures for re-identifying a student in 'EL Monitored' status.
- OSSE provided LEAs with a new resource to improve practices in informing parents/guardians of eligibility for EL services in a manner that meets federal requirements. OSSE released sample templates for the parent notification letter of EL status, which LEAs are required to provide to families within 30 days of EL screening (or within two weeks of placement if not identified at the beginning of school).
- OSSE provided written guidance on features of the five different EL program models used in DC in order to improve awareness and understanding of how EL program models are defined.
- OSSE conducted a series of trainings to increase LEAs' data literacy and usage of EL-data to improve their programming for EL students. Specifically, the OSSE Early Access to EL Data Qlik app provides historical and current data on EL students, including incoming transfer students. Key data available in this application include: current EL status, historic EL status, English language proficiency test (ACCESS) scores, ACCESS growth targets, and languages spoken. LEA staff were trained in-person and via webinar on:
 - o How to navigate the application
 - o How to use the application to prepare for incoming transfer EL students and to smooth their transition to a new school
 - o How to use data in the application to plan staffing and schedules
 - o How to use data in the application to understand EL students' trajectory in acquiring English and set English language development goals
- OSSE convened the State Title III Advisory Committee (six meetings per year) to provide input on key policy and guidance considerations, including EL exit criteria review, updating the home language survey, EL progress monitoring, and monitoring for exited ELs.
- OSSE revamped the webpage on OSSE EL policy and created a toolkit of policy and instructional resources.
- OSSE conducted state-level and LEA-level analysis of ELs students' academic and English language growth to create a landscape analysis for understanding the state of EL students in DC. State-level data were presented to internal and external stakeholders. The landscape analysis will serve as a foundation for creating an annual fact-base report on the state of English learners in DC.
- OSSE created LEA-level technical assistance for LEAs to use data to improve EL programs. Technical assistance sessions are being provided to LEAs in FY20. OSSE provides visualizations of state and local education agency-level EL data and tools to identify trends in data related to EL achievement. Participants gain skills in analyzing ACCESS and PARCC data to identify strengths and areas for growth in serving EL students; and how to guide data interpretation discussions with school-based staff.

- OSSE provided six EL policy and EL program webinars to build LEA capacity in the in the following areas:
 - o Purpose and requirements for OSSE home language survey administration
 - o Policy and procedures for conducting EL screening and program placement
 - o Guidance on program models for serving EL students
 - o ELs & legal precedents for ELs' rights under federal civil rights and education law
 - o Hiring and staffing guidance for building effective EL programs
 - o Self-reflection tool for LEAs to assess their readiness in serving EL students
- OSSE revised the OSSE Home Language Survey, which is the first part of the two-step EL identification process, and released the new form for use on Dec. 19, 2019. Activities included:
 - o Obtaining input from the State Title III Advisory Committee, families and school staff on misconceptions and areas of confusion surrounding the content and implementation of the former Home Language Survey
 - o Researching options for new survey questions and gathering stakeholder input
 - o Revising the layout, instruction, and questions themselves to align with federal recommendations and stakeholder input
 - o Obtaining translations into the top languages in DC

EL Professional development

EL-focused professional development consisted of (1) in-person training workshops (2) a 2-day city-wide conference, (3) webinars, and (4) Start of School Summit trainings designed for educators and school leaders to address specific strategies for supporting EL student achievement. For this first time, EL supports expanded to include new professional development geared specifically to dual language teachers and school leaders.

1. Twelve in-person professional learning opportunities, including several multi-day workshop series and a cohort series were conducted. Dual language-focused offerings are marked with an asterisk.

- o English Language Acquisition 101, 102, 103 series, offered twice
- o Sheltered Instruction Observation Protocol (SIOP) 3-day intensive summer training
- o What Teachers Need To Know About Teaching ELs 4-day cohort series for teachers who are new to teaching EL students
- o Supporting Students with Interrupted Formal Education
- o Math: Skills and Strategies to Adapt for English Learners
- o Science: Skills and Strategies to Adapt for English Learners
- o Scaffolding Learning Through Language
- o The Language-Rich Classroom
- o New Dual Language Teacher 5-day Summer Bootcamp*
- o Spanish Literacy Institute*
- o Leadership Institute for Dual Language School Leaders*
- o Dual Language Principles and Strategies Workshop*
- ?

2. The OSSE Multilingual Learner conference, a city-wide convening dedicated to supporting ELs in English language and dual language programs, was held. Over two days, more than 300 participants participated in a total of 40 workshop sessions were led by DC educators, as well as nationally and internationally- recognized researchers and educational leaders.??

3. Nine webinars on special topics in EL programming and instruction were conducted, addressing the following topics:

- o ELs in STEM
- o Strategies to Support and Assess Listening
- o Strategies to Support and Assess Speaking
- o Strategies to Support and Assess Reading
- o Strategies to Support and Assess Writing
- o Family Engagement
- o Serving ELs in Pre-kindergarten
- ?

4. In conjunction with the OSSE Start of School Summit, two in-person workshops and two webinar-based workshops were provided to all LEAs on using EL data to improve programming for EL students:

- o How to use the Early Access to EL Data Qlik application and its data to ensure a smooth start of school for EL students
- o ACCESS Growth Scores and How to Use Them

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
3,563	95	1

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:

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.

This field will be finalized during the reopen period

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.

This field will be finalized during the reopen period

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.

DC has 0 persistently dangerous schools

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	64	64
LEAs with subgrants	4	4
Total	68	68

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)	1,347
K	762
1	639
2	565
3	479
4	454
5	400
6	328
7	321
8	276
9	499
10	284
11	251
12	253
Ungraded	0
Total	6,858

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	1,427	52
Doubled-up (e.g., living with another family)	4,746	201
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	108	5
Hotels/Motels	318	5
Total	6,599	263

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	265
Migrant children/youth	0
Children with disabilities (<i>IDEA</i>)	1,372
English Learners (ELs)	576

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	13
Age 3 through 5 (not Kindergarten)	668
Total	681

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