

CONSOLIDATED STATE PERFORMANCE REPORT

PART I

SCHOOL YEAR 2019-2020

DISTRICT OF COLUMBIA



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 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

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.

1.1 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

State	State Report Card URL
District of Columbia	https://dcschoolreportcard.org/

Data Quality Comment
<p>As a result of the waivers granted by USED in March 2020 (https://osse.dc.gov/page/osse-statewide-assessment-and-accountability-waiver-covid-19) DC did not administer statewide assessments in 2019-20 nor did they calculate accountability scores for 2019-20. All required elements under ESSA, not waived are available in the DC School Report Card website. Additionally, OSSE complies with additional reporting requirements in the publication of the cross-tabulated and summative data sets linked within the report card: https://osse.dc.gov/page/dc-school-report-card-resource-library</p>

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.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839

State	School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
DISTRICT OF COLUMBIA	High poverty quartile school	3585.78	148.4	4.1
DISTRICT OF COLUMBIA	Low poverty quartile school	3996.2	133.16	3.3
DISTRICT OF COLUMBIA	Total Schools	7581.98	281.56	3.7

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.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839

State	School Poverty Level	Total Teachers	Teachers Teaching with an Emergency or Provisional Credential	Percent Teachers Teaching with an Emergency or Provisional Credential
DISTRICT OF COLUMBIA	High poverty quartile school	3585.78	.	.
DISTRICT OF COLUMBIA	Low poverty quartile school	3996.2	.	.
DISTRICT OF COLUMBIA	Total Schools	7581.98	.	.

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.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839

State	School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
DISTRICT OF COLUMBIA	High poverty quartile school	3585.78	477.76	13.3
DISTRICT OF COLUMBIA	Low poverty quartile school	3996.2	611.5	15.3
DISTRICT OF COLUMBIA	Total Schools	7581.98	1089.26	14.4

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 %)	Poverty Metric Used
50	50	We use the percentage of students who are directly certified as the poverty metric. Please note that designations are aligned with School Report Cards, and are not reported in quartiles, but rather dichotomously at HIGH or LOW for schools that exceed or fall below 50%.

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.

Data Quality Comment
We calculate the percentage of students who are in poverty using the count of students directly certified divided by the total count of students. Any schools in which 50% or more of the student body is directly certified is flagged as a High-Poverty School. It is also worth noting that we identify both Title I and non-Title I schools. This response originally created an error that we believe is a misunderstanding. Please see our response below. The high/low poverty threshold is 50% of students who qualify for TANF, SNAP, who are in foster care, or who are experiencing homelessness, in accordance with the definition laid out in DC's ESSA plan. It seems there was confusion about 50% being the threshold as well as the proportion.

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.

Populated with SEA-LEVEL FS141/DG678

State	Total ELs	#
DISTRICT OF COLUMBIA	Total English Learners in State	9440
DISTRICT OF COLUMBIA	English Learners with Disabilities	1828

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.

Populated with SEA_LEVEL FS116/DG648

State	ELs Receiving Services	#
DISTRICT OF COLUMBIA	English Learners Served by LIEP	8860

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, place a check 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.

Populated with SEA_LEVEL FS116/DG849

State	LIEP	#	Language of Instruction
DISTRICT OF COLUMBIA	Content Classes with integrated ESL support	5664	English
DISTRICT OF COLUMBIA	Dual Language or Two-way Immersion	2815	Spanish, Mandarin, Hebrew, French
DISTRICT OF COLUMBIA	ESL or ELD	381	English
DISTRICT OF COLUMBIA	Newcomer programs	0	
DISTRICT OF COLUMBIA	Other	0	
DISTRICT OF COLUMBIA	Transitional Bilingual Education or Early-Exit Bilingual Education	0	

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

State	Comments
DISTRICT OF COLUMBIA	

Data Quality Comment
This submission triggered an error, but we're not exactly sure how. We note that the language of instruction depends on the program. The language of instruction is English for all programs except for dual language and two-way immersion programs, which are instructed in the following languages: Spanish, Mandarin, Hebrew, French.

1.4.3 Most Common Languages Spoken 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.

Populated with SEA-LEVEL FS141/DG678

State	Language	# ELs
DISTRICT OF COLUMBIA	Spanish; Castilian	7346
DISTRICT OF COLUMBIA	English	511
DISTRICT OF COLUMBIA	Amharic	453
DISTRICT OF COLUMBIA	French	260
DISTRICT OF COLUMBIA	Chinese	110

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.

Populated with SEA-LEVEL FS067/DG422

State	Number of teachers serving in LIEPs 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
DISTRICT OF COLUMBIA	404	128.00	100

Data Quality Comment

This projection is an estimate based on growth in the EL population.

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.

State	Activities of LEAs	Number of LEAs
DISTRICT OF COLUMBIA	Supporting the development and implementation of LIEPs	16
DISTRICT OF COLUMBIA	Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	12
DISTRICT OF COLUMBIA	Supporting implementation of school wide programs	14
DISTRICT OF COLUMBIA	Professional development to teachers and other personnel serving ELs	16
DISTRICT OF COLUMBIA	Parent and community engagement activities	16
DISTRICT OF COLUMBIA	Supporting the development and implementation of pre-school programs	11
DISTRICT OF COLUMBIA	Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	12
DISTRICT OF COLUMBIA	Improving instruction of ELs with disabilities	2
DISTRICT OF COLUMBIA	Providing tutorials, career and technical education	0
DISTRICT OF COLUMBIA	Offering programs to help ELs achieve success in post-secondary education	1
DISTRICT OF COLUMBIA	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.

Comment

Data Quality Comment

1.4.6 Assistance Provided by SEAs

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

State	Activities	Check all that apply
DISTRICT OF COLUMBIA	Identifying and implementing effective LIEPs and curricula for teaching English learners	X
DISTRICT OF COLUMBIA	Helping ELs meet the same challenging State academic standards that all children are expected to meet	X
DISTRICT OF COLUMBIA	Identifying or developing, and implementing, measures of English proficiency	X
DISTRICT OF COLUMBIA	Strengthening and increasing parent, family, and community engagement in programs that serve ELs	X
DISTRICT OF COLUMBIA	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	
DISTRICT OF COLUMBIA	Other	X

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.

Comments

emote pre-K Screener for EL Identification •ELs reflected in State Continuous Education Principles •Distance learning guides for educators and multilingual families (in six languages) • OSSE released a new web training to increase LEAs' data literacy and usage of EL-data to improve their programming for ELs. The training informed users of the Early Access to English Learner Data Qlik application about how to use its new features to enhance their EL program planning and supports. Additionally, app users learned about the expanded role access to the app and to identify how data from the app can be used to collaborate with colleagues on EL program planning and supports. • OSSE convened five meetings of the State Title III Advisory Committee to provide input on key policy and guidance considerations, including EL exit criteria review, EL progress monitoring for current and monitored ELs and monitoring for exited ELs, and, in response to the move to distance learning, provisional EL identification. • OSSE divided its EL Policy webpage into two distinct sites to improve LEA navigation of the numerous resources. The webpage on OSSE EL Policy and Programs offers guidance around maintaining an EL program that is rooted in federal and local regulations. The webpage on OSSE EL Instructional Resources provides educators resources and archived training materials to inform their instruction of ELs during academic content and English language development instruction. Among the resources are publications, archived webinars, materials to support EL parent and family engagement, and information on accessing OSSE's professional development and technical assistance opportunities. • OSSE conducted an informational State of ELs session, The Landscape of English Learners in DC and Vision for Success, based on the state- and LEA-level analysis of ELs students' academic and English language growth conducted the previous school year. After a guided analysis of and discussion about the data, participants drafted a vision of success for the state's ELs. • OSSE provided LEA-level technical assistance, upon request, to three Title III grantee LEAs focusing on how they could use data to improve their EL programs. OSSE provided visualizations of state and LEA-level EL data and tools to identify trends in data related to EL achievement. Participants gained skills in analyzing ACCESS and PARCC state-wide assessment data to identify strengths and areas for growth in serving EL students; and how to guide data interpretation discussions with school-based staff. • OSSE conducted several webinars for educators of ELs as part of its Start of School campaign. Among them was a four-part webinar series designed to address EL policy and changes to EL programming in the wake of the public health emergency school closures and resultant distance learning. Specifically, the trainings were: o 2020-21 School Year New EL Coordinator Orientation o Serving ELs During Distance Learning: FAQs and Provisional Identification Procedures o Re-Entry to the 2020-21 School Year: Strategies and Tools for Supporting ELs: o Part 1: Value ELs' Cultural and Linguistic Backgrounds o Part 2: Partner with ELs' Families o Part 3: Provide Language Development and Academic Instruction Programs to ELs o Part 4: Use Multiple Data Sources to Support EL Students and Programs • OSSE revised the OSSE Home Language Survey (HLS), the first part of the two-step EL identification process, and released the new form for use on Dec. 19, 2019. Associated activities included: o Obtaining input from the State Title III Advisory Committee, families and school staff on misconceptions and areas of confusion surrounding the content and implementation of the former HLS. o Researching options for new survey questions and gathering stakeholder input. o Revising the layout, instruction, and questions to align with federal recommendations and stakeholder input. o Obtaining translations into the top languages in DC. o Conducting training on the new version of the OSSE HLS. EL Professional Development EL-focused professional development consisted of (1) in-person training workshops (2) On-line training workshops, (3) a two-day city-wide conference, and (4) Start of School Summit trainings designed for educators and school leaders to address specific strategies for supporting EL student achievement. Note that EL supports encompass professional development geared specifically to dual language teachers and school leaders. 1. OSSE offered eighteen professional learning opportunities, including several multi-day workshop series and a cohort series. 1.1 EL-focused offerings o English Language Acquisition three-part series of half-day sessions each offered twice and followed by an extension webinar training o What Teachers Need To Know About Teaching ELs 4-day cohort series for teachers who are new to teaching EL students o Supporting ELs in the Four Language Domains and its extension webinar o Secondary Transition for ELs (offered twice) o Literacy and Numeracy for Secondary Students with Limited or Interrupted Formal Education o Response to Intervention for ELs o EL Instructional Practices During Distance Learning o Igniting ELs' Enthusiasm for Learning five-part series to address ELs' unique learning needs during remote instruction o Guiding Principles for Using Educational Technology with ELs o The Language-Rich Classroom o WIDA's six Self-Paced eWorkshops o The Sheltered Instruction Observation Protocol (SIOP) three day training 1.2 Six dual language-focused offerings. o The Potential of Biliteracy o Additive Bilingualism o Biliterate Writing Trajectory o Dual Language Classroom Observations and Feedback o School Visits: Dual Language Classroom Observations and Feedback o Biliteracy from the Start 2. OSSE conducted fifteen webinars for distance learning planning and instruction, including workshops series and virtual PDs. 2.1. EL focused offerings: Four webinars on special topics in EL programming and instruction addressing the following topics: o ELs and The Law o OSSE's Testing Accommodations Manual Part 2: English Learners o Difference vs. Disability o Preparing ELs for College and Career 2.2 Eleven on-line training workshops focused on Dual Language were conducted, addressing the following topics: o Virtual Libraries for Dual Language o Google Classroom for Dual Language Instruction o Tips to Record Read Aloud Stories o Home Habits for Distance Learning o Prácticas efectivas para el aprendizaje a distancia o Teaching Strategies to Develop Cross-Language Connections o Educator Certification for Bilingual Teachers o Biliterate Writing Trajectory o The Biliteracy Framework: Planning and Delivering Instruction in Two Languages o Defining Instructional Programs for Multilingual Education 3. The OSSE Multilingual Learner Conference 2020, a city-wide convening dedicated to supporting ELs in English language and dual language programs, was planned, but cancelled due to the public health emergency. Over two days, more than 300 participants were expected to participate in a total of 24 workshop sessions led by DC educators, as well as nationally and internationally- recognized researchers and educational leaders. 4. In conjunction with the OSSE Start of School Campaign, five webinar-based workshops were provided to all LEAs to ensure each LEA had a team of skilled staff who could not only leverage EL student-level data from multiple systems to meet state and federally required responsibilities, but also be prepared for the rapidly changing nature of education caused by the public health emergency. This multi-day initiative to ready LEAs to effectively serve ELs on the first day of the 2020-21 school year included the Start of School trainings mentioned in the section, EL Policy and Guidance, above.

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.

Populated with SEA-LEVEL FS045/DG519

State	# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
DISTRICT OF COLUMBIA	3143	107	1

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.

State	Comments
DISTRICT OF COLUMBIA	

Data Quality Comment

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 SY 2018-19 programs. Then the “# of days/\$\$ Distribution” is 30 days.

State	Date State Received Allocation	Date Funds Available to Subgrantees	# Days \$\$ Distribution
DISTRICT OF COLUMBIA	7/1/2019	7/1/2019	0

Data Quality Comment

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.

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.

State	Comments
DISTRICT OF COLUMBIA	Title III funds are distributed to LEAS on July 1, the same day the District of Columbia receives the allocation. As our number of days between receipt and distribution is 0, we cannot shorten the process.

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.

State	Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?
DISTRICT OF COLUMBIA	No

Data Quality Comment

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>.

Populated with SCH-LEVEL FS130/DG36; Note a table will only appear if the State reported at least one school as persistently dangerous.

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.

Populated with LEA-LEVEL FS170/DG754

State	LEAs	#	# LEAs Reporting Data
DISTRICT OF COLUMBIA	LEAs with subgrants	4	4
DISTRICT OF COLUMBIA	LEAs without subgrants	60	60

Data Quality Comment

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.

Populated with SEA-LEVEL FS118/DG655

State	Grade Level	Number of Homeless Enrolled Students
DISTRICT OF COLUMBIA	Age 3 through 5 (not Kindergarten)	1189
DISTRICT OF COLUMBIA	Grade 1	592
DISTRICT OF COLUMBIA	Grade 10	227
DISTRICT OF COLUMBIA	Grade 11	217
DISTRICT OF COLUMBIA	Grade 12	221
DISTRICT OF COLUMBIA	Grade 2	534
DISTRICT OF COLUMBIA	Grade 3	481
DISTRICT OF COLUMBIA	Grade 4	409
DISTRICT OF COLUMBIA	Grade 5	381
DISTRICT OF COLUMBIA	Grade 6	310
DISTRICT OF COLUMBIA	Grade 7	286
DISTRICT OF COLUMBIA	Grade 8	281
DISTRICT OF COLUMBIA	Grade 9	485
DISTRICT OF COLUMBIA	Kindergarten	699
DISTRICT OF COLUMBIA	Ungraded	20
DISTRICT OF COLUMBIA	No category code available or required	6332

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.

Populated with SEA-LEVEL FS118/DG655

State	Primary Nighttime Residence Type	Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth	Number of Homeless Enrolled Students
DISTRICT OF COLUMBIA	Doubled Up	116	4518
DISTRICT OF COLUMBIA	Hotels/Motels	2	275
DISTRICT OF COLUMBIA	Sheltered	25	1369
DISTRICT OF COLUMBIA	Unsheltered	2	103

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.

Populated with SEA-LEVEL FS118/DG655

State	Subgroup	Number of Homeless Enrolled Students
DISTRICT OF COLUMBIA	Children with one or more disabilities (IDEA)	1297
DISTRICT OF COLUMBIA	English learner	659
DISTRICT OF COLUMBIA	Unaccompanied youth	147

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.

Populated with SEA-LEVEL FS194/DG818

State	Age Level	Number of Young Homeless Children Served
DISTRICT OF COLUMBIA	Age 3 through 5 (not Kindergarten)	627
DISTRICT OF COLUMBIA	Age Birth through 2	3

STATE CERTIFICATION

Did the State certify this report?

YES

Date the State certified

3/31/2021 7:21:55 AM