

**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

Idaho



PART I DUE Thursday, April 09, 2020

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

INTRODUCTION

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

¹ SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

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

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Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended in 2001

Check the one that indicates the report you are submitting:

Part I, 2018-19 Part II, 2018-19

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

Idaho State Department of Education

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05/06/20 4:47:59 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://idahoschools.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	22,933	99.5%	22,933	S	52.8%
American Indian or Alaska Native	S	258	>=95%	258	S	28%
Asian or Pacific Islander	S	326	>=99%	326	S	60%
Asian	S	256	>=95%	256	S	63%
Native Hawaiian or other Pacific Islander	S	70	>=95%	70	S	49%
Black or African American	S	221	>=95%	221	S	30%
Hispanic or Latino	S	4,308	99.8%	4,308	S	33.3%
White	S	17,131	99.4%	17,131	S	58.1%
Two or more races	S	689	>=99%	689	S	56%
Children with disabilities (<i>IDEA</i>)	S	2,863	>=99%	2,863	S	22%
English learners	S	2,533	>=99%	2,533	S	27%
Economically disadvantaged students	S	11,717	99.4%	11,717	S	41.1%
Children in foster care	S	142	>=95%	142	S	25%
Children who are homeless	S	543	>=99%	543	S	31%
Migratory students	S	291	>=95%	291	S	24%
Military connected students	S	507	>=99%	507	S	51%
Male	S	11,727	99.3%	11,727	S	54.5%
Female	S	11,206	99.6%	11,206	S	51%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	23,557	99.4%	23,557	S	49.9%
American Indian or Alaska Native	S	257	>=95%	257	S	25%
Asian or Pacific Islander	S	330	>=99%	330	S	49%
<i>Asian</i>	S	246	>=95%	246	S	53%
<i>Native Hawaiian or other Pacific Islander</i>	S	84	>=95%	84	S	37%
Black or African American	S	239	>=95%	239	S	26%
Hispanic or Latino	S	4,405	99.5%	4,405	S	30.5%
White	S	17,612	99.3%	17,612	S	55.4%
Two or more races	S	714	>=99%	714	S	51%
Children with disabilities (<i>IDEA</i>)	S	2,768	>=99%	2,768	S	18%
English learners	S	1,897	>=99%	1,897	S	17%
Economically disadvantaged students	S	11,816	99.3%	11,816	S	37.8%
Children in foster care	S	107	>=95%	107	S	20%
Children who are homeless	S	506	>=99%	506	S	28%
Migratory students	S	284	>=95%	284	S	21%
Military connected students	S	549	>=99%	549	S	48%
Male	S	12,180	99.3%	12,180	S	52%
Female	S	11,377	99.4%	11,377	S	47.7%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	24,512	99.3%	24,512	S	44.9%
American Indian or Alaska Native	S	297	>=99%	297	S	26%
Asian or Pacific Islander	S	333	>=99%	333	S	60%
<i>Asian</i>	S	263	>=95%	263	S	62%
<i>Native Hawaiian or other Pacific Islander</i>	S	70	>=95%	70	S	51%
Black or African American	S	279	>=95%	279	S	23%
Hispanic or Latino	S	4,662	99.5%	4,662	S	26.5%
White	S	18,213	99.2%	18,213	S	50%
Two or more races	S	728	>=99%	728	S	42%
Children with disabilities (<i>IDEA</i>)	S	2,861	>=99%	2,861	S	12%
English learners	S	1,731	>=99%	1,731	S	12%
Economically disadvantaged students	S	12,144	99.3%	12,144	S	33.2%
Children in foster care	S	115	>=95%	115	S	22%
Children who are homeless	S	559	>=99%	559	S	23%
Migratory students	S	269	>=95%	269	S	23%
Military connected students	S	522	>=99%	522	S	39%
Male	S	12,441	99.3%	12,441	S	47.3%
Female	S	12,071	99.3%	12,071	S	42.3%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	24,565	99.2%	24,565	S	42.7%
American Indian or Alaska Native	S	247	>=95%	247	S	16%
Asian or Pacific Islander	S	360	>=99%	360	S	58%
<i>Asian</i>	S	286	>=95%	286	S	65%
<i>Native Hawaiian or other Pacific Islander</i>	S	74	>=95%	74	S	34%
Black or African American	S	276	>=95%	276	S	18%
Hispanic or Latino	S	4,660	99.5%	4,660	S	22.9%
White	S	18,326	99.1%	18,326	S	48.1%
Two or more races	S	696	>=99%	696	S	46%
Children with disabilities (<i>IDEA</i>)	S	2,736	98%	2,736	S	10%
English learners	S	1,366	>=99%	1,366	S	8%
Economically disadvantaged students	S	11,707	99.2%	11,707	S	29.6%
Children in foster care	S	112	>=95%	112	S	16%
Children who are homeless	S	465	98%	465	S	17%
Migratory students	S	270	>=95%	270	S	15%
Military connected students	S	531	>=99%	531	S	34%
Male	S	12,628	99.2%	12,628	S	42.2%
Female	S	11,937	99.3%	11,937	S	43.3%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	23,975	98.8%	23,975	S	45.8%
American Indian or Alaska Native	S	284	>=95%	284	S	24%
Asian or Pacific Islander	S	329	>=99%	329	S	54%
<i>Asian</i>	S	252	>=95%	252	S	61%
<i>Native Hawaiian or other Pacific Islander</i>	S	77	>=95%	77	S	32%
Black or African American	S	226	>=95%	226	S	18%
Hispanic or Latino	S	4,497	99.5%	4,497	S	25.8%
White	S	17,904	98.5%	17,904	S	51.4%
Two or more races	S	735	>=99%	735	S	46%
Children with disabilities (<i>IDEA</i>)	S	2,469	98%	2,469	S	10%
English learners	S	1,157	>=99%	1,157	S	10%
Economically disadvantaged students	S	10,641	98.8%	10,641	S	31.8%
Children in foster care	S	114	>=95%	114	S	16%
Children who are homeless	S	469	98%	469	S	23%
Migratory students	S	264	>=95%	264	S	22%
Military connected students	S	488	>=99%	488	S	42%
Male	S	12,274	98.9%	12,274	S	46.3%
Female	S	11,701	98.6%	11,701	S	45.2%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	24,006	98.5%	24,006	S	40.6%
American Indian or Alaska Native	S	285	>=95%	285	S	16%
Asian or Pacific Islander	S	395	>=99%	395	S	57%
<i>Asian</i>	S	329	>=99%	329	S	62%
<i>Native Hawaiian or other Pacific Islander</i>	S	66	>=95%	66	S	32%
Black or African American	S	298	97%	298	S	14%
Hispanic or Latino	S	4,513	99.2%	4,513	S	20.8%
White	S	17,830	98.3%	17,830	S	46.1%
Two or more races	S	685	>=99%	685	S	41%
Children with disabilities (<i>IDEA</i>)	S	2,482	97%	2,482	S	7%
English learners	S	1,158	>=99%	1,158	S	7%
Economically disadvantaged students	S	10,280	98.3%	10,280	S	26.7%
Children in foster care	S	105	>=95%	105	S	12%
Children who are homeless	S	463	98%	463	S	19%
Migratory students	S	268	>=95%	268	S	14%
Military connected students	S	352	>=99%	352	S	38%
Male	S	12,407	98.5%	12,407	S	39.5%
Female	S	11,599	98.4%	11,599	S	41.9%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	22,278	97.8%	22,278	S	33.4%
American Indian or Alaska Native	S	251	>=95%	251	S	16%
Asian or Pacific Islander	S	365	98%	365	S	47%
<i>Asian</i>	S	288	>=95%	288	S	52%
<i>Native Hawaiian or other Pacific Islander</i>	S	77	>=95%	77	S	26%
Black or African American	S	243	>=95%	243	S	8%
Hispanic or Latino	S	3,834	97.5%	3,834	S	17%
White	S	17,002	98%	17,002	S	37.5%
Two or more races	S	583	97%	583	S	33%
Children with disabilities (<i>IDEA</i>)	S	2,029	97%	2,029	S	7%
English learners	S	727	94%	727	S	4%
Economically disadvantaged students	S	8,037	97.2%	8,037	S	19.5%
Children in foster care	S	94	>=95%	94	S	9%
Children who are homeless	S	333	96%	333	S	14%
Migratory students	S	160	>=95%	160	S	6%
Military connected students	S	267	>=95%	267	S	26%
Male	S	11,431	98%	11,431	S	34.2%
Female	S	10,847	97.6%	10,847	S	32.6%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	22,921	99.5%	22,839	S	50.3%
American Indian or Alaska Native	S	257	>=95%	256	S	27%
Asian or Pacific Islander	S	324	>=99%	311	S	57%
Asian	S	254	>=95%	242	S	57%
Native Hawaiian or other Pacific Islander	S	70	>=95%	69	S	54%
Black or African American	S	215	>=95%	206	S	33%
Hispanic or Latino	S	4,290	99.7%	4,242	S	33.2%
White	S	17,144	99.4%	17,135	S	54.8%
Two or more races	S	691	>=99%	689	S	55%
Children with disabilities (<i>IDEA</i>)	S	2,846	98%	2,842	S	18%
English Learners	S	2,509	>=99%	2,427	S	26%
Economically disadvantaged students	S	11,714	99.5%	11,646	S	39.3%
Children in foster care	S	143	>=95%	143	S	24%
Children who are homeless	S	541	>=99%	529	S	26%
Migratory students	S	287	>=95%	278	S	23%
Military connected students	S	508	>=99%	508	S	44%
Male	S	11,718	99.4%	11,674	S	47.1%
Female	S	11,203	99.6%	11,165	S	53.7%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	23,576	99.4%	23,477	S	51.9%
American Indian or Alaska Native	S	258	>=95%	257	S	26%
Asian or Pacific Islander	S	332	>=99%	320	S	51%
<i>Asian</i>	S	246	>=95%	234	S	56%
<i>Native Hawaiian or other Pacific Islander</i>	S	86	>=95%	86	S	37%
Black or African American	S	239	>=95%	226	S	27%
Hispanic or Latino	S	4,397	99.6%	4,337	S	33.6%
White	S	17,634	99.4%	17,622	S	57%
Two or more races	S	716	>=99%	715	S	53%
Children with disabilities (<i>IDEA</i>)	S	2,759	>=99%	2,754	S	16%
English Learners	S	1,886	>=99%	1,787	S	19%
Economically disadvantaged students	S	11,829	99.4%	11,740	S	40%
Children in foster care	S	109	>=95%	109	S	21%
Children who are homeless	S	506	>=99%	495	S	31%
Migratory students	S	281	>=95%	273	S	21%
Military connected students	S	550	>=99%	550	S	44%
Male	S	12,193	99.3%	12,135	S	48.6%
Female	S	11,383	99.5%	11,342	S	55.4%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level. In addition to the n size consideration, specifically with EL proficiency, we believe that the increase in proficiency rates may be impacted by the implementation of a more rigorous assessment being used as the exit criteria, which results in students who have higher levels of English proficiency being retained in the EL program.

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	24,543	99.4%	24,450	S	56.7%
American Indian or Alaska Native	S	297	>=99%	297	S	34%
Asian or Pacific Islander	S	332	>=99%	327	S	66%
<i>Asian</i>	S	262	>=95%	257	S	67%
<i>Native Hawaiian or other Pacific Islander</i>	S	70	>=95%	70	S	63%
Black or African American	S	279	>=95%	261	S	37%
Hispanic or Latino	S	4,662	99.7%	4,608	S	37.7%
White	S	18,245	99.4%	18,230	S	62.1%
Two or more races	S	728	>=99%	727	S	57%
Children with disabilities (<i>IDEA</i>)	S	2,854	>=99%	2,852	S	16%
English Learners	S	1,725	>=99%	1,632	S	17%
Economically disadvantaged students	S	12,165	99.4%	12,087	S	44.9%
Children in foster care	S	114	>=95%	114	S	27%
Children who are homeless	S	560	>=99%	547	S	34%
Migratory students	S	268	>=95%	262	S	33%
Military connected students	S	521	>=99%	521	S	51%
Male	S	12,457	99.4%	12,413	S	52.6%
Female	S	12,086	99.4%	12,037	S	61.1%

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

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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	24,596	99.3%	24,516	S	55%
American Indian or Alaska Native	S	247	>=95%	245	S	32%
Asian or Pacific Islander	S	359	>=99%	350	S	67%
<i>Asian</i>	S	285	>=95%	279	S	71%
<i>Native Hawaiian or other Pacific Islander</i>	S	74	>=95%	71	S	52%
Black or African American	S	277	>=95%	268	S	37%
Hispanic or Latino	S	4,655	99.4%	4,604	S	36.1%
White	S	18,362	99.3%	18,354	S	60%
Two or more races	S	696	>=99%	695	S	58%
Children with disabilities (<i>IDEA</i>)	S	2,742	>=99%	2,738	S	12%
English Learners	S	1,356	>=99%	1,276	S	13%
Economically disadvantaged students	S	11,706	99.3%	11,633	S	42.2%
Children in foster care	S	113	>=95%	113	S	28%
Children who are homeless	S	462	>=99%	456	S	31%
Migratory students	S	269	>=95%	261	S	28%
Military connected students	S	530	>=99%	530	S	47%
Male	S	12,645	99.3%	12,603	S	49.6%
Female	S	11,951	99.4%	11,913	S	60.7%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	24,014	98.9%	23,953	S	57.9%
American Indian or Alaska Native	S	288	>=95%	288	S	39%
Asian or Pacific Islander	S	332	>=99%	327	S	63%
<i>Asian</i>	S	254	>=95%	251	S	66%
<i>Native Hawaiian or other Pacific Islander</i>	S	78	>=95%	76	S	54%
Black or African American	S	225	>=95%	212	S	29%
Hispanic or Latino	S	4,491	99.5%	4,455	S	38.7%
White	S	17,943	98.7%	17,937	S	63%
Two or more races	S	735	>=99%	734	S	60%
Children with disabilities (<i>IDEA</i>)	S	2,482	98%	2,479	S	13%
English Learners	S	1,143	>=99%	1,082	S	14%
Economically disadvantaged students	S	10,662	99%	10,608	S	44.3%
Children in foster care	S	115	>=95%	115	S	24%
Children who are homeless	S	471	98%	463	S	37%
Migratory students	S	265	>=95%	252	S	30%
Military connected students	S	488	>=99%	488	S	54%
Male	S	12,299	99%	12,267	S	51.6%
Female	S	11,715	98.8%	11,686	S	64.4%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	24,037	98.6%	23,972	S	53.6%
American Indian or Alaska Native	S	287	>=95%	287	S	29%
Asian or Pacific Islander	S	395	>=99%	387	S	65%
<i>Asian</i>	S	329	>=99%	322	S	69%
<i>Native Hawaiian or other Pacific Islander</i>	S	66	>=95%	65	S	48%
Black or African American	S	299	98%	288	S	29%
Hispanic or Latino	S	4,511	99.3%	4,470	S	34.9%
White	S	17,860	98.4%	17,857	S	58.8%
Two or more races	S	685	>=99%	683	S	54%
Children with disabilities (<i>IDEA</i>)	S	2,491	97%	2,490	S	10%
English Learners	S	1,149	>=99%	1,084	S	12%
Economically disadvantaged students	S	10,282	98.4%	10,229	S	39.8%
Children in foster care	S	107	>=95%	107	S	23%
Children who are homeless	S	460	98%	451	S	30%
Migratory students	S	267	>=95%	254	S	24%
Military connected students	S	352	>=99%	352	S	49%
Male	S	12,404	98.6%	12,376	S	46.4%
Female	S	11,633	98.7%	11,596	S	61.2%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	22,328	98%	22,272	S	59.2%
American Indian or Alaska Native	S	254	>=95%	254	S	37%
Asian or Pacific Islander	S	365	>=99%	364	S	69%
<i>Asian</i>	S	288	>=95%	287	S	72%
<i>Native Hawaiian or other Pacific Islander</i>	S	77	>=95%	77	S	57%
Black or African American	S	243	>=95%	233	S	27%
Hispanic or Latino	S	3,841	97.6%	3,799	S	41.3%
White	S	17,039	98.1%	17,037	S	63.8%
Two or more races	S	586	98%	585	S	59%
Children with disabilities (<i>IDEA</i>)	S	2,029	96%	2,029	S	12%
English Learners	S	722	95%	666	S	10%
Economically disadvantaged students	S	8,066	97.5%	8,021	S	44.8%
Children in foster care	S	101	>=95%	101	S	24%
Children who are homeless	S	340	97%	327	S	38%
Migratory students	S	160	>=95%	152	S	27%
Military connected students	S	266	>=95%	266	S	55%
Male	S	11,452	98.1%	11,420	S	53.3%
Female	S	10,876	97.8%	10,852	S	65.4%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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.

The statewide science assessment is not administered in grade 3.

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.

The statewide science assessment is not administered in grade 4.

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	24,497	99.2%	24,497	S	64.3%
American Indian or Alaska Native	S	297	>=95%	297	S	40%
Asian or Pacific Islander	S	333	>=99%	333	S	71%
<i>Asian</i>	S	263	>=95%	263	S	72%
<i>Native Hawaiian or other Pacific Islander</i>	S	70	>=95%	70	S	67%
Black or African American	S	278	>=95%	278	S	37%
Hispanic or Latino	S	4,661	99.5%	4,661	S	44.3%
White	S	18,201	99.1%	18,201	S	70.2%
Two or more races	S	727	>=99%	727	S	64%
Children with disabilities (<i>IDEA</i>)	S	2,865	98%	2,865	S	24%
English Learners	S	1,731	>=99%	1,731	S	24%
Economically disadvantaged students	S	12,139	99.2%	12,139	S	53.7%
Children in foster care	S	114	>=95%	114	S	41%
Children who are homeless	S	562	>=99%	562	S	43%
Migratory students	S	268	>=95%	268	S	35%
Military connected students	S	524	>=99%	524	S	62%
Male	S	12,434	99.2%	12,434	S	64.4%
Female	S	12,063	99.2%	12,063	S	64.3%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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.

The statewide science assessment is not administered in grade 6.

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	23,933	98.5%	23,933	S	50.9%
American Indian or Alaska Native	S	287	>=95%	287	S	24%
Asian or Pacific Islander	S	328	98%	328	S	52%
<i>Asian</i>	S	253	>=95%	253	S	59%
<i>Native Hawaiian or other Pacific Islander</i>	S	75	>=95%	75	S	27%
Black or African American	S	226	>=95%	226	S	20%
Hispanic or Latino	S	4,489	99.3%	4,489	S	27.2%
White	S	17,871	98.3%	17,871	S	57.6%
Two or more races	S	732	>=99%	732	S	52%
Children with disabilities (<i>IDEA</i>)	S	2,478	98%	2,478	S	13%
English Learners	S	1,149	>=99%	1,149	S	9%
Economically disadvantaged students	S	10,614	98.5%	10,614	S	37%
Children in foster care	S	113	>=95%	113	S	21%
Children who are homeless	S	472	98%	472	S	30%
Migratory students	S	268	>=95%	268	S	19%
Military connected students	S	484	>=99%	484	S	46%
Male	S	12,237	98.5%	12,237	S	52.6%
Female	S	11,696	98.5%	11,696	S	49.1%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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						
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.

The statewide science assessment is not administered in grade 8.

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	19,608	95.6%	19,608	S	62.1%
American Indian or Alaska Native	S	206	94%	206	S	45%
Asian or Pacific Islander	S	362	94%	362	S	63%
<i>Asian</i>	S	283	94%	283	S	66%
<i>Native Hawaiian or other Pacific Islander</i>	S	79	94%	79	S	52%
Black or African American	S	260	>=95%	260	S	32%
Hispanic or Latino	S	3,302	96%	3,302	S	39%
White	S	15,049	95.7%	15,049	S	67.8%
Two or more races	S	429	94%	429	S	65%
Children with disabilities (<i>IDEA</i>)	S	1,630	91%	1,630	S	21%
English Learners	S	573	93%	573	S	7%
Economically disadvantaged students	S	8,017	96.1%	8,017	S	49.1%
Children in foster care	S	17	>=80%	17	S	<=20%
Children who are homeless	S	254	91%	254	S	34%
Migratory students	S	155	93%	155	S	26%
Military connected students	S	20	>=80%	20	S	50%
Male	S	9,862	95.6%	9,862	S	62.5%
Female	S	9,746	95.7%	9,746	S	61.7%

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

The percentage of students performing at or above proficiency is specific to the students taking an assessment in a particular grade in a given year. Given the small n size of students in each grade, particularly in sub groups, the variations in the percentage of students scoring at or above proficiency from year to year will fall outside the comparisons used in validation calculations, simply due to changes in the population in the grade level.

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	12,893	70.81%
Regular Assessment with Accommodations	3,730	20.49%
Alternate Assessment Based on Alternate Achievement Standards	1,585	8.70%
Total	18,208	

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

Since 2016-17, Idaho has worked with our testing vendor to improve identification of accommodation use. Specifically, we have differentiated between accommodations available to students with disabilities versus supports available to all students. This differentiation has allowed us to better identify students taking the regular test without accommodations over the past two years (2017-18 and 2018-19).

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
1,585	165,826	0.96%

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 (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	7,303	40.12%
Regular Assessment with Accommodations	9,304	51.11%
Alternate Assessment Based on Alternate Achievement Standards	1,577	8.66%
Recently arrived ELs, took ELP	19	0.10%
Total	18,203	

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
1,577	166,015	0.95%

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 (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	5,736	82.26%
Regular Assessment with Accommodations	586	8.40%
Alternate Assessment Based on Alternate Achievement Standards	651	9.34%
Total	6,973	

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

As approved in PSC ticket #15-07425, Idaho started to report science end of course (EOC) participation and proficiency results in school year (SY) 2016-17 for the corresponding graduating class. For SY 2018-19, FS179/189 included the class of 2019 seniors and their participation and proficiency status from the science EOC administered in SY 2015-19. In SY 2015-19, science EOC was offered in both Biology and Chemistry. Because most of our students participate in Biology EOC, and Biology is typically offered in their junior year, for SY 2018-19, FS179/189 mostly consists of SY 2016-17 science EOC participation and proficiency results.

In SY 2016-17, Idaho switched its testing vendor for science EOC but still used the accommodations provided by the previous vendor. With this transition as well as under the previous vendor, "supports" were not tracked distinctively such that we cannot precisely identify student eligibility and levels of "supports" provided to each of our students. For example, we could identify those students received a calculator on science EOC; however, with the available data, we cannot determine if the calculator was provided as part of their eligible accommodations or as a universal support.

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
651	68,038	0.96%

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	536

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.

During the 2018-19 school year, the Idaho Standards Achievement Test (ISAT) in Science, administered in grades 5 and 7, was offered in both English and Spanish.

The statewide Mathematics assessment, developed by Smarter Balanced and administered in grades 3-8 and high school, was offered in a Spanish/English stacked translation format.

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	18,941	S	S	45.3%	S	4%

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

The number and percentage of students making progress does not include students who attained proficiency.

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	18,862	S	S	45.4%	S	4%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	2,882	S	S	31%	S	<=5%

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

The number and percentage of students making progress does not include students who attained proficiency.

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	351	1.90%

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

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

The denominator used was the total population of Title III part A funded students who tested in the 2018-19 school year. This came from section 1.2.5.3.1.1.

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	7,395	39.20%

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

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

The denominator used was the total population of Title III part A funded students who tested in the 2018-19 school year. This came from section 1.2.5.3.1.1.

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
234	90	45	1,655	2,024

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	183	48%	42	21%
Year Two	58	60%	1	S
Year Three	34	53%	2	S
Year Four	1,467	28%	55	<=10%

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	184	57%	43	26%
Year Two	58	76%	1	S
Year Three	34	74%	2	S
Year Four	1,467	39%	55	<=10%

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	80	60%	15	<50%
Year Two	24	67%		
Year Three	15	>=50%		
Year Four	465	42%	13	<50%

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>	20.00%
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>	80.00%

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> .	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.	YES
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	YES
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	YES
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	YES
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	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	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	3,054.55	227.21	7.44%
Low-poverty schools	5,429.62	244.66	4.51%
Total schools	16,743.61	1,000.86	

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

The data indicates a higher percentage of inexperienced teachers in high poverty schools. We are actively creating resources and training at the state level to specifically target support for our less experienced teachers. These include literacy and instructional framework training, including classroom management and student engagement training throughout the state.

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	3,054.55	29.50	0.97%
Low-poverty schools	5,429.62	12.43	0.23%
Total schools	16,743.61	87.83	

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

The data indicates that teachers with emergency or provisional credentials is higher in high poverty schools. Many of our high poverty schools are located in rural areas where an LEA may have a very limited number of applications and in a position where they are making a "late hire" or have a teacher needed for several content areas and/or grade levels.

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	3,054.55	58.49	1.91%
Low-poverty schools	5,429.62	65.79	1.21%
Total schools	16,743.61	335.10	

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

We have over 2% (FTE) teachers who are not teaching in the subject or field for which they are certified or licensed in high poverty schools and over 1% (FTE) teachers who are not teaching in the subject they are certified or licensed in low poverty schools. This is due in part to teachers teaching more than one subject area. There are various supports in place to assist teachers in becoming certified or licensed in the subject areas they are teaching including obtaining alternative authorizations.

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	60.00%	34.10%

Poverty metric used	Poverty Rate Reported in the Title I-A Application
---------------------	--

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.

Poverty rate collected for the Title I-A application is supplemented by the FRL eligibility rate reported by the Child Nutrition program, as not all LEAs apply for the Title I-A allocation.

Our highest poverty schools are located in both rural and more urban areas. As a part of our Federal Programs Monitoring, one of the indicators is that the LEA ensures that low income and minority students are not taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. During onsite monitoring visits, the review team interviews district administrators and asks what the LEA process is for assigning teachers to schools and classrooms. We also share data with LEAs regarding teacher distribution in their schools. Many LEAs have noted in interviews that positions are filled based on openings in buildings generally as a result of teachers moving out of district, retirements, etc. In some LEAs, incentives are given for teachers teaching in the highest poverty schools. In some LEAs and schools, there is specific professional development on working with students from high poverty. This topic is also included in state level Federal Programs conferences. Many LEAs also use Title funds for building coaches to support teachers in their Title I schools.

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	19,216
Number of ELs identified as children with disabilities	3,033

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

The increase in number of EL students in the state is directly related to a decrease in the number of students exiting the program. Our EL population was impacted by WIDA's standard setting changes for the annual summative test, ACCESS 2.0. The ACCESS 2.0 assessment results are used by Idaho to determine whether students met the exit criteria. The new standards/test scale scores require students to showcase higher language skills to achieve the same proficiency level scores. As a result, fewer students are exiting the program. This was a consortium wide effect. Idaho has four consecutive years of fewer ELs exiting program, contributing to the increase EL count for 2018-19. In addition, the EL population has grown with the general population growth, especially with refugee resettlement programs in the state.

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	19,053

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

The increase in number of EL students in the state is directly related to a decrease in the number of students exiting the program. Our EL population was impacted by WIDA's standard setting changes for the annual summative test, ACCESS 2.0. The ACCESS 2.0 assessment results are used by Idaho to determine whether students met the exit criteria. The new standards/test scale scores require students to showcase higher language skills to achieve the same proficiency level scores. As a result, fewer students are exiting the program. This was a consortium wide effect. Idaho has four consecutive years of fewer ELs exiting program, contributing to the increase EL count for 2018-19. In addition, the EL population has grown with the general population growth, especially with refugee resettlement programs in the state.

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	Spanish	
Dual Language or Two-way Immersion	Spanish, Mandarin Chinese, French	
English as Second language (ESL) or English Language Development (ELD)		
Content Classes with integrated ESL support		
Newcomer programs		
Other		

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

The response is limited to 8,000 characters.

In addition to the programs listed above, districts are also implementing co-teaching and extended day EL supports.

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

With a sudden personnel change and a gap in hiring, the state did not enforce LEAs to enter the LIEPs into the state’s system. In addition, the state’s system does not collect additional information to deduplicate student counts, as FS116 for SY 2018-19 requires an unduplicated count. For SY 2019-20, the Title III coordinator is working with LEAs to make sure LIEPs are entered into the system.

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	15,567
Swahili	540
Arabic	508
Russian	242
Chinese	192

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.*
18	18	20

*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.

As local education agencies continue to look at the co-teaching method and our EL population increasing, we believe we will need at least an additional 20 ESL/bilingual education endorsed teachers in the succeeding five fiscal years.

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	0
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	0
Supporting implementation of school wide programs	0
Professional development to teachers and other personnel serving ELs	0
Parent and community engagement activities	0
Supporting the development and implementation of pre-school programs	0
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	0
Improving instruction of ELs with disabilities	0
Providing tutorials, career and technical education	0
Offering programs to help ELs achieve success in post-secondary education	0
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.

The CSPR template was not finalized in time in order to collect the data for SY 2018-19, therefore we do not have an official count of the the above activities.

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

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

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

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

The response is limited to 8,000 characters.

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

1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
903	235	2

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

The response is limited to 8,000 characters.

After extensively reviewing the data, we noticed many LEAs reported the immigration status as defined by the Department of Homeland Security rather than that by the Department of Education. This confusion resulted in many "immigrant" students included in FS045 in prior years having attended US schools longer than 3 years. Because the state does not collect cumulative US school enrollment period, which is an important and very distinctive part of the Title III immigrant definition, we used the US entry date as a proxy to the first date of US school. Assuming that the child never left the country, we only reported those students have been in school for less than 3 years in SY 2018-19 FS045. We are training Title III coordinators to correctly identify immigrants for Title III purposes, as well as updating the data collection system to reflect the data requirements imposed by the Department of Education.

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	11/5/2018	127

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.

We will be able to shorten the process of distributing Title III funds to subgrantees because we now have our own English Learner Management System, which has allowed us to have more accurate student population data. We are using spring EL proficiency assessments to determine allocation amounts, so we will have allocation determinations by late spring.

1.4.9 Title III Subgrantees

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

1.4.9.1 Termination of Title III Language Instruction Educational Programs

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

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

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

1.5 PERSISTENTLY DANGEROUS SCHOOLS

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

Persistently Dangerous Schools	#
Persistently Dangerous Schools	

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

0. No schools were identified as persistently dangerous during this school year.

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	157	157
LEAs with subgrants	10	10
Total	167	167

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)	96
K	671
1	663
2	637
3	658
4	597
5	657
6	586
7	558
8	580
9	550
10	457
11	439
12	661
Ungraded	0
Total	7,810

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	534	53
Doubled-up (e.g., living with another family)	6,263	937
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	436	54
Hotels/Motels	577	12
Total	7,810	1,056

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

1.6.1.3 Subgroups of Homeless Students Enrolled

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

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	1,056
Migrant children/youth	296
Children with disabilities (<i>IDEA</i>)	1,607
English Learners (ELs)	758

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

We have had an increase in the number of unaccompanied homeless youth served. Training was provided to regional liaisons on improving identification of secondary students, and we believe this had an impact on the number of unaccompanied youth identified and served.

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	169
Age 3 through 5 (not Kindergarten)	252
Total	421

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

In SY 2018-19, we had two subgrantees that experienced a new MV/Homeless Liaisons and one that had changes in both the Federal Programs Director and MV/Homeless Liaison roles. Because of these changes, as the new people learned their roles, they did not realize they needed to track the younger siblings of MV identified students. This resulted in the two districts reporting much lower numbers than in the past.