

**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

Washington



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

Check the one that indicates the report you are submitting:

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

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

Office of Superintendent of Public Instruction

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Submitted Date and Time:

05/07/20 10:40:41 AM

1.1 GENERAL INFORMATION

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the *ESEA*.

1.1.1 State Report Cards

Provide the url for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	https://washingtonstatereportcard.ospi.k12.wa.us/
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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	82,030	97%	82,030	S	59%
American Indian or Alaska Native	S	890	97%	890	S	36%
Asian or Pacific Islander	S	7,391	96.7%	7,391	S	72.9%
<i>Asian</i>	S	6,448	96.9%	6,448	S	78.2%
<i>Native Hawaiian or other Pacific Islander</i>	S	943	95%	943	S	37%
Black or African American	S	3,479	95.7%	3,479	S	38.3%
Hispanic or Latino	S	19,885	97.1%	19,885	S	41.7%
White	S	42,859	97.1%	42,859	S	66.5%
Two or more races	S	7,521	97.5%	7,521	S	60.5%
Children with disabilities (<i>IDEA</i>)	S	12,398	94.4%	12,398	S	32.2%
English learners	S	11,879	94.7%	11,879	S	27.2%
Economically disadvantaged students	S	39,642	96.9%	39,642	S	43%
Children in foster care	S	582	95%	582	S	35%
Children who are homeless	S	2,354	91%	2,354	S	30%
Migratory students	S	1,674	97%	1,674	S	33%
Military connected students	S	2,451	96%	2,451	S	65%
Male	S	42,018	96.9%	42,018	S	60.1%
Female	S	40,007	97.3%	40,007	S	57.9%

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	84,560	97.2%	84,560	S	55%
American Indian or Alaska Native	S	980	98%	980	S	30%
Asian or Pacific Islander	S	7,446	97.4%	7,446	S	72.1%
<i>Asian</i>	S	6,522	97.9%	6,522	S	77.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	924	94%	924	S	34%
Black or African American	S	3,677	95.2%	3,677	S	35.6%
Hispanic or Latino	S	20,951	97.2%	20,951	S	37.3%
White	S	43,852	97.1%	43,852	S	62.4%
Two or more races	S	7,650	97.8%	7,650	S	57.1%
Children with disabilities (<i>IDEA</i>)	S	12,786	94.9%	12,786	S	26.6%
English learners	S	10,915	94.4%	10,915	S	19.9%
Economically disadvantaged students	S	41,415	96.9%	41,415	S	39%
Children in foster care	S	575	94%	575	S	27%
Children who are homeless	S	2,394	91%	2,394	S	29%
Migratory students	S	1,741	96%	1,741	S	27%
Military connected students	S	2,416	96%	2,416	S	64%
Male	S	43,224	96.9%	43,224	S	56.6%
Female	S	41,326	97.4%	41,326	S	53.3%

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	85,988	97.2%	85,988	S	49.3%
American Indian or Alaska Native	S	1,028	96%	1,028	S	26%
Asian or Pacific Islander	S	7,755	97.2%	7,755	S	67.8%
<i>Asian</i>	S	6,789	97.6%	6,789	S	73.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	966	95%	966	S	28%
Black or African American	S	3,722	95.6%	3,722	S	29.3%
Hispanic or Latino	S	21,389	97.6%	21,389	S	31.6%
White	S	44,465	97.2%	44,465	S	56.4%
Two or more races	S	7,624	97.7%	7,624	S	51.2%
Children with disabilities (<i>IDEA</i>)	S	12,808	95.1%	12,808	S	20.3%
English learners	S	9,047	94%	9,047	S	12.1%
Economically disadvantaged students	S	41,880	97%	41,880	S	32.7%
Children in foster care	S	566	94%	566	S	24%
Children who are homeless	S	2,400	92%	2,400	S	22%
Migratory students	S	1,812	97%	1,812	S	22%
Military connected students	S	2,236	96%	2,236	S	54%
Male	S	43,909	97.1%	43,909	S	51.1%
Female	S	42,072	97.4%	42,072	S	47.4%

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	85,074	96.9%	85,074	S	47.8%
American Indian or Alaska Native	S	1,007	97%	1,007	S	20%
Asian or Pacific Islander	S	7,606	97.5%	7,606	S	67.3%
<i>Asian</i>	S	6,622	97.9%	6,622	S	73.9%
<i>Native Hawaiian or other Pacific Islander</i>	S	984	94%	984	S	23%
Black or African American	S	3,689	95.2%	3,689	S	27.6%
Hispanic or Latino	S	21,107	97.2%	21,107	S	30.1%
White	S	44,327	96.9%	44,327	S	54.9%
Two or more races	S	7,331	97.1%	7,331	S	49.8%
Children with disabilities (<i>IDEA</i>)	S	11,806	94.4%	11,806	S	15.4%
English learners	S	7,887	93.2%	7,887	S	10.2%
Economically disadvantaged students	S	41,030	96.5%	41,030	S	30.9%
Children in foster care	S	516	92%	516	S	23%
Children who are homeless	S	2,337	91%	2,337	S	22%
Migratory students	S	1,864	97%	1,864	S	23%
Military connected students	S	2,266	96%	2,266	S	53%
Male	S	43,698	96.7%	43,698	S	47.3%
Female	S	41,361	97.2%	41,361	S	48.3%

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

1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	81,988	96.3%	81,988	S	50%
American Indian or Alaska Native	S	981	95%	981	S	26%
Asian or Pacific Islander	S	7,282	97.1%	7,282	S	68.9%
<i>Asian</i>	S	6,362	97.6%	6,362	S	75.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	920	94%	920	S	26%
Black or African American	S	3,600	94.4%	3,600	S	26.3%
Hispanic or Latino	S	20,076	96.3%	20,076	S	31.7%
White	S	43,204	96.3%	43,204	S	57.7%
Two or more races	S	6,844	96.3%	6,844	S	51%
Children with disabilities (<i>IDEA</i>)	S	10,809	93.2%	10,809	S	15.4%
English learners	S	7,382	92.5%	7,382	S	10.1%
Economically disadvantaged students	S	38,369	95.5%	38,369	S	32.1%
Children in foster care	S	497	89%	497	S	21%
Children who are homeless	S	2,153	89%	2,153	S	21%
Migratory students	S	1,763	96%	1,763	S	23%
Military connected students	S	2,075	96%	2,075	S	55%
Male	S	42,199	96.2%	42,199	S	50.3%
Female	S	39,782	96.3%	39,782	S	49.7%

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	79,424	95.5%	79,424	S	47.2%
American Indian or Alaska Native	S	911	92%	911	S	21%
Asian or Pacific Islander	S	7,549	96.9%	7,549	S	66.7%
<i>Asian</i>	S	6,563	97.5%	6,563	S	73.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	986	93%	986	S	22%
Black or African American	S	3,410	93.1%	3,410	S	24.8%
Hispanic or Latino	S	18,969	95.2%	18,969	S	29.2%
White	S	42,430	95.7%	42,430	S	54.1%
Two or more races	S	6,152	95.4%	6,152	S	47.6%
Children with disabilities (<i>IDEA</i>)	S	10,233	92.1%	10,233	S	12.8%
English learners	S	7,170	91.7%	7,170	S	10.4%
Economically disadvantaged students	S	36,132	94.5%	36,132	S	29.4%
Children in foster care	S	520	87%	520	S	19%
Children who are homeless	S	1,980	86%	1,980	S	19%
Migratory students	S	1,726	95%	1,726	S	22%
Military connected students	S	1,790	96%	1,790	S	53%
Male	S	41,030	95.5%	41,030	S	45.7%
Female	S	38,373	95.5%	38,373	S	48.9%

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	77,091	91.9%	77,091	S	42.8%
American Indian or Alaska Native	S	917	88%	917	S	21%
Asian or Pacific Islander	S	7,383	94.3%	7,383	S	63.5%
<i>Asian</i>	S	6,537	95.5%	6,537	S	69.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	846	86%	846	S	18%
Black or African American	S	3,229	85.5%	3,229	S	21.5%
Hispanic or Latino	S	17,146	89.8%	17,146	S	23.5%
White	S	42,870	93.2%	42,870	S	48.8%
Two or more races	S	5,542	90.7%	5,542	S	44%
Children with disabilities (<i>IDEA</i>)	S	8,978	86.6%	8,978	S	11%
English learners	S	5,475	82.8%	5,475	S	8.9%
Economically disadvantaged students	S	31,530	88.5%	31,530	S	24.1%
Children in foster care	S	408	71%	408	S	13%
Children who are homeless	S	1,681	74%	1,681	S	15%
Migratory students	S	1,448	89%	1,448	S	15%
Military connected students	S	1,420	90%	1,420	S	45%
Male	S	39,172	91.2%	39,172	S	42.6%
Female	S	37,841	92.7%	37,841	S	43%

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	82,005	97%	82,005	S	56.4%
American Indian or Alaska Native	S	897	98%	897	S	30%
Asian or Pacific Islander	S	7,341	96.1%	7,341	S	67.9%
Asian	S	6,397	96.2%	6,397	S	73%
Native Hawaiian or other Pacific Islander	S	944	95%	944	S	34%
Black or African American	S	3,472	95.5%	3,472	S	39.3%
Hispanic or Latino	S	19,868	97%	19,868	S	38.1%
White	S	42,886	97.2%	42,886	S	64.3%
Two or more races	S	7,536	97.7%	7,536	S	59.4%
Children with disabilities (<i>IDEA</i>)	S	12,424	94.5%	12,424	S	29.1%
English Learners	S	11,754	93.7%	11,754	S	18.1%
Economically disadvantaged students	S	39,639	96.9%	39,639	S	39.7%
Children in foster care	S	582	95%	582	S	34%
Children who are homeless	S	2,347	91%	2,347	S	28%
Migratory students	S	1,663	97%	1,663	S	25%
Military connected students	S	2,462	96%	2,462	S	64%
Male	S	41,989	96.8%	41,989	S	53%
Female	S	40,011	97.3%	40,011	S	59.9%

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	84,545	97.1%	84,545	S	57.8%
American Indian or Alaska Native	S	980	98%	980	S	31%
Asian or Pacific Islander	S	7,387	96.7%	7,387	S	70.1%
<i>Asian</i>	S	6,461	97%	6,461	S	75.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	926	94%	926	S	34%
Black or African American	S	3,679	95.3%	3,679	S	40.9%
Hispanic or Latino	S	20,955	97.2%	20,955	S	39.9%
White	S	43,877	97.2%	43,877	S	65.8%
Two or more races	S	7,663	97.9%	7,663	S	60.5%
Children with disabilities (<i>IDEA</i>)	S	12,803	95%	12,803	S	27.5%
English Learners	S	10,813	93.5%	10,813	S	16.3%
Economically disadvantaged students	S	41,451	97%	41,451	S	41.5%
Children in foster care	S	583	95%	583	S	33%
Children who are homeless	S	2,391	91%	2,391	S	32%
Migratory students	S	1,740	96%	1,740	S	26%
Military connected students	S	2,417	96%	2,417	S	66%
Male	S	43,205	96.9%	43,205	S	54.6%
Female	S	41,330	97.4%	41,330	S	61.2%

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	86,056	97.3%	86,056	S	61.3%
American Indian or Alaska Native	S	1,028	96%	1,028	S	34%
Asian or Pacific Islander	S	7,730	96.9%	7,730	S	73.5%
<i>Asian</i>	S	6,758	97.1%	6,758	S	78.7%
<i>Native Hawaiian or other Pacific Islander</i>	S	972	95%	972	S	37%
Black or African American	S	3,728	95.7%	3,728	S	44.4%
Hispanic or Latino	S	21,393	97.6%	21,393	S	43.7%
White	S	44,534	97.4%	44,534	S	69.1%
Two or more races	S	7,639	97.9%	7,639	S	65.3%
Children with disabilities (<i>IDEA</i>)	S	12,830	95.3%	12,830	S	26.5%
English Learners	S	8,975	93.3%	8,975	S	12.8%
Economically disadvantaged students	S	41,937	97.1%	41,937	S	45.1%
Children in foster care	S	573	96%	573	S	38%
Children who are homeless	S	2,412	92%	2,412	S	36%
Migratory students	S	1,811	97%	1,811	S	30%
Military connected students	S	2,243	96%	2,243	S	69%
Male	S	43,935	97.2%	43,935	S	57.4%
Female	S	42,114	97.5%	42,114	S	65.4%

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	85,154	97%	85,154	S	57.9%
American Indian or Alaska Native	S	1,005	97%	1,005	S	29%
Asian or Pacific Islander	S	7,572	97%	7,572	S	71.8%
<i>Asian</i>	S	6,579	97.3%	6,579	S	77.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	993	95%	993	S	34%
Black or African American	S	3,693	95.3%	3,693	S	38.9%
Hispanic or Latino	S	21,122	97.2%	21,122	S	39.7%
White	S	44,414	97.1%	44,414	S	65.8%
Two or more races	S	7,341	97.2%	7,341	S	61.3%
Children with disabilities (<i>IDEA</i>)	S	11,830	94.6%	11,830	S	19.9%
English Learners	S	7,822	92.5%	7,822	S	9.7%
Economically disadvantaged students	S	41,091	96.7%	41,091	S	41.3%
Children in foster care	S	524	93%	524	S	30%
Children who are homeless	S	2,336	91%	2,336	S	32%
Migratory students	S	1,855	96%	1,855	S	28%
Military connected students	S	2,276	97%	2,276	S	64%
Male	S	43,728	96.7%	43,728	S	52.9%
Female	S	41,412	97.3%	41,412	S	63.1%

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	82,080	96.4%	82,080	S	62%
American Indian or Alaska Native	S	976	94%	976	S	34%
Asian or Pacific Islander	S	7,259	96.8%	7,259	S	74.9%
<i>Asian</i>	S	6,336	97.2%	6,336	S	80.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	923	94%	923	S	39%
Black or African American	S	3,614	94.8%	3,614	S	42.6%
Hispanic or Latino	S	20,098	96.4%	20,098	S	45%
White	S	43,268	96.4%	43,268	S	69.6%
Two or more races	S	6,864	96.6%	6,864	S	64.5%
Children with disabilities (<i>IDEA</i>)	S	10,879	93.8%	10,879	S	20.9%
English Learners	S	7,334	91.9%	7,334	S	11.2%
Economically disadvantaged students	S	38,428	95.7%	38,428	S	45.5%
Children in foster care	S	504	91%	504	S	35%
Children who are homeless	S	2,151	89%	2,151	S	35%
Migratory students	S	1,762	96%	1,762	S	32%
Military connected students	S	2,077	96%	2,077	S	70%
Male	S	42,254	96.4%	42,254	S	56.2%
Female	S	39,819	96.4%	39,819	S	68.1%

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	79,591	95.7%	79,591	S	59.6%
American Indian or Alaska Native	S	919	93%	919	S	34%
Asian or Pacific Islander	S	7,528	96.6%	7,528	S	72.6%
<i>Asian</i>	S	6,537	97.1%	6,537	S	78.6%
<i>Native Hawaiian or other Pacific Islander</i>	S	991	94%	991	S	34%
Black or African American	S	3,423	93.4%	3,423	S	39.9%
Hispanic or Latino	S	18,985	95.3%	18,985	S	42.1%
White	S	42,560	96%	42,560	S	66.9%
Two or more races	S	6,173	95.8%	6,173	S	62.3%
Children with disabilities (<i>IDEA</i>)	S	10,293	92.6%	10,293	S	18.6%
English Learners	S	7,138	91.3%	7,138	S	10.9%
Economically disadvantaged students	S	36,256	94.8%	36,256	S	42.8%
Children in foster care	S	529	89%	529	S	33%
Children who are homeless	S	1,997	87%	1,997	S	33%
Migratory students	S	1,724	95%	1,724	S	31%
Military connected students	S	1,800	97%	1,800	S	68%
Male	S	41,119	95.7%	41,119	S	53.1%
Female	S	38,453	95.7%	38,453	S	66.7%

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	78,059	93.1%	78,059	S	72.5%
American Indian or Alaska Native	S	933	89%	933	S	54%
Asian or Pacific Islander	S	7,412	94.6%	7,412	S	80.7%
<i>Asian</i>	S	6,544	95.6%	6,544	S	85.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	868	88%	868	S	47%
Black or African American	S	3,323	88%	3,323	S	54.9%
Hispanic or Latino	S	17,368	91%	17,368	S	56.7%
White	S	43,362	94.3%	43,362	S	78.8%
Two or more races	S	5,656	92.6%	5,656	S	74.9%
Children with disabilities (<i>IDEA</i>)	S	9,160	88.4%	9,160	S	25.6%
English Learners	S	5,500	83.2%	5,500	S	18.5%
Economically disadvantaged students	S	32,022	90%	32,022	S	56.6%
Children in foster care	S	420	73%	420	S	42%
Children who are homeless	S	1,744	77%	1,744	S	45%
Migratory students	S	1,458	90%	1,458	S	42%
Military connected students	S	1,476	94%	1,476	S	76%
Male	S	39,677	92.4%	39,677	S	67.9%
Female	S	38,303	93.9%	38,303	S	77.2%

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	85,811	97.4%	85,811	S	53.9%
American Indian or Alaska Native	S	1,028	97%	1,028	S	29%
Asian or Pacific Islander	S	7,713	97.1%	7,713	S	65.4%
<i>Asian</i>	S	6,741	97.2%	6,741	S	71.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	972	96%	972	S	24%
Black or African American	S	3,691	95.5%	3,691	S	30.6%
Hispanic or Latino	S	21,340	97.6%	21,340	S	33.1%
White	S	44,409	97.4%	44,409	S	63.9%
Two or more races	S	7,625	98.1%	7,625	S	57.3%
Children with disabilities (<i>IDEA</i>)	S	12,730	94.9%	12,730	S	24%
English Learners	S	8,988	93.7%	8,988	S	8.6%
Economically disadvantaged students	S	41,784	97.2%	41,784	S	36.1%
Children in foster care	S	564	96%	564	S	27%
Children who are homeless	S	2,387	93%	2,387	S	29%
Migratory students	S	1,807	97%	1,807	S	21%
Military connected students	S	2,240	98%	2,240	S	62%
Male	S	43,807	97.2%	43,807	S	54.1%
Female	S	41,997	97.6%	41,997	S	53.8%

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	79,442	95.9%	79,442	S	53%
American Indian or Alaska Native	S	908	93%	908	S	28%
Asian or Pacific Islander	S	7,535	97.1%	7,535	S	65.1%
<i>Asian</i>	S	6,543	97.5%	6,543	S	71.6%
<i>Native Hawaiian or other Pacific Islander</i>	S	992	95%	992	S	23%
Black or African American	S	3,409	93.7%	3,409	S	30%
Hispanic or Latino	S	18,975	95.7%	18,975	S	32.5%
White	S	42,456	96.1%	42,456	S	62.2%
Two or more races	S	6,156	96%	6,156	S	54.7%
Children with disabilities (<i>IDEA</i>)	S	10,212	92.4%	10,212	S	17.6%
English Learners	S	7,146	91.9%	7,146	S	8.6%
Economically disadvantaged students	S	36,133	95.1%	36,133	S	35.1%
Children in foster care	S	522	88%	522	S	26%
Children who are homeless	S	1,989	88%	1,989	S	26%
Migratory students	S	1,721	95%	1,721	S	21%
Military connected students	S	1,790	97%	1,790	S	63%
Male	S	41,019	95.9%	41,019	S	52.6%
Female	S	38,403	95.9%	38,403	S	53.5%

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	55,262	68.1%	55,262	S	50%
American Indian or Alaska Native	S	739	73%	739	S	31%
Asian or Pacific Islander	S	5,121	66.5%	5,121	S	59.1%
<i>Asian</i>	S	4,480	65.9%	4,480	S	64.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	641	71%	641	S	23%
Black or African American	S	2,319	62%	2,319	S	24%
Hispanic or Latino	S	12,738	71.9%	12,738	S	31%
White	S	30,429	67.3%	30,429	S	58.6%
Two or more races	S	3,913	67.8%	3,913	S	51.9%
Children with disabilities (<i>IDEA</i>)	S	6,452	68.7%	6,452	S	19%
English Learners	S	3,945	66.6%	3,945	S	8%
Economically disadvantaged students	S	23,696	71.8%	23,696	S	34.3%
Children in foster care	S	268	59%	268	S	25%
Children who are homeless	S	1,446	61%	1,446	S	28%
Migratory students	S	1,218	76%	1,218	S	19%
Military connected students	S	1,109	81%	1,109	S	58%
Male	S	28,508	69.1%	28,508	S	51.1%
Female	S	26,667	67%	26,667	S	48.9%

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

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

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

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

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	51,088	64.01%
Regular Assessment with Accommodations	23,118	28.96%
Alternate Assessment Based on Alternate Achievement Standards	5,612	7.03%
Total	79,818	

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
5,612	576,155	0.97%

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

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

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

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

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

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	60,467	75.38%
Regular Assessment with Accommodations	14,121	17.60%
Alternate Assessment Based on Alternate Achievement Standards	5,631	7.02%
Recently arrived ELs, took ELP		
Total	80,219	

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
5,631	577,490	0.98%

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

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

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

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

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

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	23,886	81.26%
Regular Assessment with Accommodations	3,257	11.08%
Alternate Assessment Based on Alternate Achievement Standards	2,251	7.66%
Total	29,394	

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
2,251	220,515	1.02%

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 SY2018-19?	NO

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

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

This sub-section collects information on provisions provided to ELs.

1.2.5.1.1 Recently Arrived ELs Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the *ESEA*.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	

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

1.2.5.1.2 Native Language Assessments Offered

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write "Yes" if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	YES	YES	Spanish; Castilian
State offers the State reading/language arts content tests in the students' native language(s).	NO		
State offers the State science content tests in the students' native language(s).	YES	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	131,657	S	S	18.2%	S	14.2%

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	129,607	S	S	18.1%	S	14.2%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	22,886	S	S	4%	S	4%

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	18,362	13.84%

* 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	37,776	28.47%

* 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
13,438	14,440	12,852	12,712	53,442

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	11,971	48.8%	488	32%
Year Two	13,451	53%	434	39%
Year Three	12,106	56.1%	273	40%
Year Four	9,590	56.8%	260	30%

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

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

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

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	11,990	55.3%	489	43%
Year Two	13,472	64.1%	433	47%
Year Three	12,127	71.3%	272	53%
Year Four	9,619	73.6%	265	51%

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	3,257	34.2%	132	32%
Year Two	3,897	42.1%	130	33%
Year Three	4,587	53%	111	41%
Year Four	4,349	53.6%	118	26%

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

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

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

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

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

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

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

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

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

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	YES
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	YES
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	NO
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	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> .	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 <i>ESEA</i> , and using the principles of universal design for learning.	YES
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	NO
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	NO
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	NO
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	YES
Other	NO

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

1.3 TEACHERS

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

1.3.1 Inexperienced Teachers

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

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	113,286.81	35,878.41	31.67%
Low-poverty schools	133,919.67	30,093.81	22.47%
Total schools	574,689.03	145,428.33	

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

There are several explanations for the 9.2% higher percentage of inexperienced teachers at high-poverty schools than that at low-poverty schools. OSPI has defined "Inexperienced Teacher" as a teacher who has fewer than or equal to 5.0 years of teaching experience. This intends to extend eligibility of supports for teachers beginning the profession. OSPI's State Equity Plan, per ESSA requirements, has helped Washington collect and display data from and provide feedback to Local Education Associations (LEAs) about the quality of teachers serving students by student group and demographics. This increases visibility and accountability of LEAs to equitably serve students through teachers' experience level.

Further, OSPI's Title II, Part A (TIIA) program office provides direct support to LEAs in building capacity for understanding and providing effective supports for novice teachers, which in turn helps to foster successful teachers who are retained within the profession and who utilize effective teaching practices. TIIA and other offices within OSPI worked together to ensure LEAs have the knowledge, tools, professional learning opportunities, and induction and mentoring programs needed to support novice teachers by establishing a user interface for LEA Human Resources personnel to take inventory of teachers' years of teaching experience, certificates, and endorsements. Additionally, OSPI's Beginning Educator Support Team (BEST) provides competitive grants to LEAs and regional consortia when funds are made available by the State Legislature. BEST provides tools to guide mentors in self-assessment and reflection, and trainings for mentors and coaches to build and strengthen their knowledge to support novice teachers. These supports enable LEAs to plan ahead and support novice teachers to gain effective induction mentoring support and credentialing.

Another factor contributing to the relatively higher percentage of inexperienced teachers at high-poverty schools would be the Teacher Shortage Conditional Grant program which has been conducted by Washington Student Achievement Council (WSAC). This grant program has provided grant funding to potential teachers (i.e., junior/senior college students) who apply to fulfill a teacher shortage content area and geographic shortage need by teaching in one of the priority LEAs which have higher percentage of Out-of-Field. TIIA has collaborated with WSAC to identify teacher shortage content area by LEA and evaluate severity of teacher shortage by LEA. This grant program has been effective in attracting beginning teachers to fulfill the geographic shortage need at schools which were more likely high-poverty schools.

There are three factors to contribute allocating more beginning teachers at high-poverty schools without increasing the percentage of Out-of-Field, which would be Public Data Reporting, collaboration with Higher Education Institutions, and implementing new policy WAC 181-79A-132 which is dual endorsement requirement. TIIA communicates content areas with higher percentages of Out-of-Field teachers and section counts with Educator Preparation Programs (EPP) and with the public on the Washington State Report Card. This serves to provide information about which content areas are most needed at the state, district, and school level, which may encourage EPP and candidates to promote and seek-out relevant endorsements. Also, per WAC 181-79A-132, educator preparation programs and candidates are encouraged to pursue dual endorsements which requires content area-based endorsement and program-based endorsement such special education or English language learner endorsements.

The successful implementation of each of the above strategies, programs, and policy changes may have contributed to allocate beginning teachers at high-poverty schools, but yet maintain low percentage of Out-of-Field at high-poverty schools.

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	113,286.81	1,692.36	1.49%
Low-poverty schools	133,919.67	1,736.69	1.30%
Total schools	574,689.03	7,454.36	

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

There are several possible explanations for the relatively small 0.19% difference between high- and low-poverty schools. OSPI's State Equity Plan, per ESSA requirements, has helped Washington to collect and display data from and provide feedback to Local Education Associations (LEAs) about the quality of teachers serving students by student group and demographics. This increases visibility and accountability of LEAs to equitably serve students through teacher certification status. Further, OSPI's Title II, Part A program office (TIIA) provides direct support to LEAs in promoting understanding of certification types, endorsements, and teacher assignments. The TIIA program office and other offices within OSPI have worked together to ensure LEAs have the knowledge and tools needed to make appropriate teaching assignments by establishing a user interface for LEA Human Resources personnel to take inventory of teachers, their certificates, and endorsements. This enables LEAs to plan ahead and support teacher credentialing. Beyond the user interface, TIIA has also provided an HR module to help LEAs in making informed HR decisions and providing appropriate support for their teachers to seek full certifications. Public Data Reporting may also contribute to the decrease in teachers holding emergency or provisional certificates. TIIA communicates content areas with higher percentages of limited-certificate holders by teacher and section counts. This serves to provide information about what areas – each content and location – in which additional support for teacher certification may be needed at the state-, district-, and school-level. Additionally, per WAC 181-79A-140, OSPI's data logic has moved Conditional Certificates from being considered Limited/Provisional to Full-Certificates. The reason for this change is that Washington's Conditional Certificates require an endorsement to be attached, thereby allowing OSPI to monitor and promote appropriate placement of these teachers. This WAC implementation coincided with the Professional Educator Standards Board (PESB) making conditional certificates easier to obtain and the opportunities mentioned above which increase access to alternative routes to full-certification. The successful implementation of each of the above strategies and policy changes may have contributed to the similar percentage in teachers holding Emergency and/or Provisional Certificates between high- and low-income schools.

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	113,286.81	6,512.22	5.75%
Low-poverty schools	133,919.67	5,057.46	3.78%
Total schools	574,689.03	26,765.06	

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

There are several explanations for the difference of 1.97% in Out-of-Field teacher assignment in low- and high-income schools. OSPI's State Equity Plan, per ESSA requirements, has helped Washington to collect and display data from and provide feedback to Local Education Associations (LEAs) about the quality of teachers serving students by student group and demographics, increasing visibility and accountability of LEAs to equitably serve students through teacher course assignment. Further, OSPI's Title II, Part A program office (TIIA) provides direct support to LEAs to promote understanding of certification types, endorsements, and teacher assignments. TIIA and other offices within OSPI have worked together to ensure LEAs have the knowledge and tools needed to make appropriate teaching assignments by establishing a user interface for LEA Human Resources personnel to take inventory of teachers, their endorsements, and the appropriate state course codes matches for each endorsement type, for each the current and upcoming school years. This enables LEAs to plan ahead and facilitate for most-needed content areas as they make hiring decisions. Beyond the user interface, TIIA has also provided an HR module to help LEAs in making informed HR decisions based on teaching qualification needs and holds "Office Hours" with LEAs to provide technical assistance and guidance for placing teachers appropriately. These actions help reduce Out-of-Field placements. Another factor contributing to the reduction of Out-of-Field placements may be Public Data Reporting and collaboration with Higher Education Institutions. TIIA communicates content areas with higher percentages of Out-of-Field teachers and Out-of-Field section counts with Educator Preparation Programs and with the public on the Washington State Report Card. This provides information about which content areas are most needed at the state, district, and school level, which may encourage educator preparation programs and candidates to promote and seek-out relevant endorsements. Additionally, WAC 181-79A-132 (effective September 2019) mandates that educators must meet dual-endorsement requirements. Dual-endorsed teachers have more opportunity to be placed within their endorsement area, which may also contribute to the State's overall decrease in percent of teachers placed Out-of-Field. While the successful implementation of each of the above strategies may have contributed to the overall decrease in Out-of-Field teachers within the state, there is still a visible difference between low- and high-income schools based on out-of-field teaching assignments. One reason for this may be that following the McCleary decision, low-income schools and districts have been doubly impacted by smaller amounts of state funds allotted for teacher compensation in addition to a heavier reliance on local levy funds. This creates a situation in which low-income schools and districts are less able to competitively compensate teachers, which may impact hiring options.

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	68.67%	29.94%

Poverty metric used	Students who are eligible for Free and Reduced Priced Lunch
---------------------	---

FAQ:

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

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

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

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

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

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

Total ELs	#
Number of ALL ELs in the State	128,774
Number of ELs identified as children with disabilities	22,793

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	118,809

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

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, identify the language of instruction (other than English) next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

LIEPs	Language of instruction (if applicable)	Number of ELs Enrolled
Transitional Bilingual	English and Spanish	1,804
Dual Language or Two-way Immersion	English and a partner language/ Spanish, Russian, Chinese, Vietnamese	4,523
English as Second language (ESL) or English Language Development (ELD)	English	35,938
Content Classes with integrated ESL support	English and/or Spanish	60,490
Newcomer programs	English and/or Spanish	1,063
Other	English	14,991

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	81,020
Russian	5,238
English	3,659
Vietnamese	3,632
Chinese	3,508

The response is limited to 8,000 characters.

Additional languages with significant numbers of ELs:

2,848 Arabic speakers

2,561 Ukranian speakers

3,028 Somali speakers

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.*
1,478	1,478	1,095

*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.

Based on a percent increase of 13% per annum, we will need approximately 1095 more educators endorsed in Bilingual Education or English Language Development.

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	145
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	0
Supporting implementation of school wide programs	0
Professional development to teachers and other personnel serving ELs	145
Parent and community engagement activities	145
Supporting the development and implementation of pre-school programs	0
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	145
Improving instruction of ELs with disabilities	145
Providing tutorials, career and technical education	0
Offering programs to help ELs achieve success in post-secondary education	145
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	NO

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

The response is limited to 8,000 characters.

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

1.4.7 Education Programs and Activities for Immigrant Students

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

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
38,757	3,141	7

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:

- 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.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

We make funds available in an expedient manner with our short form, titled Substantially Approvable Status, where districts can demonstrate only the required grant compliance activities to begin using their funding, but must complete a full application before the academic calendar year.

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	299	299
LEAs with subgrants	37	37
Total	336	336

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

1.6.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled
Age 3 through 5 (not Kindergarten)	1,126
K	3,213
1	2,918
2	2,984
3	2,873
4	2,944
5	2,906
6	2,904
7	2,729
8	2,564
9	2,608
10	2,581
11	3,044
12	4,578
Ungraded	
Total	39,972

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	4,785	439
Doubled-up (e.g., living with another family)	29,871	5,590
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	2,830	300
Hotels/Motels	2,486	63
Total	39,972	6,392

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	6,392
Migrant children/youth	1,848
Children with disabilities (<i>IDEA</i>)	8,655
English Learners (ELs)	7,257

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	374
Age 3 through 5 (not Kindergarten)	899
Total	1,273

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