

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART I

SCHOOL YEAR 2019-2020

WASHINGTON



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
Washington	<a href="https://washingtonstatereportcard.ospi.k12.wa.us/">https://washingtonstatereportcard.ospi.k12.wa.us/</a>

Data Quality Comment

## 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
WASHINGTON	High poverty quartile school	133056.21	39187.49	29.5
WASHINGTON	Low poverty quartile school	128444.65	26133.33	20.3
WASHINGTON	Neither high nor low poverty quartile school	320473.02	73179.15	22.8
WASHINGTON	Total Schools	581973.88	138499.97	23.8

### 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
WASHINGTON	High poverty quartile school	133056.21	2150.71	1.6
WASHINGTON	Low poverty quartile school	128444.65	1419	1.1
WASHINGTON	Neither high nor low poverty quartile school	320473.02	4895.92	1.5
WASHINGTON	Total Schools	581973.88	8465.63	1.5

### 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
WASHINGTON	High poverty quartile school	133056.21	7264.77	5.5
WASHINGTON	Low poverty quartile school	128444.65	5584.09	4.3
WASHINGTON	Neither high nor low poverty quartile school	320473.02	14757.63	4.6
WASHINGTON	Total Schools	581973.88	27606.49	4.7

### 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
61	11	The SEA used the percentage of students who qualify for the free or reduced-price lunch program to rank order all schools from highest to lowest. That list was divided into four equal groups. Schools in the first (highest group) are high-poverty schools, meaning 60.5% percent or more of students in these schools were eligible for free or reduced-price lunch. Schools in the last group (lowest group) are the low-poverty schools, meaning 10.7% or fewer of students in these schools were eligible for free or reduced-price 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.

Data Quality Comment

## 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	#
WASHINGTON	Total English Learners in State	129564
WASHINGTON	English Learners with Disabilities	24620

#### 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	#
WASHINGTON	English Learners Served by LIEP	127758

### 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
WASHINGTON	Content Classes with integrated ESL support	65610	English
WASHINGTON	Dual Language or Two-way Immersion	5540	Spanish/English, Vietnamese/English, and Mandarin/English
WASHINGTON	ESL or ELD	45057	English
WASHINGTON	Newcomer programs	1261	English
WASHINGTON	Other	8655	English
WASHINGTON	Transitional Bilingual Education or Early-Exit Bilingual Education	1635	Spanish/English

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

State	Comments
WASHINGTON	Supportive Mainstream-Language development instruction is provided through ELL Pull-out/push-in instruction or through small group instruction with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur individually or in small groups within the mainstream classroom or separate from the mainstream classroom with the focus of supporting English language development. Students in this model access grade-level academic content through participation in their mainstream classrooms. Districts employing this model must ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

Data Quality Comment

### 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
WASHINGTON	Spanish; Castilian	81506
WASHINGTON	Russian	5135
WASHINGTON	English	3868
WASHINGTON	Vietnamese	3581
WASHINGTON	Chinese	3241

## 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
WASHINGTON	1399	1399.00	1082

Data Quality Comment

## 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
WASHINGTON	Supporting the development and implementation of LIEPs	154
WASHINGTON	Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	45
WASHINGTON	Supporting implementation of school wide programs	90
WASHINGTON	Professional development to teachers and other personnel serving ELs	154
WASHINGTON	Parent and community engagement activities	154
WASHINGTON	Supporting the development and implementation of pre-school programs	12
WASHINGTON	Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	28
WASHINGTON	Improving instruction of ELs with disabilities	154
WASHINGTON	Providing tutorials, career and technical education	0
WASHINGTON	Offering programs to help ELs achieve success in post-secondary education	22
WASHINGTON	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
N/A

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

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
N/A

Data Quality Comment

## 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
WASHINGTON	28535	2375	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.

State	Comments
WASHINGTON	N/A

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
WASHINGTON	7/1/2019	12/12/2019	132

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
WASHINGTON	Staff turnover, being understaffed, and training new staff has lengthened the time to process Title III funds to subgrantees. Three Title III staff have been hired and trained which will shorten the time to process the distributions to subgrantees.

### 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?
WASHINGTON	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
WASHINGTON	LEAs with subgrants	45	45
WASHINGTON	LEAs without subgrants	288	288

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
WASHINGTON	Age 3 through 5 (not Kindergarten)	1080
WASHINGTON	Grade 1	2732
WASHINGTON	Grade 10	2412
WASHINGTON	Grade 11	2620
WASHINGTON	Grade 12	4072
WASHINGTON	Grade 2	2658
WASHINGTON	Grade 3	2592
WASHINGTON	Grade 4	2619
WASHINGTON	Grade 5	2570
WASHINGTON	Grade 6	2708
WASHINGTON	Grade 7	2622
WASHINGTON	Grade 8	2490
WASHINGTON	Grade 9	2561
WASHINGTON	Kindergarten	2949
WASHINGTON	No category code available or required	36685

### 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
WASHINGTON	Doubled Up	4706	27295
WASHINGTON	Hotels/Motels	50	2271
WASHINGTON	Sheltered	335	4232
WASHINGTON	Unsheltered	257	2887

### 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
WASHINGTON	Children with one or more disabilities (IDEA)	7696
WASHINGTON	English learner	6975
WASHINGTON	Unaccompanied youth	5348
WASHINGTON	Migratory students	1732

### 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
WASHINGTON	Age 3 through 5 (not Kindergarten)	512
WASHINGTON	Age Birth through 2	402

## STATE CERTIFICATION

**Did the State certify this report?**

YES

**Date the State certified**

3/31/2021 8:34:41 AM