

**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

Massachusetts



PART I DUE Thursday, April 09, 2020

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

INTRODUCTION

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

Paperwork Burden Statement

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

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

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

OMB Number: 1810-0724
Expiration Date: 10/31/2022

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

Check the one that indicates the report you are submitting:

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

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

DEPARTMENT OF EDUCATION

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05/05/20 3:20:09 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> .	http://profiles.doe.mass.edu/staterc/?fyCode=2019
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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	69,069	99.7%	67,998	S	49.2%
American Indian or Alaska Native	S	132	>=95%	130	S	40%
Asian or Pacific Islander	S	4,995	99.8%	4,847	S	73.8%
Asian	S	4,950	99.8%	4,804	S	73.9%
Native Hawaiian or other Pacific Islander	S	45	>=90%	43	S	58%
Black or African American	S	6,197	99.7%	6,058	S	29.2%
Hispanic or Latino	S	15,225	99.8%	14,652	S	31.2%
White	S	39,537	99.7%	39,339	S	55.8%
Two or more races	S	2,965	>=99%	2,954	S	53%
Children with disabilities (<i>IDEA</i>)	S	13,759	99.3%	13,720	S	18.2%
English learners	S	10,437	99.8%	9,366	S	24.1%
Economically disadvantaged students	S	26,187	99.7%	25,481	S	30.8%
Children in foster care	S	331	>=99%	442	S	23%
Children who are homeless	S	1,603	>=99%	1,663	S	20%
Migratory students	S	28	>=80%	20	S	35%
Military connected students	S	501	>=99%	598	S	44%
Male	S	35,526	99.7%	34,990	S	50.2%
Female	S	33,538	99.7%	33,004	S	48.3%

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	70,782	99.7%	69,806	S	49.5%
American Indian or Alaska Native	S	170	>=95%	168	S	38%
Asian or Pacific Islander	S	5,110	99.8%	4,974	S	75.4%
<i>Asian</i>	S	5,042	99.8%	4,907	S	75.9%
<i>Native Hawaiian or other Pacific Islander</i>	S	68	>=95%	67	S	42%
Black or African American	S	6,637	99.8%	6,495	S	27.8%
Hispanic or Latino	S	15,534	99.7%	15,020	S	31.4%
White	S	40,295	99.6%	40,118	S	56.4%
Two or more races	S	3,027	99.8%	3,022	S	52.5%
Children with disabilities (<i>IDEA</i>)	S	14,471	99.2%	14,445	S	17.4%
English learners	S	9,215	99.8%	8,239	S	21.4%
Economically disadvantaged students	S	27,028	99.7%	26,396	S	30.6%
Children in foster care	S	369	>=99%	455	S	23%
Children who are homeless	S	1,644	>=99%	1,681	S	19%
Migratory students	S	26	>=80%	21	S	52%
Military connected students	S	539	>=99%	612	S	48%
Male	S	36,557	99.7%	36,037	S	51.5%
Female	S	34,220	99.7%	33,767	S	47.4%

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

1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	73,054	99.7%	72,132	S	48.2%
American Indian or Alaska Native	S	174	>=95%	168	S	36%
Asian or Pacific Islander	S	5,252	>=99.9%	5,119	S	76%
<i>Asian</i>	S	5,197	>=99.9%	5,065	S	76.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	55	>=90%	54	S	43%
Black or African American	S	6,679	>=99.9%	6,564	S	29.1%
Hispanic or Latino	S	15,932	99.8%	15,424	S	29.2%
White	S	42,115	99.7%	41,957	S	54.8%
Two or more races	S	2,893	>=99%	2,891	S	49%
Children with disabilities (<i>IDEA</i>)	S	14,839	99.3%	14,815	S	14.8%
English learners	S	7,242	99.7%	6,320	S	14.8%
Economically disadvantaged students	S	27,539	99.7%	26,931	S	28.6%
Children in foster care	S	356	>=99%	480	S	22%
Children who are homeless	S	1,603	>=99%	1,592	S	21%
Migratory students	S	21	>=80%	16	S	38%
Military connected students	S	555	>=99%	654	S	47%
Male	S	37,676	99.7%	37,189	S	48%
Female	S	35,371	99.8%	34,938	S	48.5%

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	73,178	99.6%	72,229	S	51.6%
American Indian or Alaska Native	S	159	>=95%	156	S	37%
Asian or Pacific Islander	S	5,163	99.8%	5,067	S	78.9%
<i>Asian</i>	S	5,097	99.8%	5,001	S	79.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	66	>=95%	66	S	36%
Black or African American	S	6,762	99.6%	6,617	S	29.7%
Hispanic or Latino	S	15,689	99.7%	15,150	S	31%
White	S	42,615	99.5%	42,459	S	59%
Two or more races	S	2,777	>=99%	2,767	S	53%
Children with disabilities (<i>IDEA</i>)	S	14,616	99%	14,580	S	15.2%
English learners	S	5,819	99.7%	4,870	S	13.7%
Economically disadvantaged students	S	26,976	99.5%	26,348	S	30.5%
Children in foster care	S	346	>=99%	425	S	22%
Children who are homeless	S	1,471	>=99%	1,508	S	22%
Migratory students	S	23	>=80%	16	S	31%
Military connected students	S	427	>=99%	541	S	47%
Male	S	37,415	99.5%	36,925	S	50.8%
Female	S	35,755	99.6%	35,297	S	52.4%

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

1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	72,058	99.5%	71,169	S	47.5%
American Indian or Alaska Native	S	146	>=95%	146	S	40%
Asian or Pacific Islander	S	4,937	99.8%	4,850	S	75.2%
<i>Asian</i>	S	4,871	99.8%	4,785	S	75.6%
<i>Native Hawaiian or other Pacific Islander</i>	S	66	>=95%	65	S	49%
Black or African American	S	6,615	99.6%	6,486	S	25.8%
Hispanic or Latino	S	15,146	99.5%	14,638	S	26.9%
White	S	42,634	99.5%	42,476	S	54.7%
Two or more races	S	2,568	>=99%	2,561	S	49%
Children with disabilities (<i>IDEA</i>)	S	14,353	98.8%	14,325	S	12.6%
English learners	S	5,704	99.5%	4,816	S	10.5%
Economically disadvantaged students	S	25,718	99.3%	25,109	S	25.7%
Children in foster care	S	316	98%	456	S	12%
Children who are homeless	S	1,357	>=99%	1,392	S	16%
Migratory students	S	25	>=80%	16	S	<=20%
Military connected students	S	483	>=99%	541	S	41%
Male	S	37,026	99.5%	36,558	S	46.1%
Female	S	35,018	99.6%	34,599	S	49.1%

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	71,624	99.4%	70,755	S	46.4%
American Indian or Alaska Native	S	169	>=95%	165	S	33%
Asian or Pacific Islander	S	4,921	>=99.9%	4,838	S	75.8%
<i>Asian</i>	S	4,859	>=99.9%	4,776	S	76.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	62	>=95%	62	S	42%
Black or African American	S	6,478	99.2%	6,368	S	25%
Hispanic or Latino	S	14,344	99.2%	13,809	S	25.1%
White	S	43,232	99.4%	43,102	S	53.1%
Two or more races	S	2,466	>=99%	2,459	S	48%
Children with disabilities (<i>IDEA</i>)	S	13,593	98.2%	13,571	S	11.2%
English learners	S	5,591	99.2%	4,722	S	7.9%
Economically disadvantaged students	S	24,510	98.9%	23,910	S	24.3%
Children in foster care	S	309	93%	485	S	12%
Children who are homeless	S	1,292	98%	1,336	S	15%
Migratory students	S	15	>=50%	14	S	<50%
Military connected students	S	432	>=99%	510	S	40%
Male	S	36,681	99.3%	36,220	S	44.6%
Female	S	34,920	99.4%	34,513	S	48.3%

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

1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	71,252	98.5%	70,392	S	58.6%
American Indian or Alaska Native	S	175	>=95%	173	S	44%
Asian or Pacific Islander	S	4,919	99.3%	4,851	S	82.1%
<i>Asian</i>	S	4,870	99.3%	4,803	S	82.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	49	>=90%	48	S	63%
Black or African American	S	6,373	97.7%	6,235	S	34.7%
Hispanic or Latino	S	13,203	97.1%	12,676	S	33.5%
White	S	44,394	99%	44,273	S	66.6%
Two or more races	S	2,188	98%	2,184	S	60%
Children with disabilities (<i>IDEA</i>)	S	12,103	96.1%	12,096	S	18.2%
English learners	S	4,829	96.1%	3,969	S	9%
Economically disadvantaged students	S	22,052	96.8%	21,459	S	34.6%
Children in foster care	S	297	93%	417	S	17%
Children who are homeless	S	1,087	95%	1,164	S	19%
Migratory students	S	13	>=50%	9	S	<50%
Military connected students	S	467	>=99%	487	S	55%
Male	S	36,125	98.3%	35,662	S	56.8%
Female	S	35,082	98.7%	34,686	S	60.5%

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	68,896	99.5%	67,900	S	56.1%
American Indian or Alaska Native	S	131	>=95%	130	S	48%
Asian or Pacific Islander	S	4,968	99.3%	4,839	S	72.6%
Asian	S	4,924	99.3%	4,797	S	72.7%
Native Hawaiian or other Pacific Islander	S	44	>=90%	42	S	67%
Black or African American	S	6,182	99.5%	6,045	S	38.1%
Hispanic or Latino	S	15,143	99.3%	14,617	S	37.9%
White	S	39,492	99.6%	39,300	S	63.2%
Two or more races	S	2,965	>=99%	2,954	S	61%
Children with disabilities (<i>IDEA</i>)	S	13,690	98.8%	13,678	S	21.8%
English Learners	S	10,339	98.9%	9,343	S	25.6%
Economically disadvantaged students	S	26,094	99.3%	25,436	S	38%
Children in foster care	S	436	98%	429	S	28%
Children who are homeless	S	1,799	>=99%	1,655	S	27%
Migratory students	S	28	>=80%	20	S	30%
Military connected students	S	600	>=99%	600	S	51%
Male	S	35,431	99.4%	34,934	S	51.2%
Female	S	33,460	99.5%	32,962	S	61.4%

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	70,729	99.5%	69,814	S	51.7%
American Indian or Alaska Native	S	170	>=95%	168	S	40%
Asian or Pacific Islander	S	5,089	99.4%	4,971	S	70.2%
<i>Asian</i>	S	5,022	99.4%	4,904	S	70.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	67	>=95%	67	S	49%
Black or African American	S	6,636	99.7%	6,499	S	32.9%
Hispanic or Latino	S	15,490	99.5%	15,005	S	33.2%
White	S	40,309	99.6%	40,141	S	59.1%
Two or more races	S	3,026	99.6%	3,021	S	57%
Children with disabilities (<i>IDEA</i>)	S	14,444	99%	14,440	S	17.3%
English Learners	S	9,145	98.9%	8,230	S	17.1%
Economically disadvantaged students	S	27,000	99.5%	26,403	S	32.9%
Children in foster care	S	455	>=99%	448	S	29%
Children who are homeless	S	1,804	>=99%	1,683	S	22%
Migratory students	S	24	>=80%	21	S	38%
Military connected students	S	618	>=99%	617	S	52%
Male	S	36,525	99.5%	36,038	S	47.8%
Female	S	34,197	99.6%	33,772	S	55.9%

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	73,013	99.6%	72,129	S	52.1%
American Indian or Alaska Native	S	174	>=95%	168	S	42%
Asian or Pacific Islander	S	5,246	99.7%	5,116	S	72.6%
<i>Asian</i>	S	5,192	99.8%	5,062	S	73%
<i>Native Hawaiian or other Pacific Islander</i>	S	54	>=90%	54	S	41%
Black or African American	S	6,667	99.7%	6,552	S	34.9%
Hispanic or Latino	S	15,899	99.5%	15,415	S	34.6%
White	S	42,124	99.6%	41,977	S	58.5%
Two or more races	S	2,895	>=99%	2,893	S	55%
Children with disabilities (<i>IDEA</i>)	S	14,814	99.1%	14,815	S	15.8%
English Learners	S	7,186	98.8%	6,302	S	12.6%
Economically disadvantaged students	S	27,507	99.5%	26,925	S	33.7%
Children in foster care	S	480	>=99%	472	S	22%
Children who are homeless	S	1,701	>=99%	1,592	S	25%
Migratory students	S	23	>=80%	16	S	<=20%
Military connected students	S	655	>=99%	655	S	54%
Male	S	37,648	99.6%	37,190	S	45.8%
Female	S	35,357	99.7%	34,933	S	58.8%

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

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

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	73,154	99.5%	72,257	S	53.2%
American Indian or Alaska Native	S	159	>=95%	156	S	34%
Asian or Pacific Islander	S	5,142	99.5%	5,061	S	73.3%
<i>Asian</i>	S	5,076	99.5%	4,995	S	73.7%
<i>Native Hawaiian or other Pacific Islander</i>	S	66	>=95%	66	S	42%
Black or African American	S	6,765	99.6%	6,626	S	34.1%
Hispanic or Latino	S	15,667	99.5%	15,147	S	34.9%
White	S	42,633	99.5%	42,489	S	60.2%
Two or more races	S	2,779	>=99%	2,769	S	56%
Children with disabilities (<i>IDEA</i>)	S	14,611	98.8%	14,596	S	15.5%
English Learners	S	5,760	98.6%	4,863	S	8.8%
Economically disadvantaged students	S	26,967	99.3%	26,370	S	33.3%
Children in foster care	S	431	>=99%	423	S	23%
Children who are homeless	S	1,614	>=99%	1,507	S	24%
Migratory students	S	22	>=80%	16	S	25%
Military connected students	S	545	>=99%	543	S	55%
Male	S	37,384	99.4%	36,926	S	45%
Female	S	35,762	99.5%	35,324	S	61.8%

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	72,029	99.5%	71,185	S	48.4%
American Indian or Alaska Native	S	146	>=95%	146	S	39%
Asian or Pacific Islander	S	4,927	99.7%	4,844	S	70.2%
<i>Asian</i>	S	4,863	99.7%	4,781	S	70.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	64	>=95%	63	S	56%
Black or African American	S	6,609	99.4%	6,501	S	28.6%
Hispanic or Latino	S	15,119	99.3%	14,627	S	28.8%
White	S	42,653	99.5%	42,498	S	55.6%
Two or more races	S	2,563	>=99%	2,557	S	50%
Children with disabilities (<i>IDEA</i>)	S	14,361	98.7%	14,359	S	11.7%
English Learners	S	5,635	98.3%	4,792	S	6.7%
Economically disadvantaged students	S	25,723	99.3%	25,139	S	27.6%
Children in foster care	S	462	97%	456	S	14%
Children who are homeless	S	1,479	98%	1,385	S	17%
Migratory students	S	20	>=80%	16	S	<=20%
Military connected students	S	546	>=99%	544	S	41%
Male	S	37,007	99.4%	36,562	S	40.5%
Female	S	35,008	99.5%	34,611	S	56.7%

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	71,579	99.3%	70,767	S	51.6%
American Indian or Alaska Native	S	167	>=95%	163	S	37%
Asian or Pacific Islander	S	4,916	99.8%	4,838	S	72.6%
<i>Asian</i>	S	4,855	>=99.9%	4,776	S	72.8%
<i>Native Hawaiian or other Pacific Islander</i>	S	61	>=95%	62	S	56%
Black or African American	S	6,471	99.2%	6,373	S	32%
Hispanic or Latino	S	14,294	98.8%	13,788	S	30%
White	S	43,258	99.4%	43,137	S	59%
Two or more races	S	2,460	>=99%	2,455	S	54%
Children with disabilities (<i>IDEA</i>)	S	13,565	97.9%	13,581	S	13.8%
English Learners	S	5,517	97.6%	4,705	S	5.3%
Economically disadvantaged students	S	24,467	98.7%	23,911	S	30%
Children in foster care	S	487	94%	478	S	20%
Children who are homeless	S	1,456	98%	1,332	S	19%
Migratory students	S	19	>=80%	14	S	<50%
Military connected students	S	513	>=99%	512	S	47%
Male	S	36,638	99.2%	36,205	S	42.6%
Female	S	34,918	99.3%	34,540	S	61.1%

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

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

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	71,592	98.8%	70,815	S	61.1%
American Indian or Alaska Native	S	174	>=95%	172	S	53%
Asian or Pacific Islander	S	4,929	99.4%	4,862	S	77.3%
<i>Asian</i>	S	4,880	99.4%	4,814	S	77.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	49	>=90%	48	S	52%
Black or African American	S	6,414	97.9%	6,304	S	38.4%
Hispanic or Latino	S	13,330	97.5%	12,854	S	36.6%
White	S	44,549	99.2%	44,430	S	69.5%
Two or more races	S	2,196	>=99%	2,193	S	65%
Children with disabilities (<i>IDEA</i>)	S	12,230	96.7%	12,271	S	21.9%
English Learners	S	4,822	94.8%	4,045	S	3.1%
Economically disadvantaged students	S	22,298	97.4%	21,782	S	38.1%
Children in foster care	S	434	93%	450	S	19%
Children who are homeless	S	1,267	95%	1,188	S	23%
Migratory students	S	15	>=50%	10	S	<50%
Military connected students	S	492	>=99%	491	S	61%
Male	S	36,313	98.6%	35,911	S	55%
Female	S	35,233	99%	34,859	S	67.3%

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

1.2.3 Academic Achievement and Participation in Science Assessment

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

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

1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	72,974	99.6%	72,049	S	48.8%
American Indian or Alaska Native	S	174	>=95%	168	S	41%
Asian or Pacific Islander	S	5,252	99.8%	5,117	S	67.2%
<i>Asian</i>	S	5,197	99.8%	5,063	S	67.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	55	>=90%	54	S	39%
Black or African American	S	6,674	99.8%	6,560	S	26.2%
Hispanic or Latino	S	15,898	99.6%	15,392	S	28.4%
White	S	42,079	99.6%	41,919	S	57.5%
Two or more races	S	2,888	>=99%	2,886	S	52%
Children with disabilities (<i>IDEA</i>)	S	14,798	99.2%	14,773	S	18.3%
English Learners	S	7,233	99.7%	6,310	S	9.3%
Economically disadvantaged students	S	27,483	99.6%	26,875	S	29.2%
Children in foster care	S	477	>=99%	475	S	22%
Children who are homeless	S	1,695	>=99%	1,570	S	19%
Migratory students	S	23	>=80%	16	S	<=20%
Military connected students	S	653	>=99%	653	S	53%
Male	S	37,620	99.6%	37,135	S	49.6%
Female	S	35,347	99.7%	34,909	S	48.1%

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

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

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	71,388	99.1%	70,505	S	46.3%
American Indian or Alaska Native	S	167	>=95%	163	S	33%
Asian or Pacific Islander	S	4,916	99.8%	4,833	S	65.4%
<i>Asian</i>	S	4,854	>=99.9%	4,771	S	65.7%
<i>Native Hawaiian or other Pacific Islander</i>	S	62	>=95%	62	S	40%
Black or African American	S	6,449	98.9%	6,337	S	20.8%
Hispanic or Latino	S	14,282	98.8%	13,747	S	22.5%
White	S	43,109	99.2%	42,978	S	55.4%
Two or more races	S	2,451	98.8%	2,444	S	50%
Children with disabilities (<i>IDEA</i>)	S	13,477	97.5%	13,454	S	15.3%
English Learners	S	5,568	98.7%	4,696	S	3.7%
Economically disadvantaged students	S	24,370	98.45	23,771	S	23.7%
Children in foster care	S	484	94%	479	S	15%
Children who are homeless	S	1,440	97%	1,262	S	12%
Migratory students	S	19	>=80%	14	S	<50%
Military connected students	S	509	98%	508	S	46%
Male	S	36,546	99%	36,079	S	46.4%
Female	S	34,819	99.2%	34,405	S	46.2%

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	72,096	99.2%	71,231	S	73.2%
American Indian or Alaska Native	S	180	>=95%	178	S	61%
Asian or Pacific Islander	S	4,937	99.4%	4,869	S	87.2%
<i>Asian</i>	S	4,887	99.4%	4,820	S	87.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	50	>=90%	49	S	69%
Black or African American	S	6,497	98.9%	6,358	S	52.6%
Hispanic or Latino	S	13,471	98.3%	12,939	S	51%
White	S	44,796	99.4%	44,676	S	80.9%
Two or more races	S	2,215	>=99%	2,211	S	76%
Children with disabilities (<i>IDEA</i>)	S	12,471	97.9%	12,464	S	37.7%
English Learners	S	4,954	97.5%	4,089	S	17.5%
Economically disadvantaged students	S	22,617	98.4%	22,017	S	52.7%
Children in foster care	S	458	95%	457	S	32%
Children who are homeless	S	1,306	97%	1,111	S	36%
Migratory students	S	14	>=50%	9	S	<50%
Military connected students	S	493	>=99%	492	S	72%
Male	S	36,586	99%	36,122	S	70.7%
Female	S	35,464	99.3%	35,064	S	75.7%

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

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

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

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

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	13,907	14.23%
Regular Assessment with Accommodations	76,783	78.56%
Alternate Assessment Based on Alternate Achievement Standards	7,044	7.21%
Total	97,734	

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

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

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
7,044	501,017	1.41%

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.

Link to waiver letter <https://www2.ed.gov/admins/lead/account/stateplan17/waivers/maonepercentcapwaiverletter.pdf>

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	16,987	17.38%
Regular Assessment with Accommodations	73,689	75.41%
Alternate Assessment Based on Alternate Achievement Standards	6,944	7.11%
Recently arrived ELs, took ELP	95	0.10%
Total	97,715	

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

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

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
6,944	500,992	1.39%

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.

Link to waiver letter <https://www2.ed.gov/admins/lead/account/stateplan17/waivers/maonepercentcapwaiverletter.pdf>

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	7,744	19.01%
Regular Assessment with Accommodations	30,338	74.46%
Alternate Assessment Based on Alternate Achievement Standards	2,664	6.54%
Total	40,746	

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

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

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
2,664	216,458	1.23%

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.

Link to waiver letter <https://www2.ed.gov/admins/lead/account/stateplan17/waivers/maonepercentcapwaiverletter.pdf>

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	3,492

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	NO	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).	NO		

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

Offered in grade 10 math only.

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	89,169	S	S	27%	S	21.4%

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

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

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

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	79,754	S	S	55%	S	21.5%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	15,481	S	S	30.8%	S	10%

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	17,121	20.20%

* 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	11,755	13.86%

* 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
8,695	7,503	9,636	6,475	32,309

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	8,678	42.6%	1,150	15%
Year Two	7,475	52.5%	920	18%
Year Three	9,601	49%	1,138	15%
Year Four	6,451	52%	809	13%

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

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

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

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	8,675	43.5%	1,149	17%
Year Two	7,481	53.9%	922	16%
Year Three	9,616	52.6%	1,144	16%
Year Four	6,462	53.9%	807	13%

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	3,706	36.3%	505	19%
Year Two	2,814	50%	344	20%
Year Three	3,527	46.6%	448	19%
Year Four	2,520	46%	364	16%

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

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

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

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

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

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	40.00%
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	60.00%

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

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

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

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

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

1.3 TEACHERS

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

1.3.1 Inexperienced Teachers

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

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	16,305.84	4,317.40	26.48%
Low-poverty schools	20,213.25	2,627.46	13.00%
Total schools	73,877.96	12,875.31	

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	16,305.84	2,200.96	13.50%
Low-poverty schools	20,213.25	1,091.53	5.40%
Total schools	73,877.96	6,218.68	

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	16,305.84		
Low-poverty schools	20,213.25		
Total schools	73,877.96		

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

I am not permitted to edit the above entries.

High-poverty schools #FTE out of field= 2392.9 Percentage = 0.146751103

Low-poverty schools #FTE out of field = 1019.13 Percentage =0.050418908

Total schools #FTE out of field= 6417.63 Percentage=0.086867991

1.3.4 Poverty Quartile Breaks

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

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools	50.00%	13.42%

Poverty metric used	% STUDENTS CLASSIFIED AS ECONOMICALLY DISADVANTAGED
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FAQ:

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

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

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

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

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

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

Total ELs	#
Number of ALL ELs in the State	95,052
Number of ELs identified as children with disabilities	18,271

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	84,782

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	Spanish	1,087
Dual Language or Two-way Immersion	Spanish, Portuguese	1,919
English as Second language (ESL) or English Language Development (ELD)		
Content Classes with integrated ESL support	(not applicable)	81,776
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.

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	51,786
Portuguese	10,499
Creoles and pidgins, Portugues	4,148
Haitian; Haitian Creole	3,950
Chinese	3,873

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.*
1,949	1,718	258

*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	155
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	95
Supporting implementation of school wide programs	70
Professional development to teachers and other personnel serving ELs	155
Parent and community engagement activities	155
Supporting the development and implementation of pre-school programs	10
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	140
Improving instruction of ELs with disabilities	50
Providing tutorials, career and technical education	55
Offering programs to help ELs achieve success in post-secondary education	40
Other	25

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.

Programs assisting EL students acculturate to the school system in the U.S.

Reinforcing learning in the classroom by providing opportunities for EL students to attend field trips

Providing supplemental materials to encourage literacy

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	YES

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

The response is limited to 8,000 characters.

In addition to the above-listed items, the State provides bimonthly technical assistance sessions for LEAs to better understand Title IIIA fund use and the programs the funding supports. We also have regular network meetings when we provide technical assistance on topics related to ELE programs, services provided to ELs and compliance. There are also webinars available to provide assistance for districts to evaluate their programs and take action steps to improve the outcomes of the services English learners receive. Our office works closely with underperforming districts to improve interventions and outcomes.

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
29,042	23,922	11

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	30

Table 1.4.8.1 Definitions:

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

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

Grant applications are due 9/13. Upon an approvable application, districts receive first 10% of funds within 30 days.

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.

MA DESE has a streamlined application process for districts to apply and obtain its funds. We hold a consolidated grant review process that has reduced redundancies and allow reviewers to have district context across all ESSA grants. We hold various face to face and virtual technical assistance sessions to support districts with understanding allowable and unallowable costs, program and grant application support to help reduce any confusion upfront.

1.4.9 Title III Subgrantees

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

1.4.9.1 Termination of Title III Language Instruction Educational Programs

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

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

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

1.5 PERSISTENTLY DANGEROUS SCHOOLS

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

Persistently Dangerous Schools	#
Persistently Dangerous Schools	

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

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

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

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

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	379	379
LEAs with subgrants	28	28
Total	407	407

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)	669
K	1,765
1	2,004
2	2,021
3	2,054
4	2,066
5	1,927
6	1,853
7	1,686
8	1,664
9	2,135
10	1,661
11	1,426
12	1,664
Ungraded	63
Total	24,658

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	7,502	68
Doubled-up (e.g., living with another family)	15,330	1,282
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	206	33
Hotels/Motels	1,620	6
Total	24,658	1,389

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	1,389
Migrant children/youth	68
Children with disabilities (<i>IDEA</i>)	6,268
English Learners (ELs)	8,615

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	1,064
Age 3 through 5 (not Kindergarten)	604
Total	1,668

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