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

Ohio

PART I DUE Thursday, April 09, 2020

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303[1] of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*[2] .

Paperwork Burden Statement

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

---

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

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

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

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

Check the one that indicates the report you are submitting:
[X] Part I, 2018-19 [ ] Part II, 2018-19

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

Address:

Person to contact about this report:

Name:
Dr. Ardith M. Allen
Telephone:
1-614-728-8054
Fax:
None
e-mail:
ardith.allen@education.ohio.gov

Name of Authorizing State Official: (Print or Type):
Beth Fletcher, Chief Information Officer, Ohio Department of Education

Submitted Date and Time:

05/07/20 1:24:10 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 *ESEA*.	https://reportcard.education.ohio.gov/

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	126,178	99.8%	126,178	S	67.1%
American Indian or Alaska Native	S	126	>=95%	126	S	60%
Asian or Pacific Islander	S	3,336	>=99.9%	3,336	S	82.1%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	22,750	99.6%	22,750	S	39.9%
Hispanic or Latino	S	8,191	99.7%	8,191	S	53.8%
White	S	84,366	99.8%	84,366	S	75.6%
Two or more races	S	7,409	99.8%	7,409	S	61.4%
Children with disabilities (*IDEA*)	S	21,095	99.5%	21,095	S	35.7%
English learners	S	5,037	99.7%	5,037	S	36.5%
Economically disadvantaged students	S	69,128	99.7%	69,128	S	53.3%
Children in foster care	S	5,949	>=99.9%	5,949	S	69.4%
Children who are homeless	S	2,278	>=99%	2,278	S	39%
Migratory students	S	58	>=90%	58	S	47%
Military connected students	S	783	>=99%	783	S	82%
Male	S	65,072	99.7%	65,072	S	67.9%
Female	S	61,106	99.8%	61,106	S	66.2%

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	127,234	99.8%	127,234	S	74.3%
American Indian or Alaska Native	S	155	>=95%	155	S	70%
Asian or Pacific Islander	S	3,163	>=99.9%	3,163	S	87.4%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	22,064	99.6%	22,064	S	47.7%
Hispanic or Latino	S	8,471	99.7%	8,471	S	64%
White	S	85,964	99.8%	85,964	S	82.1%
Two or more races	S	7,417	99.7%	7,417	S	69.6%
Children with disabilities (*IDEA*)	S	21,121	99.4%	21,121	S	43.1%
English learners	S	4,211	99.6%	4,211	S	44%
Economically disadvantaged students	S	69,023	99.7%	69,023	S	62.1%
Children in foster care	S	8,609	>=99.9%	8,609	S	66.7%
Children who are homeless	S	2,246	>=99%	2,246	S	46%
Migratory students	S	56	>=90%	56	S	66%
Military connected students	S	645	>=99%	645	S	88%
Male	S	65,014	99.7%	65,014	S	74.6%
Female	S	62,220	99.8%	62,220	S	74.1%

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	128,201	99.7%	128,201	S	62.5%
American Indian or Alaska Native	S	147	>=95%	147	S	58%
Asian or Pacific Islander	S	3,046	99.7%	3,046	S	81.3%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	21,438	99.6%	21,438	S	33.1%
Hispanic or Latino	S	8,506	99.7%	8,506	S	49.3%
White	S	87,979	99.7%	87,979	S	70.9%
Two or more races	S	7,085	99.7%	7,085	S	55%
Children with disabilities (*IDEA*)	S	21,005	99.3%	21,005	S	32%
English learners	S	3,365	99.6%	3,365	S	25.6%
Economically disadvantaged students	S	68,030	99.7%	68,030	S	47.3%
Children in foster care	S	8,657	>=99.9%	8,657	S	49.3%
Children who are homeless	S	2,130	>=99%	2,130	S	31%
Migratory students	S	35	>=90%	35	S	31%
Military connected students	S	601	>=99%	601	S	78%
Male	S	65,584	99.7%	65,584	S	63.1%
Female	S	62,617	99.7%	62,617	S	61.8%

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

1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	129,746	99.6%	129,746	S	60.1%
American Indian or Alaska Native	S	174	>=95%	174	S	49%
Asian or Pacific Islander	S	3,086	99.7%	3,086	S	79.7%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	21,904	99.4%	21,904	S	30.8%
Hispanic or Latino	S	8,242	99.6%	8,242	S	45.3%
White	S	89,478	99.6%	89,478	S	68.5%
Two or more races	S	6,862	99.7%	6,862	S	54.3%
Children with disabilities (*IDEA*)	S	21,088	99.2%	21,088	S	26.7%
English learners	S	3,134	99.3%	3,134	S	20.4%
Economically disadvantaged students	S	67,249	99.5%	67,249	S	43.6%
Children in foster care	S	9,115	99.8%	9,115	S	48.1%
Children who are homeless	S	2,128	98%	2,128	S	29%
Migratory students	S	39	>=90%	39	S	33%
Military connected students	S	502	>=99%	502	S	72%
Male	S	66,622	99.6%	66,622	S	59%
Female	S	63,124	99.6%	63,124	S	61.4%

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	128,861	99.3%	128,861	S	58.8%
American Indian or Alaska Native	S	160	>=95%	160	S	52%
Asian or Pacific Islander	S	3,232	99.8%	3,232	S	78.5%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	21,092	98.8%	21,092	S	28.1%
Hispanic or Latino	S	8,053	99.4%	8,053	S	44.2%
White	S	89,801	99.5%	89,801	S	67.3%
Two or more races	S	6,523	99.2%	6,523	S	49.6%
Children with disabilities (*IDEA*)	S	20,470	98.7%	20,470	S	24.3%
English learners	S	3,194	99%	3,194	S	17.2%
Economically disadvantaged students	S	63,750	99.1%	63,750	S	41.4%
Children in foster care	S	6,769	99.8%	6,769	S	39.1%
Children who are homeless	S	1,928	97%	1,928	S	27%
Migratory students	S	58	>=90%	58	S	38%
Military connected students	S	449	>=99%	449	S	69%
Male	S	66,233	99.3%	66,233	S	57.9%
Female	S	62,628	99.4%	62,628	S	59.8%

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	132,847	99.1%	132,847	S	66.1%
American Indian or Alaska Native	S	169	>=95%	169	S	61%
Asian or Pacific Islander	S	3,842	99.4%	3,842	S	84.1%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	19,744	98.5%	19,744	S	35.1%
Hispanic or Latino	S	7,719	98.8%	7,719	S	53.5%
White	S	94,993	99.3%	94,993	S	73.5%
Two or more races	S	6,380	98.9%	6,380	S	57.7%
Children with disabilities (*IDEA*)	S	19,419	98.5%	19,419	S	28.3%
English learners	S	3,166	98.5%	3,166	S	23.2%
Economically disadvantaged students	S	61,163	98.7%	61,163	S	48.6%
Children in foster care	S	6,462	99.2%	6,462	S	46.3%
Children who are homeless	S	1,712	96%	1,712	S	30%
Migratory students	S	53	>=90%	53	S	47%
Military connected students	S	612	>=99%	612	S	82%
Male	S	68,009	99.1%	68,009	S	64%
Female	S	64,838	99.2%	64,838	S	68.4%

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

1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	129,811	98.1%	129,811	S	47.7%
American Indian or Alaska Native	S	175	>=95%	175	S	44%
Asian or Pacific Islander	S	3,174	98.8%	3,174	S	66.9%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	20,072	95.9%	20,072	S	18.7%
Hispanic or Latino	S	7,143	97.3%	7,143	S	32.2%
White	S	93,333	98.7%	93,333	S	54.9%
Two or more races	S	5,914	97.1%	5,914	S	39.4%
Children with disabilities (*IDEA*)	S	19,597	96.5%	19,597	S	18%
English learners	S	3,659	96.2%	3,659	S	12.8%
Economically disadvantaged students	S	57,330	96.7%	57,330	S	28.7%
Children in foster care	S	2,868	97%	2,868	S	25%
Children who are homeless	S	1,681	93%	1,681	S	17%
Migratory students	S	89	>=95%	89	S	12%
Military connected students	S	628	>=99%	628	S	75%
Male	S	66,115	97.9%	66,115	S	47%
Female	S	63,696	98.3%	63,696	S	48.3%

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	130,727	99.8%	130,727	S	66.7%
American Indian or Alaska Native	S	136	>=95%	136	S	68%
Asian or Pacific Islander	S	3,498	>=99.9%	3,498	S	77.7%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	24,075	99.6%	24,075	S	43.6%
Hispanic or Latino	S	8,578	99.7%	8,578	S	53.5%
White	S	86,676	>=99.9%	86,676	S	74.4%
Two or more races	S	7,764	99.8%	7,764	S	61.9%
Children with disabilities (*IDEA*)	S	21,876	99.6%	21,876	S	37.5%
English Learners	S	5,286	99.8%	5,286	S	31.2%
Economically disadvantaged students	S	72,613	99.8%	72,613	S	53.3%
Children in foster care	S	7,467	>=99.9%	7,467	S	73.7%
Children who are homeless	S	2,529	>=99%	2,529	S	38%
Migratory students	S	71	>=95%	71	S	34%
Military connected students	S	765	>=99%	765	S	83%
Male	S	67,459	99.8%	67,459	S	64.7%
Female	S	63,268	99.8%	63,268	S	68.8%

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	127,599	99.8%	127,599	S	63.3%
American Indian or Alaska Native	S	155	>=95%	155	S	63%
Asian or Pacific Islander	S	3,230	99.8%	3,230	S	76.3%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	22,017	99.7%	22,017	S	40.3%
Hispanic or Latino	S	8,457	99.8%	8,457	S	51%
White	S	86,304	99.8%	86,304	S	70.2%
Two or more races	S	7,436	99.7%	7,436	S	58.6%
Children with disabilities (*IDEA*)	S	21,105	99.5%	21,105	S	31.9%
English Learners	S	4,166	99.7%	4,166	S	24.9%
Economically disadvantaged students	S	68,984	99.8%	68,984	S	49.5%
Children in foster care	S	8,871	>=99.9%	8,871	S	51.3%
Children who are homeless	S	2,244	>=99%	2,244	S	37%
Migratory students	S	53	>=90%	53	S	53%
Military connected students	S	860	>=99%	860	S	74%
Male	S	65,228	99.8%	65,228	S	61.2%
Female	S	62,371	99.8%	62,371	S	65.4%

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	129,899	99.7%	129,899	S	69.8%
American Indian or Alaska Native	S	153	>=95%	153	S	65%
Asian or Pacific Islander	S	3,271	99.7%	3,271	S	79%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	21,467	99.6%	21,467	S	46.1%
Hispanic or Latino	S	8,539	99.7%	8,539	S	57.5%
White	S	89,310	99.8%	89,310	S	76.8%
Two or more races	S	7,159	99.7%	7,159	S	65.2%
Children with disabilities (*IDEA*)	S	21,066	99.4%	21,066	S	35.7%
English Learners	S	3,360	99.5%	3,360	S	20.7%
Economically disadvantaged students	S	68,229	99.7%	68,229	S	57.2%
Children in foster care	S	8,595	>=99.9%	8,595	S	61%
Children who are homeless	S	2,140	>=99%	2,140	S	43%
Migratory students	S	35	>=90%	35	S	46%
Military connected students	S	503	>=99%	503	S	81%
Male	S	66,610	99.7%	66,610	S	66.1%
Female	S	63,289	99.8%	63,289	S	73.8%

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	131,262	99.6%	131,262	S	56.1%
American Indian or Alaska Native	S	177	>=95%	177	S	50%
Asian or Pacific Islander	S	3,255	99.8%	3,255	S	73.7%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	22,001	99.5%	22,001	S	30.2%
Hispanic or Latino	S	8,262	99.6%	8,262	S	42.2%
White	S	90,636	99.7%	90,636	S	63.5%
Two or more races	S	6,931	99.7%	6,931	S	50.7%
Children with disabilities (*IDEA*)	S	21,151	99.3%	21,151	S	22.8%
English Learners	S	3,124	99.1%	3,124	S	9.6%
Economically disadvantaged students	S	67,582	99.6%	67,582	S	40.2%
Children in foster care	S	9,154	99.8%	9,154	S	42.9%
Children who are homeless	S	2,136	>=99%	2,136	S	29%
Migratory students	S	38	>=90%	38	S	26%
Military connected students	S	707	>=99%	707	S	72%
Male	S	67,442	99.6%	67,442	S	51.6%
Female	S	63,820	99.7%	63,820	S	60.9%

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	129,951	99.4%	129,951	S	67.7%
American Indian or Alaska Native	S	155	>=95%	155	S	61%
Asian or Pacific Islander	S	3,200	99.7%	3,200	S	80%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	21,164	98.9%	21,164	S	41.6%
Hispanic or Latino	S	8,156	99.4%	8,156	S	55%
White	S	90,709	99.5%	90,709	S	74.9%
Two or more races	S	6,567	99.1%	6,567	S	62.1%
Children with disabilities (*IDEA*)	S	20,529	98.9%	20,529	S	29.6%
English Learners	S	3,186	98.8%	3,186	S	16%
Economically disadvantaged students	S	64,372	99.2%	64,372	S	52.4%
Children in foster care	S	7,248	99.6%	7,248	S	58.7%
Children who are homeless	S	1,933	97%	1,933	S	36%
Migratory students	S	55	>=90%	55	S	55%
Military connected students	S	502	>=99%	502	S	85%
Male	S	66,670	99.4%	66,670	S	61.9%
Female	S	63,281	99.4%	63,281	S	73.8%

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

1.2.2.6 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	128,107	99.3%	128,107	S	58.9%
American Indian or Alaska Native	S	173	>=95%	173	S	55%
Asian or Pacific Islander	S	3,329	99.4%	3,329	S	73.4%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	19,634	98.9%	19,634	S	33.2%
Hispanic or Latino	S	7,555	99.1%	7,555	S	45.8%
White	S	91,248	99.4%	91,248	S	65.3%
Two or more races	S	6,168	99.2%	6,168	S	53.3%
Children with disabilities (*IDEA*)	S	19,386	98.8%	19,386	S	22.9%
English Learners	S	3,144	98.7%	3,144	S	10.4%
Economically disadvantaged students	S	60,394	99%	60,394	S	42.5%
Children in foster care	S	7,002	99.5%	7,002	S	44%
Children who are homeless	S	1,723	97%	1,723	S	29%
Migratory students	S	50	>=90%	50	S	36%
Military connected students	S	717	>=99%	717	S	74%
Male	S	65,435	99.3%	65,435	S	52.9%
Female	S	62,672	99.3%	62,672	S	65.1%

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	134,247	98.6%	134,247	S	66.2%
American Indian or Alaska Native	S	177	>=95%	177	S	59%
Asian or Pacific Islander	S	3,519	99%	3,519	S	75.1%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	20,700	96.9%	20,700	S	39%
Hispanic or Latino	S	7,445	97.9%	7,445	S	51.9%
White	S	96,282	99%	96,282	S	73.1%
Two or more races	S	6,124	97.8%	6,124	S	61.2%
Children with disabilities (*IDEA*)	S	19,916	97.3%	19,916	S	27.6%
English Learners	S	3,852	97.4%	3,852	S	15.9%
Economically disadvantaged students	S	59,284	97.6%	59,284	S	49.1%
Children in foster care	S	3,410	98.1%	3,410	S	55.2%
Children who are homeless	S	1,705	95%	1,705	S	37%
Migratory students	S	85	>=95%	85	S	26%
Military connected students	S	777	>=99%	777	S	87%
Male	S	68,656	98.5%	68,656	S	61.5%
Female	S	65,591	98.7%	65,591	S	71.1%

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

1.2.3 Academic Achievement and Participation in Science Assessment

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

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

1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

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

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

State Science Assessments are offered in grades 5, 8, and High School.

1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4

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

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

State Science Assessments are offered in grades 5, 8, and High School.

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	129,760	99.7%	129,760	S	65%
American Indian or Alaska Native	S	151	>=95%	151	S	66%
Asian or Pacific Islander	S	3,271	99.6%	3,271	S	79.6%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	21,436	99.5%	21,436	S	33.8%
Hispanic or Latino	S	8,532	99.6%	8,532	S	51.2%
White	S	89,219	99.7%	89,219	S	73.9%
Two or more races	S	7,151	99.7%	7,151	S	58%
Children with disabilities (*IDEA*)	S	21,016	99.2%	21,016	S	35%
English Learners	S	3,366	99.4%	3,366	S	22.3%
Economically disadvantaged students	S	68,111	99.6%	68,111	S	50.1%
Children in foster care	S	8,708	>=99.9%	8,708	S	54.6%
Children who are homeless	S	2,128	>=99%	2,128	S	34%
Migratory students	S	35	>=90%	35	S	37%
Military connected students	S	561	>=99%	561	S	86%
Male	S	66,530	99.7%	66,530	S	67.7%
Female	S	63,230	99.7%	63,230	S	62.2%

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

1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (*IDEA*)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

State Science Assessments are offered in grades 5, 8, and High School.

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

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

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

State Science Assessments are offered in grades 5, 8, and High School.

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	127,315	99.1%	127,315	S	68.3%
American Indian or Alaska Native	S	172	>=95%	172	S	63%
Asian or Pacific Islander	S	3,322	99.2%	3,322	S	81.5%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	19,507	98.4%	19,507	S	36.7%
Hispanic or Latino	S	7,519	98.8%	7,519	S	55.1%
White	S	90,657	99.3%	90,657	S	76.2%
Two or more races	S	6,138	99%	6,138	S	60.1%
Children with disabilities (*IDEA*)	S	19,273	98.4%	19,273	S	33.8%
English Learners	S	3,142	98.4%	3,142	S	23.2%
Economically disadvantaged students	S	60,076	98.7%	60,076	S	52.1%
Children in foster care	S	6,660	99.5%	6,660	S	57.9%
Children who are homeless	S	1,709	96%	1,709	S	36%
Migratory students	S	53	>=90%	53	S	45%
Military connected students	S	504	>=99%	504	S	87%
Male	S	65,052	99%	65,052	S	68.1%
Female	S	62,263	99.1%	62,263	S	68.4%

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	131,872	98%	131,872	S	72.9%
American Indian or Alaska Native	S	172	>=95%	172	S	70%
Asian or Pacific Islander	S	3,400	98.7%	3,400	S	83.1%
Asian						
Native Hawaiian or other Pacific Islander						
Black or African American	S	20,180	95.5%	20,180	S	44.8%
Hispanic or Latino	S	7,214	97.1%	7,214	S	60%
White	S	94,921	98.7%	94,921	S	79.9%
Two or more races	S	5,985	97.3%	5,985	S	67.3%
Children with disabilities (*IDEA*)	S	19,667	96.4%	19,667	S	36.4%
English Learners	S	3,485	95.8%	3,485	S	28.4%
Economically disadvantaged students	S	58,212	96.7%	58,212	S	57.1%
Children in foster care	S	3,580	98.1%	3,580	S	58%
Children who are homeless	S	1,678	92%	1,678	S	43%
Migratory students	S	67	>=95%	67	S	43%
Military connected students	S	355	>=99%	355	S	84%
Male	S	67,182	97.8%	67,182	S	70.6%
Female	S	64,690	98.2%	64,690	S	75.3%

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

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

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

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

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

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

Type of Assessment	**# Children with Disabilities *(IDEA)* Participating**	**Percentage of Children with Disabilities (*IDEA*) Participating, Who Took the Specified Assessment**
Regular Assessment without Accommodations	34,864	24.25%
Regular Assessment with Accommodations	91,333	63.52%
Alternate Assessment Based on Alternate Achievement Standards	17,598	12.24%
Total	143,795	

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

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

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	**# Students Participating**	**Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards**
17,598	902,878	1.95%

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

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

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

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

1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment

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

Note: For this question only, report on children with disabilities (*IDEA*) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities *(IDEA)* Participating	Percentage of Children with Disabilities (*IDEA*) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	34,900	24.06%
Regular Assessment with Accommodations	92,548	63.81%
Alternate Assessment Based on Alternate Achievement Standards	17,581	12.12%
Recently arrived ELs, took ELP		
Total	145,029	

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

The blank values for this question indicate zeroes.

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
17,581	911,792	1.93%

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

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

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

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

1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment

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

Type of Assessment	**# Children with Disabilities *(IDEA)* Participating**	**Percentage of Children with Disabilities (*IDEA*) Participating, Who Took the Specified Assessment**
Regular Assessment without Accommodations	14,720	24.55%
Regular Assessment with Accommodations	37,623	62.75%
Alternate Assessment Based on Alternate Achievement Standards	7,613	12.70%
Total	59,956	

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
7,613	388,947	1.96%

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	

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

The blank value for this question indicates a zero.

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).	YES	NO	Spanish; Castilian

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

1.2.5.2 Performance of ELs on State ELP Assessment

In the table below, please provide for all ELs: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	57,231	S	S	65.2%	S	25.7%

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

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

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

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	55,805	S	S	65.5%	S	25.8%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	7,849	S	S	48.3%	S	14%

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	13,660	24.90%

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

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

1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have not attained proficiency within five years.

	#	%*
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	3,508	6.40%

*** 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
5,950	12,560	929	2,507	21,946

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	3,677	65.3%	209	48%
Year Two	10,158	73.5%	367	47%
Year Three	703	69%	8	<50%
Year Four	1,231	75%	32	47%

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	3,708	64.2%	209	46%
Year Two	10,319	73.7%	371	53%
Year Three	713	75%	8	>=50%
Year Four	1,375	84%	35	57%

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	1,067	58%	66	44%
Year Two	3,685	72.5%	159	52%
Year Three	280	69%	6	>=50%
Year Four	944	84%	31	61%

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

1.2.6 Grants for State Assessments and Related Activities

1.2.6.1 Grants for State Assessments and Related Activities

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

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

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

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*	80.00%
To administer assessments required by Section 1111(b) of the *ESEA* or to carry out other activities described in Section 1201 of the *ESEA*	20.00%

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

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

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

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b) of the *ESEA*	YES
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	YES
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the *ESEA*.	YES
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the *ESEA* and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the *ESEA*.	YES
Ensuring the continued validity and reliability of State assessments.	YES
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	YES
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	NO
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the *ESEA* in order to integrate engineering design skills and practices into such assessments.	NO
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the *ESEA* and other assessments not required under Section 1111(b)(2) of the *ESEA*.	NO
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the *ESEA*, and using the principles of universal design for learning.	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 *ESEA*.	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 *ESEA* in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	NO
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	20,199.88	2,675.39	13.24%
Low-poverty schools	26,721.30	1,611.52	6.03%
Total schools	99,650.63	8,983.20	

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	20,199.88	6.11	0.03%
Low-poverty schools	26,721.30		
Total schools	99,650.63	10.26	

Comments: The response is limited to 4,000 characters.
The blank values for this question indicate zeroes.

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	20,199.88	592.27	2.93%
Low-poverty schools	26,721.30	118.76	0.44%
Total schools	99,650.63	1,502.85	

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

1.3.4 Poverty Quartile Breaks

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

	High-Poverty Schools (more than what %)	**Low-Poverty Schools (less than what %)**
All schools	94.80%	27.50%

Poverty metric used	Rank of schools by percent of student enrollment reported as Economically Disadvantaged

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	56,108
Number of ELs identified as children with disabilities	7,589

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	54,693

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		786
Dual Language or Two-way Immersion		
English as Second language (ESL) or English Language Development (ELD)		34,804
Content Classes with integrated ESL support		
Newcomer programs		
Other		19,103

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.

The Ohio Department of Education is currently unable to provide data for the 2018-2019 school year regarding languages of instruction for the Language Instruction Educational Programs (LIEPs) used by LEAs in our state. We are experiencing a lag in the ability of our data collection systems to collect these data in full. Once these systems are modified, however, we will be able to submit data for Question 1.4.2 as usual. We are working hard to ensure that all necessary modifications will be made as soon as possible.

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	21,193
English	8,843
Somali	3,925
Arabic	3,561
Chinese	859

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.*
615	601	0

*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.

The Ohio Department of Education has entered a zero in the cell for the number of ESL/bilingual endorsed teachers who will be needed for the succeeding five years in our state. This zero is a placeholder so that we may submit our CSPR, but it is not an accurate response to this question.

We are currently unable to provide complete data for the 2018-2019 school year for this question. We are experiencing a lag in the ability of our data collection systems to collect these data in full. Once these systems are modified, however, we will be able to submit data for Question 1.4.4 as usual. We are working hard to ensure that all necessary modifications will be made as soon as possible.

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	8
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	4
Supporting implementation of school wide programs	18
Professional development to teachers and other personnel serving ELs	0
Parent and community engagement activities	88
Supporting the development and implementation of pre-school programs	11
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	0
Improving instruction of ELs with disabilities	112
Providing tutorials, career and technical education	57
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.

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

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

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

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

The response is limited to 8,000 characters.

*Providing guidance on identifying, instructing, and assessing English learners with disabilities.

The Department has worked with the Great Lakes Comprehensive Center and the English Learner Advisory committee to provide resources and information related to serving English learners and families with Individualized Education Programs and 504 Plans. The guidance, which includes the identification of English learners with potential disabilities, will be shared online and through professional learning provided through the state system of Educational Service Centers.

*Addressing literacy needs of ELs with limited or interrupted formal education (SLIFE).

Newcomer students who arrive after grade 5 are often challenged with literacy issues as they must learn to read and write in English at the same time reading and writing are used to access content and express higher order thinking skills. The SEA includes training about the needs of SLIFE students through professional learning provided to the State Support Team literacy trainers who work across school typologies and state regions.

* Increasing focus upon English learners in community (charter) schools.

As data indicate an increasing number of English learners are enrolling in and attending community schools, the SEA is encouraging networking among LEAs to share information and resources between traditional public schools, community (charter) schools, and non-profit organizations such as the state professional organization for teachers of English learners, Ohio Teachers to Speakers of Other Languages (OTESOL)

*Support for EL access to remote learning.

The SEA publishes resources for the provision of remote learning. The aim is to help LEAs continue to develop English learners' language skills and ensure access to the state's learning standards during online instruction.

*Support for non-academic areas.

The SEA includes English learners among groups targeted as "vulnerable youth" to assure that culturally and linguistically diverse students and families are not left out of initiatives that support, for example, school climate, positive behavior supports, and health-related initiatives.

* Providing recognition to LEAs that welcome English learners and provide quality instructional supports.

While the SEA does not provide monetary recognition to schools and districts that demonstrate improvement or best practices serving English learners, the SEA is considering ways to recognize schools, for example, highlighting "Schools that Welcome New Americans." The SEA also

supports the professional development conference of Ohio TESOL, which includes recognition of K-12 TESOL specialists working in Ohio schools.

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
20,352	15,850	8,952

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

The response is limited to 8,000 characters.

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

Table 1.4.7 Definitions:

1. Immigrant Students Enrolled: Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
2. Immigrant Students in LEAs receiving funds under Section 3114(d): Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
3. 3114(d) Subgrants: Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the "# of days/$$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/$$ Distribution
7/1/2018	7/1/2018	0

Table 1.4.8.1 Definitions:

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

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

The Ohio Department of Education (ODE) receives preliminary allocation estimates from the U.S. Department of Education in the spring, and our allocations team works on loading those estimates into the Comprehensive Continuous Improvement Plan (CCIP) by mid-June for LEAs to budget their funds. July 1 is the earliest substantially approved date for the LEA to submit its CCIP applications to ODE consultants for review and approval.

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.

The allocations team in the Office of Federal Programs works on preliminary allocation estimates once the grant estimate is available from the U.S. Department of Education in the spring. Those funds become available in the Comprehensive Continuous Improvement Plan (CCIP), the state's electronic grant application and planning system, by mid-June, with an earliest possible substantially approved date of July 1 (obtained after an Ohio subgrantee submits its CCIP online grant application that has been approved by an authorized representative/superintendent to the SEA). Reallocations then occur in the fall after we receive the actual U.S. Department of Education allocation amounts on July 1st.

1.4.9 Title III Subgrantees

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

1.4.9.1 Termination of Title III Language Instruction Educational Programs

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

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

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

1.5 PERSISTENTLY DANGEROUS SCHOOLS

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

Persistently Dangerous Schools	**#**
Persistently Dangerous Schools	

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

The blank value for this question indicates a zero.

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	1,013	1,013
LEAs with subgrants	30	30
Total	1,043	1,043

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)	558
K	2,733
1	2,577
2	2,633
3	2,795
4	2,722
5	2,595
6	2,570
7	2,377
8	2,157
9	2,968
10	2,113
11	1,875
12	2,107
Ungraded	
Total	32,780

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

The blank value for "Ungraded Students" in this question indicates a zero.

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	4,800	235
Doubled-up (e.g., living with another family)	25,890	2,113
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	359	57
Hotels/Motels	1,731	24
Total	32,780	2,429

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	2,429
Migrant children/youth	18
Children with disabilities (*IDEA*)	7,681
English Learners (ELs)	1,518

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	1,347
Age 3 through 5 (not Kindergarten)	1,915
Total	3,262

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