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

Florida

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 8303[1] 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:
[X] Part I, 2018-19 [ ] Part II, 2018-19

Name of State Education Agency (SEA) Submitting This Report:
FLORIDA DEPARTMENT OF EDUCATION

Address:
OFFICE OF THE COMMISSIONER
TURLINGTON BUILDING SUITE 1514
325 WEST GAINES STREET
TALLAHASSEE,FL,32399-6533

Person to contact about this report:

Name:
Michelle Gaines
Telephone:
850-245-0978
Fax:
850-245-0683
e-mail:
Michelle.Gaines@fldoe.org

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

Submitted Date and Time:

05/07/20 8:50:21 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 *ESEA*.	https://edudata.fldoe.org/flodow

Comments: The response is limited to 4,000 characters.
Entering a comment for testing purposes

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	215,996	99.2%	215,996	S	62.9%
American Indian or Alaska Native	S	629	>=99%	629	S	61%
Asian or Pacific Islander	S	6,160	99.5%	6,160	S	85.4%
Asian	S	5,788	99.5%	5,788	S	86.6%
Native Hawaiian or other Pacific Islander	S	372	>=99%	372	S	67%
Black or African American	S	48,426	99%	48,426	S	48.3%
Hispanic or Latino	S	75,403	99.4%	75,403	S	60.4%
White	S	77,156	99.2%	77,156	S	72.5%
Two or more races	S	8,222	99.2%	8,222	S	65.1%
Children with disabilities (*IDEA*)	S	36,839	98.5%	36,839	S	39.2%
English learners	S	45,805	99.5%	45,805	S	53.2%
Economically disadvantaged students	S	135,517	99.1%	135,517	S	54.6%
Children in foster care	S	1,506	98%	1,506	S	43%
Children who are homeless	S	5,408	97.9%	5,408	S	43.5%
Migratory students	S	1,465	>=99%	1,465	S	50%
Military connected students	S	3,358	98.9%	3,358	S	76.1%
Male	S	111,528	99.1%	111,528	S	63.2%
Female	S	104,468	99.3%	104,468	S	62.6%

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	210,512	99.3%	210,512	S	64.4%
American Indian or Alaska Native	S	572	>=99%	572	S	64%
Asian or Pacific Islander	S	5,984	99.6%	5,984	S	87%
Asian	S	5,609	99.6%	5,609	S	88.1%
Native Hawaiian or other Pacific Islander	S	375	>=99%	375	S	71%
Black or African American	S	45,952	99.3%	45,952	S	48.6%
Hispanic or Latino	S	73,655	99.5%	73,655	S	62.6%
White	S	76,385	99.2%	76,385	S	73.6%
Two or more races	S	7,964	99.1%	7,964	S	66.8%
Children with disabilities (*IDEA*)	S	34,281	98.6%	34,281	S	38.8%
English learners	S	44,556	99.6%	44,556	S	55.9%
Economically disadvantaged students	S	129,314	99.3%	129,314	S	56.1%
Children in foster care	S	1,313	98%	1,313	S	47%
Children who are homeless	S	4,938	97.9%	4,938	S	43.9%
Migratory students	S	1,318	>=99%	1,318	S	51%
Military connected students	S	3,306	99.4%	3,306	S	78.3%
Male	S	107,863	99.2%	107,863	S	65%
Female	S	102,649	99.4%	102,649	S	63.8%

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	219,451	99.2%	219,451	S	60.1%
American Indian or Alaska Native	S	562	>=99%	562	S	57%
Asian or Pacific Islander	S	6,450	99.6%	6,450	S	85.2%
Asian	S	6,069	99.6%	6,069	S	86.4%
Native Hawaiian or other Pacific Islander	S	381	>=99%	381	S	67%
Black or African American	S	46,945	99.2%	46,945	S	44.1%
Hispanic or Latino	S	76,846	99.3%	76,846	S	57.6%
White	S	80,559	99%	80,559	S	69.6%
Two or more races	S	8,089	99%	8,089	S	61.7%
Children with disabilities (*IDEA*)	S	34,779	98.2%	34,779	S	32.4%
English learners	S	45,669	99.5%	45,669	S	51.4%
Economically disadvantaged students	S	133,046	99.1%	133,046	S	51.1%
Children in foster care	S	1,302	97%	1,302	S	39%
Children who are homeless	S	4,760	97.8%	4,760	S	38.2%
Migratory students	S	1,329	>=99%	1,329	S	50%
Military connected students	S	3,244	99%	3,244	S	73%
Male	S	112,637	99.1%	112,637	S	60.1%
Female	S	106,814	99.2%	106,814	S	60.1%

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	202,316	98.1%	202,316	S	55%
American Indian or Alaska Native	S	515	98%	515	S	53%
Asian or Pacific Islander	S	5,491	99.1%	5,491	S	82.1%
Asian	S	5,139	99.2%	5,139	S	83.6%
Native Hawaiian or other Pacific Islander	S	352	>=99%	352	S	59%
Black or African American	S	43,645	97.7%	43,645	S	37.4%
Hispanic or Latino	S	71,902	98.6%	71,902	S	52.3%
White	S	73,500	98%	73,500	S	65.8%
Two or more races	S	7,263	97.8%	7,263	S	58.2%
Children with disabilities (*IDEA*)	S	29,590	96.5%	29,590	S	26.1%
English learners	S	36,916	98.4%	36,916	S	41.1%
Economically disadvantaged students	S	122,772	97.8%	122,772	S	45.2%
Children in foster care	S	1,029	94%	1,029	S	31%
Children who are homeless	S	4,260	94.4%	4,260	S	33.2%
Migratory students	S	1,263	97%	1,263	S	39%
Military connected students	S	3,049	98.7%	3,049	S	68.4%
Male	S	102,329	97.9%	102,329	S	53.7%
Female	S	99,987	98.4%	99,987	S	56.3%

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	206,583	97.8%	206,583	S	59%
American Indian or Alaska Native	S	539	97%	539	S	56%
Asian or Pacific Islander	S	6,615	98.7%	6,615	S	85.1%
Asian	S	6,202	98.7%	6,202	S	86.5%
Native Hawaiian or other Pacific Islander	S	413	98%	413	S	63%
Black or African American	S	44,379	97.3%	44,379	S	38.1%
Hispanic or Latino	S	71,590	98.2%	71,590	S	54.5%
White	S	76,407	97.8%	76,407	S	72.7%
Two or more races	S	7,053	97.2%	7,053	S	63.9%
Children with disabilities (*IDEA*)	S	29,651	96.3%	29,651	S	27.5%
English learners	S	31,451	98.1%	31,451	S	34.7%
Economically disadvantaged students	S	121,104	97.4%	121,104	S	48%
Children in foster care	S	996	92%	996	S	37%
Children who are homeless	S	3,941	94.3%	3,941	S	36.8%
Migratory students	S	1,207	97%	1,207	S	39%
Military connected students	S	3,126	97.8%	3,126	S	74%
Male	S	106,192	97.5%	106,192	S	58.7%
Female	S	100,391	98.2%	100,391	S	59.3%

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	220,809	97.2%	220,809	S	63.7%
American Indian or Alaska Native	S	591	95%	591	S	57%
Asian or Pacific Islander	S	7,086	97.9%	7,086	S	86.5%
Asian	S	6,670	97.9%	6,670	S	88.1%
Native Hawaiian or other Pacific Islander	S	416	>=99%	416	S	62%
Black or African American	S	45,127	96.4%	45,127	S	44.1%
Hispanic or Latino	S	75,495	97.7%	75,495	S	59.9%
White	S	85,205	97.1%	85,205	S	75.4%
Two or more races	S	7,305	97%	7,305	S	66.8%
Children with disabilities (*IDEA*)	S	27,577	95.2%	27,577	S	32.9%
English learners	S	29,585	97.8%	29,585	S	41.5%
Economically disadvantaged students	S	123,311	96.7%	123,311	S	53%
Children in foster care	S	934	89%	934	S	38%
Children who are homeless	S	3,691	92.4%	3,691	S	41.2%
Migratory students	S	1,152	97%	1,152	S	47%
Military connected students	S	3,132	98%	3,132	S	75.6%
Male	S	112,058	96.7%	112,058	S	62.1%
Female	S	108,751	97.7%	108,751	S	65.4%

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	291,736	95%	291,736	S	48.3%
American Indian or Alaska Native	S	941	94%	941	S	44%
Asian or Pacific Islander	S	6,792	97.6%	6,792	S	69.6%
Asian	S	6,327	97.7%	6,327	S	71.1%
Native Hawaiian or other Pacific Islander	S	465	96%	465	S	49%
Black or African American	S	66,103	93.3%	66,103	S	31.9%
Hispanic or Latino	S	103,006	95.4%	103,006	S	44.6%
White	S	105,877	95.6%	105,877	S	60.3%
Two or more races	S	9,017	94.4%	9,017	S	52.5%
Children with disabilities (*IDEA*)	S	40,206	92.1%	40,206	S	26.8%
English learners	S	41,655	95.4%	41,655	S	32.7%
Economically disadvantaged students	S	168,008	94%	168,008	S	39.9%
Children in foster care	S	1,076	83%	1,076	S	30%
Children who are homeless	S	4,867	88.6%	4,867	S	35.4%
Migratory students	S	1,659	95%	1,659	S	34%
Military connected students	S	3,928	97.4%	3,928	S	64.4%
Male	S	148,439	94.4%	148,439	S	46.8%
Female	S	143,297	95.6%	143,297	S	49.8%

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	217,114	99.5%	217,114	S	58%
American Indian or Alaska Native	S	631	>=99%	631	S	53%
Asian or Pacific Islander	S	6,189	99.6%	6,189	S	77.5%
Asian	S	5,816	99.6%	5,816	S	78.4%
Native Hawaiian or other Pacific Islander	S	373	>=99%	373	S	63%
Black or African American	S	48,804	99.4%	48,804	S	40.7%
Hispanic or Latino	S	75,711	99.5%	75,711	S	54%
White	S	77,498	99.4%	77,498	S	70.6%
Two or more races	S	8,281	99.4%	8,281	S	64.5%
Children with disabilities (*IDEA*)	S	37,109	98.9%	37,109	S	33.1%
English Learners	S	45,971	99.6%	45,971	S	41.9%
Economically disadvantaged students	S	136,356	99.4%	136,356	S	48.4%
Children in foster care	S	1,544	>=99%	1,544	S	38%
Children who are homeless	S	5,512	98.6%	5,512	S	38%
Migratory students	S	1,489	>=99%	1,489	S	33%
Military connected students	S	3,388	99.4%	3,388	S	75.6%
Male	S	112,169	99.4%	112,169	S	55.7%
Female	S	104,945	99.5%	104,945	S	60.4%

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	211,780	99.1%	211,780	S	58.8%
American Indian or Alaska Native	S	572	>=99%	572	S	57%
Asian or Pacific Islander	S	6,086	99.3%	6,086	S	79.8%
Asian	S	5,711	99.3%	5,711	S	80.7%
Native Hawaiian or other Pacific Islander	S	375	>=99%	375	S	66%
Black or African American	S	46,086	99.1%	46,086	S	43.4%
Hispanic or Latino	S	73,956	99.2%	73,956	S	56%
White	S	77,068	99%	77,068	S	68.6%
Two or more races	S	8,012	98.9%	8,012	S	63.7%
Children with disabilities (*IDEA*)	S	34,264	98.1%	34,264	S	29.8%
English Learners	S	44,581	99.1%	44,581	S	45.3%
Economically disadvantaged students	S	129,763	99%	129,763	S	49.7%
Children in foster care	S	1,333	98%	1,333	S	42%
Children who are homeless	S	4,939	96.9%	4,939	S	39.1%
Migratory students	S	1,317	98%	1,317	S	35%
Military connected students	S	3,296	98.9%	3,296	S	71.1%
Male	S	108,477	98.9%	108,477	S	54.3%
Female	S	103,303	99.3%	103,303	S	63.6%

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	219,561	99%	219,561	S	56.6%
American Indian or Alaska Native	S	566	>=99%	566	S	52%
Asian or Pacific Islander	S	6,466	99.4%	6,466	S	78.2%
Asian	S	6,088	99.5%	6,088	S	79.1%
Native Hawaiian or other Pacific Islander	S	378	98%	378	S	63%
Black or African American	S	46,990	99.1%	46,990	S	39.9%
Hispanic or Latino	S	76,729	99.1%	76,729	S	52.5%
White	S	80,721	98.9%	80,721	S	68.1%
Two or more races	S	8,089	98.9%	8,089	S	61.7%
Children with disabilities (*IDEA*)	S	34,709	97.9%	34,709	S	26.6%
English Learners	S	45,548	99.1%	45,548	S	41.2%
Economically disadvantaged students	S	133,070	98.9%	133,070	S	46.8%
Children in foster care	S	1,323	97%	1,323	S	37%
Children who are homeless	S	4,777	97.4%	4,777	S	35.8%
Migratory students	S	1,325	>=99%	1,325	S	33%
Military connected students	S	3,248	98.9%	3,248	S	70.9%
Male	S	112,565	98.8%	112,565	S	51.9%
Female	S	106,996	99.2%	106,996	S	61.5%

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	212,260	98.1%	212,260	S	54.8%
American Indian or Alaska Native	S	535	97%	535	S	52%
Asian or Pacific Islander	S	6,425	99.3%	6,425	S	77.2%
Asian	S	6,044	99.3%	6,044	S	78.4%
Native Hawaiian or other Pacific Islander	S	381	98%	381	S	58%
Black or African American	S	44,605	97.6%	44,605	S	38.3%
Hispanic or Latino	S	74,431	98.4%	74,431	S	51.4%
White	S	78,577	98.1%	78,577	S	65.1%
Two or more races	S	7,687	97.8%	7,687	S	59%
Children with disabilities (*IDEA*)	S	29,780	96.3%	29,780	S	23.1%
English Learners	S	37,575	98%	37,575	S	35.5%
Economically disadvantaged students	S	126,325	97.7%	126,325	S	45%
Children in foster care	S	1,053	93%	1,053	S	34%
Children who are homeless	S	4,351	94.6%	4,351	S	34.2%
Migratory students	S	1,251	96%	1,251	S	32%
Military connected students	S	3,280	98.8%	3,280	S	65.9%
Male	S	107,571	97.8%	107,571	S	49.7%
Female	S	104,689	98.5%	104,689	S	60%

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	213,061	98.1%	213,061	S	52.7%
American Indian or Alaska Native	S	579	98%	579	S	47%
Asian or Pacific Islander	S	6,367	99.4%	6,367	S	75.5%
Asian	S	5,946	99.5%	5,946	S	76.8%
Native Hawaiian or other Pacific Islander	S	421	>=99%	421	S	57%
Black or African American	S	45,595	97.4%	45,595	S	35.7%
Hispanic or Latino	S	74,290	98.4%	74,290	S	49.5%
White	S	79,036	98%	79,036	S	63.3%
Two or more races	S	7,194	97.5%	7,194	S	56.4%
Children with disabilities (*IDEA*)	S	30,025	96.1%	30,025	S	21.5%
English Learners	S	32,004	98.1%	32,004	S	26.2%
Economically disadvantaged students	S	124,991	97.5%	124,991	S	42.2%
Children in foster care	S	1,022	91%	1,022	S	32%
Children who are homeless	S	4,031	93.2%	4,031	S	32.1%
Migratory students	S	1,247	97%	1,247	S	27%
Military connected students	S	3,169	98.2%	3,169	S	64.4%
Male	S	108,849	97.7%	108,849	S	46.9%
Female	S	104,212	98.4%	104,212	S	58.8%

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	206,037	97.9%	206,037	S	56.8%
American Indian or Alaska Native	S	542	96%	542	S	49%
Asian or Pacific Islander	S	6,415	99.4%	6,415	S	78.9%
Asian	S	6,032	99.5%	6,032	S	80.6%
Native Hawaiian or other Pacific Islander	S	383	98%	383	S	53%
Black or African American	S	43,588	97.2%	43,588	S	40.3%
Hispanic or Latino	S	70,735	98.2%	70,735	S	52.9%
White	S	77,940	97.9%	77,940	S	67.2%
Two or more races	S	6,817	97.8%	6,817	S	62.3%
Children with disabilities (*IDEA*)	S	27,137	95.4%	27,137	S	24.6%
English Learners	S	28,385	97.8%	28,385	S	27.7%
Economically disadvantaged students	S	117,282	97.3%	117,282	S	46.1%
Children in foster care	S	926	87%	926	S	35%
Children who are homeless	S	3,602	92.8%	3,602	S	35.4%
Migratory students	S	1,116	96%	1,116	S	32%
Military connected students	S	2,891	98%	2,891	S	70%
Male	S	104,977	97.4%	104,977	S	51.8%
Female	S	101,060	98.3%	101,060	S	61.9%

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	402,352	95.6%	402,352	S	53.8%
American Indian or Alaska Native	S	1,263	94%	1,263	S	50%
Asian or Pacific Islander	S	12,916	98.6%	12,916	S	75%
Asian	S	12,252	98.7%	12,252	S	76.2%
Native Hawaiian or other Pacific Islander	S	664	97%	664	S	53%
Black or African American	S	84,130	94%	84,130	S	35.9%
Hispanic or Latino	S	135,482	95.8%	135,482	S	49.1%
White	S	155,471	96.2%	155,471	S	65.4%
Two or more races	S	13,090	95.4%	13,090	S	60%
Children with disabilities (*IDEA*)	S	47,303	91.3%	47,303	S	22.8%
English Learners	S	47,453	94.6%	47,453	S	21.6%
Economically disadvantaged students	S	217,159	94.4%	217,159	S	42.6%
Children in foster care	S	1,464	78%	1,464	S	31%
Children who are homeless	S	6,194	88.3%	6,194	S	35.9%
Migratory students	S	1,982	96%	1,982	S	29%
Military connected students	S	5,507	97.4%	5,507	S	64.8%
Male	S	203,560	94.8%	203,560	S	48.6%
Female	S	198,792	96.5%	198,792	S	59.1%

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						
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (*IDEA*)						
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						
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (*IDEA*)						
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	218,985	99%	218,985	S	53.1%
American Indian or Alaska Native	S	563	>=99%	563	S	50%
Asian or Pacific Islander	S	6,459	99.3%	6,459	S	75.2%
Asian	S	6,082	99.4%	6,082	S	76.3%
Native Hawaiian or other Pacific Islander	S	377	98%	377	S	56%
Black or African American	S	46,786	98.9%	46,786	S	34.2%
Hispanic or Latino	S	76,644	99.2%	76,644	S	48%
White	S	80,462	98.9%	80,462	S	66.7%
Two or more races	S	8,071	98.89%	8,071	S	59.1%
Children with disabilities (*IDEA*)	S	34,617	97.8%	34,617	S	26.8%
English Learners	S	45,542	99.%	45,542	S	37.5%
Economically disadvantaged students	S	132,639	98.384%	132,639	S	43.1%
Children in foster care	S	1,307	98%	1,307	S	36%
Children who are homeless	S	4,726	97.1%	4,726	S	35%
Migratory students	S	1,323	>=99%	1,323	S	29%
Military connected students	S	3,238	99%	3,238	S	70.2%
Male	S	112,316	98.8%	112,316	S	53.2%
Female	S	106,669	99.1%	106,669	S	53.1%

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						
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (*IDEA*)						
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						
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (*IDEA*)						
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	196,023	97.5%	196,023	S	49%
American Indian or Alaska Native	S	520	95%	520	S	44%
Asian or Pacific Islander	S	5,830	99.1%	5,830	S	73.8%
Asian	S	5,461	99.1%	5,461	S	75.6%
Native Hawaiian or other Pacific Islander	S	369	>=99%	369	S	47%
Black or African American	S	41,625	96.7%	41,625	S	29.4%
Hispanic or Latino	S	66,120	97.9%	66,120	S	42.4%
White	S	75,398	97.5%	75,398	S	63.2%
Two or more races	S	6,530	97.3%	6,530	S	55.3%
Children with disabilities (*IDEA*)	S	26,813	95.1%	26,813	S	22.4%
English Learners	S	27,583	97.7%	27,583	S	21.5%
Economically disadvantaged students	S	111,971	97%	111,971	S	37.5%
Children in foster care	S	895	88%	895	S	29%
Children who are homeless	S	3,519	93%	3,519	S	29.2%
Migratory students	S	1,122	98%	1,122	S	27%
Military connected students	S	2,831	98%	2,831	S	65%
Male	S	100,544	97.1%	100,544	S	48.9%
Female	S	95,479	97.9%	95,479	S	49.1%

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	201,086	96.7%	201,086	S	67.8%
American Indian or Alaska Native	S	611	95%	611	S	65%
Asian or Pacific Islander	S	6,708	98.9%	6,708	S	86%
Asian	S	6,375	98.9%	6,375	S	86.7%
Native Hawaiian or other Pacific Islander	S	333	97%	333	S	74%
Black or African American	S	41,162	95.1%	41,162	S	51%
Hispanic or Latino	S	68,348	96.9%	68,348	S	63.9%
White	S	77,866	97.2%	77,866	S	78.1%
Two or more races	S	6,391	96%	6,391	S	72.9%
Children with disabilities (*IDEA*)	S	22,002	93.3%	22,002	S	38.2%
English Learners	S	23,071	96.4%	23,071	S	41.8%
Economically disadvantaged students	S	106,705	95.7%	106,705	S	58.5%
Children in foster care	S	649	86%	649	S	46%
Children who are homeless	S	2,835	91%	2,835	S	51%
Migratory students	S	901	95%	901	S	50%
Military connected students	S	2,769	98%	2,769	S	80%
Male	S	100,894	96.2%	100,894	S	66.1%
Female	S	100,192	97.2%	100,192	S	69.5%

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 *(IDEA)* Participating**	**Percentage of Children with Disabilities (*IDEA*) Participating, Who Took the Specified Assessment**
Regular Assessment without Accommodations	167,279	71.82%
Regular Assessment with Accommodations	40,108	17.22%
Alternate Assessment Based on Alternate Achievement Standards	25,536	10.96%
Total	232,923	

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 (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**
25,536	1,567,403	1.63%

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

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

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

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

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 *(IDEA)* Participating**	**Percentage of Children with Disabilities (*IDEA*) Participating, Who Took the Specified Assessment**
Regular Assessment without Accommodations	168,391	70.07%
Regular Assessment with Accommodations	45,980	19.13%
Alternate Assessment Based on Alternate Achievement Standards	25,956	10.80%
Recently arrived ELs, took ELP	0	0.00%
Total	240,327	

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
25,956	1,682,165	1.54%

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

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

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

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

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 *(IDEA)* Participating**	**Percentage of Children with Disabilities (*IDEA*) Participating, Who Took the Specified Assessment**
Regular Assessment without Accommodations	68,415	82.00%
Regular Assessment with Accommodations	5,459	6.54%
Alternate Assessment Based on Alternate Achievement Standards	9,558	11.46%
Total	83,432	

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
9,558	616,094	1.55%

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?	YES

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	0

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	270,600	S	S	55.3%	S	21.7%

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	270,060	S	S	55.3%	S	21.7%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	33,440	S	S	43.9%	S	13.6%

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	35,578	13.00%

*** 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	50,285	18.00%

*** 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
51,356	50,881	29,069	35,032	166,338

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	37,769	61.4%	6,323	34.2%
Year Two	40,294	66.5%	5,603	36.4%
Year Three	22,805	54.9%	5,204	30.4%
Year Four	27,750	57.4%	4,051	30%

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	39,091	54.3%	6,551	26%
Year Two	42,533	62.6%	5,870	29%
Year Three	25,068	50.3%	5,523	24%
Year Four	30,654	51.7%	4,535	284%

3

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	12,012	49.7%	1,925	25%
Year Two	16,307	59.8%	2,033	31%
Year Three	9,229	46.8%	2,241	24%
Year Four	10,853	59.1%	1,567	29%

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 *ESEA*	70.00%
To administer assessments required by Section 1111(b) of the *ESEA* or to carry out other activities described in Section 1201 of the *ESEA*	30.00%

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 *ESEA*	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 *ESEA*.	NO
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the *ESEA* and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the *ESEA*.	NO
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 *ESEA* 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 *ESEA* and other assessments not required under Section 1111(b)(2) of the *ESEA*.	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 *ESEA*, and using the principles of universal design for learning.	NO
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the *ESEA*.	YES
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 *ESEA* 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	36,920.48	11,947.42	32.36%
Low-poverty schools	35,698.78	8,635.43	24.19%
Total schools	172,595.39	50,054.04	

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	36,920.48		
Low-poverty schools	35,698.78		
Total schools	172,595.39	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	36,920.48	3,432.01	9.30%
Low-poverty schools	35,698.78	1,841.55	5.16%
Total schools	172,595.39	11,253.56	

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	75.00%	25.00%

Poverty metric used	Percentage of students eligible for free or reduced-price lunch.

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	282,002
Number of ELs identified as children with disabilities	33,883

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	281,294

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	English and Home Language	23,735
Dual Language or Two-way Immersion	English and Home Language	7,114
English as Second language (ESL) or English Language Development (ELD)	English	39,966
Content Classes with integrated ESL support	English	209,449
Newcomer programs	English	256
Other	English	774

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	210,311
Haitian; Haitian Creole	20,936
English	16,071
Portuguese	8,388
Arabic	3,346

The response is limited to 8,000 characters.
Creole (3067), Vietnamese (2284), Mayan languages (2094), Chinese (2019)

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.***
125,358	60,616	10,000

*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	52
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	52
Supporting implementation of school wide programs	52
Professional development to teachers and other personnel serving ELs	52
Parent and community engagement activities	52
Supporting the development and implementation of pre-school programs	52
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	52
Improving instruction of ELs with disabilities	52
Providing tutorials, career and technical education	52
Offering programs to help ELs achieve success in post-secondary education	52
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	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
117,032	48,576	27

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	1

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.

Provide technical assistance through presentations, monthly conference calls, e-mail, and by telephone.

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 or activities terminated for failure to reach program goals?	NO
If yes, provide the number of language instruction educational programs or 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	28	28
LEAs with subgrants	48	48
Total	76	76

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)	2,287
K	8,427
1	8,285
2	7,826
3	8,485
4	7,628
5	7,414
6	6,905
7	6,507
8	5,985
9	5,847
10	5,049
11	4,564
12	5,859
Ungraded	
Total	91,068

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	7,606	767
Doubled-up (e.g., living with another family)	65,741	6,030
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	6,717	115
Hotels/Motels	11,004	149
Total	91,068	7,061

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	7,061
Migrant children/youth	1,202
Children with disabilities (*IDEA*)	17,319
English Learners (ELs)	12,199

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	99
Age 3 through 5 (not Kindergarten)	2,113
Total	2,212

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